

**INFORMATION SEEKING BEHAVIOUR OF FACULTY
MEMBERS AND STUDENTS OF PARAMEDICAL AND
NURSING INSTITUTION IN MIZORAM**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR IN
PHILOSOPHY**

LALHMANGAIHSANGI SAILO

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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF ECONOMICS, MANAGEMENT AND
INFORMATION SCIENCE
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STUDENTS OF PARAMEDICAL AND NURSING INSTITUTION IN
MIZORAM**

**BY
LALHMANGAIHSANGI SAILO
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

**SUPERVISOR
PROF. PRAVAKAR RATH**

**Submitted
In fulfillment of the requirement of the Degree of Doctor of Philosophy in
Library and Information Science of Mizoram University, Aizawl**



MIZORAM UNIVERSITY

(A Central University)

Department of Library and Information Science

Tanhril, Aizawl, Mizoram, Pin-796004

GRAM: MZU, P.O. BOX: 190, PHONE: 0389-2331607, 2331608 TELE-FAX:

(0389) 2331608

Email: mzut016@mzu.edu.in

CERTIFICATE

This is to certify that the thesis entitled “**Information Seeking Behaviour of Faculty Members and Students of Paramedical and Nursing Institution in Mizoram**” submitted by **Lalmangaihsangi Sailo**, Ph.D Research Scholar for the award of the Degree of Doctor of Philosophy in Library and Information Science is carried out under my supervision and incorporates the student bona-fide research and this has not been submitted for award of any degree in this or any other university or institute of learning.

Place : Aizawl, Mizoram

(Prof. PRAVAKAR RATH)

Date:

Supervisor

DECLARATION
MIZORAM UNIVERSITY
NOVEMBER, 2025

I **LALHMANGAIHSANGI SAILO**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the Degree of **Doctor of Philosophy in Library and Information Science**.

(LALHMANGAIHSANGI SAILO)

Research Scholar

(Prof. MANOJ KUMAR VERMA)

Head of Department

(Prof. PRAVAKAR RATH)

Supervisor

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ABBREVIATIONS AND ACRONYMS

Abbreviation	Description
AISSC	All India Senior School Certificate Examination.
CBSE	Central Board of Secondary Education
PMC	PubMed Central
DOAJ	Directory of Open Access Journals
BMC	BioMed Central
OPAC	Online Public Access Catalogue
MNC	Mizoram Nursing Council
INC	Indian Nursing Council
GHO	Global Health Observatory
MBSE	Mizoram Board of School Education
ICSE	Indian Certificate of Secondary Education
SSCE	Senior School Certificate Examination
HSEC	Higher Secondary Education Certificate
PCB	Post Certificate <u>B.Sc.</u> Nursing
GNM	General Nursing and Midwifery
ANM	Auxiliary Nursing Midwifery
X-RAY	X-Radiation

CT SCAN	Computed Tomography Scan
EEG	Electroencephalogram
MFM	Mission Foundation Movement
NIOS	National Institute of Open School
DHS	Directorate of Health Services
ANA	American Nurses Association
NMC	Nursing and Midwifery Council

CHAPTER 1

Introduction

1.1 BACKGROUND OF THE STUDY

Information is a crucial economic resource for human development. For planning, making decisions, and lowering uncertainty, it is a vital tool. The current information environment is impacted by and linked to various information sources that are made accessible through interfaces between ICT (Information Communication Technology) and human. Since information provides facts, experiences, procedures, and processes to follow in order to carry out a plan, it is essential for survival and decision-making at every step of human endeavour. Therefore, information is crucial for human progress, decision-making, professionalism, competence, practices, and efficient service delivery. We live in the era of revolution in knowledge and information. A major concern in the information age is information. It is a crucial aspect of human existence.

Nursing and Paramedical professionals must seek out a lot of information because of their duties. The training, scope of practice, and patient care philosophy of nurses and other professionals can set them apart from other healthcare practitioners. Nurses carry out a variety of tasks, including taking medical histories, conducting diagnostic procedures and tests, interpreting test results, handling treatment based on test results, tending to nursing mothers, operating medical equipment, and monitoring patients to make sure they recover. Additionally, they alert the public about illness outbreaks, early warning signs and symptoms, diet and nutrition, exercise, and staying in shape.

Nurses monitor the manner in which the patient performs and record what they observe. Nurses are counselors. They comprise a majority of hospital clinical personnel and receive more consultations than other medical professionals. Because they deal with human life, providing patient care and carrying out professional duties can be quite challenging, and as a result, they will have to show a high level of professionalism and expertise when handling a patient especially a severe case. This will require nurses to prepare and keep informed on the ethics and trends in the profession. To achieve this they may consult several databases relevant to their profession as they are needed to be updated every day.

Like all other fields, nursing and paramedical education have expanded both horizontally and vertically. Nursing faculty and students across nations now seek information differently as it has altered the methods of information production in this specific sector. Every area of life, including the management of food, health, education, agriculture, etc. needs information. The first step in human life is acquiring knowledge in a variety of ways. Either direct observation or varieties of techniques, including various information sources, channels, etc. are used to gather information. The study of information seeking behavior focuses on the demands of users and there are many motivations to learn, including their behaviour and attitude.

Based on a number of studies, students and medical professionals frequently consult libraries as a source of health information. Other research, however, has revealed that a large number of medical professionals either lacked access to libraries or were reluctant to utilise them. Research has indicated that health sciences librarian's offer nurses useful assistance in retrieving information. Some librarians at medical institutes also offer live electronic referencing assistance, and university libraries provide computer search services that are mediated. Nurses need a wide variety of healthcare data for clinical and educational purposes.

1.2 Concept of Nursing

Before they start providing patient care, nursing professionals and students alike must understand four key Nursing concepts. These ideas serve as the foundation for nursing education programs, impart the skills required for nursing, and help students improve their mental health, emotional intelligence, and sense of self. Additionally, they instruct students in patient care and interaction. Human Being (the patient as a whole), Environment, Health, and Nursing are the four concept of nursing.

- **Human Being**

The first fundamental idea is that every individual is made up of various components that come combined to generate an all-encompassing. This involves a person's physical, mental, social, and spiritual spheres. Additionally, it covers cultural elements that the patient may find significant.

Nursing care requires an understanding that a patient is more than the illness that brought him to the hospital.

- **Environment**

Another nursing notion is the patient's environment, which encompasses their socio-economic level, place of residence, and the individuals in their immediate vicinity. Without this access to healthcare, a person may experience similar issues and have a less promising prognosis. The social assistance a patient receives and the hospital setting, which is partially managed by nurses, are both considered aspects of the environment. Proper treatment and a nice setting affect how rapidly a patient recovers.

- **Health**

Health is the third essential nursing concept. It is imperative for nurses to maintain constant awareness of their patient's health. The patient's primary health issue is typically the nurse's initial concern, but they also need to consider any additional symptoms and the patient's general health.

- **Nursing**

The actual nursing process is the fourth idea. According to the Chinese Medical University (2005), nursing is regarded as both an art and a science. Learning leadership, decision-making, and strategies for attending to a patient's needs beyond their immediate medical issues are all part of it. The 2001-2002 North American Nursing Diagnosis Association (NANDA) Nursing requires both teaching and learning, as well as legal and ethical training, teamwork, and fast thinking. According to the nursing idea, a nurse's four primary responsibilities are to promote well-being, prevent illness and damage, aid in healing, and to the extent that it is morally and legally permissible, alleviate pain.

1.3 Theories of Nursing

Nursing theories offer organised frameworks that direct nursing practice, research, instruction, and leadership. They aid in defining the profession, duties, and objectives of nurses. From broad philosophical perspectives (grand theories) to more focused

and pragmatic frameworks (middle-range and practice-level theories), these ideas range in both scope and complexity. Several significant nursing theories are listed under :

- **Interpersonal Theory of Nursing (Hildegard Peplau, 1952)** - Through orientation, identification, exploitation, and resolution, the nurse-patient relationship develops. As the personality changes as a result of educational, therapeutic, and interpersonal processes, nursing becomes a developing force. When there is a perceived need, nurses establish a personal connection with the patient. The nurse's special role is to help the patient, whether ill or well, carry out the wellness-promoting or recovery-promoting activities that he would complete on his own if he had the requisite strength, will, or knowledge, and to do so in a way that will help him become independent as quickly as possible. To understand each patient's demands, the nurse must, in a way, put herself in the position of the patient.
- **Leininger (1978)** - Providing care that is consistent with cultural values, beliefs and practices is the aim of nursing. Based on her, the primary, distinguishing, and unifying characteristic of nursing is caring. According to her, there may be caring together with curing, but there cannot be a cure without caring. In order to provide care that is distinctive to a given culture, health care professionals should strive to comprehend care as well as the values, health beliefs, and lifestyles of various cultures.
- **Nursing Practice Theory (Benner, 1984)** - The development of nursing practice theory has been shown to benefit from discussions with experienced nurses in the field. Nursing practice theory was created for use in a particular range of nursing scenarios and has the most constrained scope and degree of abstraction. Compared to more abstract ideas, theories produced at this level have a more direct influence on nursing practice. Nursing practice theories forecast results and the influence of nursing practice and offer frameworks for treatment. Nursing practice theories are also used to describe or develop nursing questions, activities, and procedures. It is ideal for nursing practice theories to be connected to middle-range theories or to be inferred from

middle-range theories. Concepts and assertions from higher levels of nursing theory are also reflected in practice theories. One of the main sources of nursing practice theory is the daily experiences of nurses. As nursing phenomena and the relationships between many features of specific nursing circumstances are described and explained, the breadth and complexity of nursing practice are fully comprehended. As nursing engages in research-based theory and practice development, research results on a variety of nursing challenges provide information for nursing practice theories. Reflective practice has been used to articulate nursing practice theory through a variety of methods of knowing. Quietly reflecting on practice, recalling and recording aspects of nursing situations, addressing one's own emotions, reassessing the event, and fusing new knowledge with prior experiences are all part of the process. It should lay the groundwork for nursing practice, contribute to the dissemination of new knowledge, and suggest the future course of nursing development (Brown, 1964). Theory is important because it helps us to decide what we know and what we need to know (Parsons, 1949).

1.4 Characteristics of Nursing Professionals and Students

A unique combination of academic, professional, and personal qualities is required in the honorable and demanding field of nursing. Nursing professionals and students must not only provide effective patient care but also have attributes that promote collaboration and lifelong learning within the healthcare system. Despite the contrasts in their roles, nursing practitioners and students share many essential characteristics that are required for success in this field.

The characteristics of an ideal nursing professional and students must be :

- **Positive** - The nursing course has its ups and downs. Setbacks are common in the course, such as missing an exam question, having trouble managing their schedule, or struggling with a nursing topic. However, a good student is one who can overcome these challenges with a positive outlook. Nurses don't

disregard challenges; instead, they figure out the best course of action and proceed.

- **Motivated** - A nursing degree is a straightforward way to earn a living by assisting others, to broaden one's professional options, and to improve the family's prospects for the future. When someone is truly driven, the challenges of returning to school are easier to endure because they know that every day they are getting closer to their objective.
- **Organized** - In nursing institute, time management that is deliberate pays off generously. In addition to having a specific area at home for studying, students who officially plan study sessions-both individually and in groups also take other steps to better organise their life and put themselves in a successful position.
- **Connected** - Successful nursing students establish bonds with their teachers, staff, and other students. They seek for further assistance in the simulation lab as needed, join study groups, and contact teachers with questions. They form connections and discover that numbers are powerful.
- **Realistic** - The educational experience of a nursing student differs greatly from that of a bachelor's degree student. Learning formulas and knowledge by mind is not only essential for academic success, but also for making mistakes. Learning and practice are the main goals of a nursing education. In order to retain information that is crucial for providing the best possible care for patients, successful nursing students set reasonable expectations and remind themselves of the ultimate result.
- **Excited** - Because they seek more fulfilling work, many nursing students transfer from non-nursing fields to nursing. They are motivated to succeed in the program by their enthusiasm for seeking a new job.
- **Negative emotions** - Persistent self-criticism can lead to long-lasting feelings of sadness, hopelessness, anxiety, anger, guilt, or shame.
- **Relationship issues** - For example, they may tolerate partners acting irrationally because they believe they must earn friendship and love, are

unlovable, or must earn it. Conversely, a nursing student who lacks confidence may lose their temper and start bullying others.

- **Fear of trying** - Nursing professionals and students might steer away from problems because they doubt their value or skills.
- **Perfectionism** - Nursing students can challenge oneself to the limit and become overachievers in an attempt to 'atone' for their perceived shortcomings.
- **Fear of judgement** - They may avoid social gatherings or athletic activities with other nursing students for fear of getting negative criticism. The person feels nervous and self-conscious with peers and is always looking for 'signs' that nursing students disagree with them.
- **Low resilience** - Because they already feel 'hopeless,' a nursing student with low self-esteem finds it difficult to deal with a challenging life situation.
- **Inadequate care for oneself** - The nursing students are so self-centered that they mistreat or neglect themselves-for instance, by drinking excessively.
- **Self-harming behaviours** - Low self-esteem increases the risk of self-harm, including eating disorders, substance abuse, and suicide.

1.5 Factors that Determine Nursing - Helen Meditari (2016)

- **Competency** : The nurse's competency is essential to this procedure since they dictate its course. The procedure will be directly impacted by the nurse's abilities and expertise because training is not always related to competence.
- **Attitude and character** : The attitude and character of a nurse are also crucial since, even with their high level of expertise, they might easily notice information when they are not in the right frame of mind.
- **Work environment** : The work environment also affects the process's success; while nurses are used to working under pressure, too much of it will impair their performance.
- **Patience** : Patience is another important factor in the process; if they are not cooperative, the evaluation will not be completed, which will have an immediate impact on the procedure.

1.6 Nursing Models

The viewpoints with professional practice can be supplemented by a number of nursing-specific models of Information-Seeking Behaviour. These models take into account how nurses look for and use information in research, clinical, and educational contexts.

- **Roy's Model (1939)** - A nursing paradigm based on the notion that mankind is constantly adapting to their environment. Innate or learnt mechanisms underlie adaptive reactions to external stimuli, which operate within the frameworks of physiological function, role function, interdependence, and the idea of 'self.' The goal of nursing should be to encourage and facilitate these adaptive processes.
- **Henderson's Model (1955)** - A nursing model that outlines the fourteen fundamental nursing components that define the nurse's special role of acting in the patient's best interests when the patient is unable of doing so.
- **Casey's Model (1988)** - A family-centered care paradigm for paediatric nursing that views families as the best people to care for children, whether they are ill or not, with variable degrees of help from members of a suitably qualified health care team when needed.
- **Roper, Logan, and Tierney Model (1990)** - A nursing model that places a strong emphasis on the patient's capacity to carry out everyday tasks. Throughout their lifetimes, people are thought to engage in a variety of activities; depending on their age, situation, and health, they will alternate between complete freedom and complete reliance. When necessary, nursing should offer assistance with these tasks.

1.7 Role of Nursing Professionals & Students

By interpreting new material via their own personal constructions and past experiences, faculty and students expand on their previous knowledge. In addition to having different educational needs and learning styles, students often arrive at the

learning process with a range of viewpoints, expectations, and motives. Students who actively participate in their education develop critical thinking and research skills.

Svinicki (2011) described strategic learners as ‘diligent and resourceful’ who are open to continuous learning to improve their practice. Benner (2010) identifies the ability to prioritize and acquiring a sense of salience as central goals of nursing education. The student develops meaning and becomes conscious of the personal constructs affecting his or her views through conversation, reflection, and feedback. Students gain lifetime learning abilities, which are essential for effectively adjusting to rapidly evolving information, technology, and clinical scenarios. Teachers can implement a variety of tactics to make nursing students feel at ease on the unit. An excellent place to start is by introducing themselves to the students. Students are eager to spend time listening to seasoned nurses and pick up advice that could help them give senior citizens high-quality nursing care. Knowledge regarding senior citizens in general and the students' assignments to older patients (residents) in particular should be shared.

Another important strategy is using appropriate language during report. Terms such as ‘depressing’ or ‘manipulative’ will influence student’s attitudes, as will such terms as ‘rich in stories’ or ‘used to be a nurse.’ Introducing the older adult's family to a student encourages conversations between them. These strategies will help students learn about older adults and provide opportunities to discuss gerontological nursing as a specialty area of practice. Nursing students begin the field with preconceived notions about the conduct required of a professional nurse. Their ‘paragon’ of a nurse, their own experiences, the media, and stories from friends and family all contribute to these expectations. As role models, faculty nurses assist students in comprehending the obligations and realities of clinical nursing practice. Especially in the early phases of their academic learning, undergraduate nursing students' clinical practice decision-making is linear, predicated on a lack of clinical practice knowledge and experience, and usually focuses on basic tasks. As they get more experience caring for elderly people, they will go from understanding and relying on

abstract theoretical conceptions to being able to see a clinical practice situation as a whole and within its context.

When nursing students require help with comprehension and application, they must ask staff nurses for advice or consultation. Students who have a good rapport with the staff nurses on the unit will find it easier to learn clinical practice skills.

Both the faculty and the students should be notified whenever a suitable learning intervention activity comes up during the unit. Being ready for the chance is the student's responsibility. Students may be supervised by staff nurses or teaching faculty. Based on the practice setting, the needs of the older adult, the level of risk involved should students perform the intervention, and the students knowledge and skill base specific to the required intervention, the clinical practice instructor supervising the nursing students will use his or her critical judgment to determine the necessary level of supervision. Staff nurses express whether they agree or disagree with this choice. In order to minimise the risk of injury to an older adult and to provide safe, competent, and ethical nursing care, decisions regarding supervision must be taken.

Only interventions that fall within their scope of practice and that they are qualified to administer may be supervised by staff nurses. For nursing students, staff nurses serve as mentors and professional role models in the clinical area. This relationship is essential to helping students develop the attitudes, knowledge, abilities, and clinical judgment necessary to deliver safe, competent, and moral care as new registered nurses.

1.8 Functions of Nursing Professionals & Students

Davidson (1994) - In order to practice nursing, one must meet performance standards and non-academic abilities that are necessary for enrolment in an educational program. Since these are cognitive, sensory, affective, and psychomotor performance functions, the following physical and emotional criteria will be used to further define the essential eligibility requirements for nursing program participants :

Nursing professionals and students should possess and be able to demonstrate the following :

- **Critical Thinking** - Making clinical decisions only need critical thinking skills. For example, students must be able to identify cause-and-effect relationships in healthcare settings, gather and analyse data to aid in solving issues, and construct or assist in creating nurse care plans. The student must be able to read and apply information in a clinical setting.
- **Interpersonal Skills** - Interpersonal skills adequate to engage with people from diverse social, emotional, cultural, and intellectual backgrounds, including families, communities, and individuals. For instance, nursing professionals must build rapport.
- **Communication Skills** - Proficiency in both written and spoken English is required for contact with others. Interpreting the medical terminology correctly is a requirement, as is the ability to read patient charts and apply information to a clinical context. As an illustration, describe treatment protocols, start health education, record and analyse nursing interventions, and analyse patient-client reactions.
- **Mobility** - Physical capabilities adequate for moving between rooms and navigating cramped areas. For instance: moving about a patient's room, work locations, and treatment areas; making repeated journeys from the workstation to the patients rooms; and being able to withstand the 12-hour clinical experience.
- **Motor Skills** - Necessary gross and fine motor skills to deliver nursing care in a safe and efficient manner. For instance, move and position patients or customers, utilise and calibrate equipment, record care, execute skill operations, and administer cardiopulmonary procedures.
- **Hearing** - Aural capacity, adequate to track and evaluate medical requirements and detect a shift in a patient's state. For instance, listen to calls for assistance, examination sounds, emergency signals, and monitor alarms. Listen, comprehend, and use the understandable language.

- **Visual** - The capacity to see well enough to observe and assess is essential for nursing care. To determine the stages of healing, for instance, observe the specimen colour and the replies of the patient or clientele.
- **Tactile** - Sufficient tactile ability for a physical evaluation. For instance, execute palpation, physical examination and/or therapeutic intervention functions, catheter insertions, pulse taking and temperature changes.
- **Weight** - Bearing Strength and Mobility: the capacity to move and raise 45-50 pounds per day. For instance, moving equipment and positioning clients or patients.
- **Cognitive Abilities** - The capacity to plan tasks, make decisions, and be aware of time, place, and people. For instance, students must evaluate patient concerns, prioritise patient treatment, and carry out suitable strategies. The student needs to be capable of provide follow-up assessment services.
- **Temperament and Emotional Control** - Temperament and emotional control possess the capacity for patience, composure, and quick thinking in order to function well under pressure. For instance, high stakes testing, haemorrhage, shock, and cardiac events.
- **Professional Behaviours** - Actions that support the development of a secure and fruitful therapeutic alliance with patients. Giving patients, their families, and the interdisciplinary team members a sense of respect, care, tact, empathy, compassion, and tolerance is one example. Manage several things at once. Give nursing care within a reasonable time span. Take ownership, accountability, and responsibility for one's conduct.

1.9 Nursing - Paramedical Course

Over the course of two to three years, paramedical courses are the type of education that can help improve one's professional experience and profile. As a result, students who are interested in paramedical courses meet the necessary requirements for eligibility, such as earning at least 50% in physics, chemistry, and biology as core topics in their 10+2 from an accredited board. Employment prospects in the paramedical area may be enhanced by this, and the certificate

programs will facilitate rapid career advancement. The paramedical course is divided into two sections such as:

- Paramedical services - Paramedical services are those that are provided by qualified medical experts in specialised fields, enabling better diagnosis, treatment, and therapy. Young aspirants now have more employment options in the state and beyond due to the growing demand for paramedical experts. Without paramedics, the health care sector as a whole will essentially come to a halt.
- Nursing students - Students who engage in nursing college degree programs, which include foundational courses in patient care, medical terminology, and life sciences, are typically regarded as nursing students. In order to advance healthcare, nursing students undergo both classroom education and clinical training in hospitals and other medical facilities. Post-secondary educational programs nursing course leads to certification and a nursing practice licence. Students enrolled in programs for practical nurses or registered nurses (RN's) are typically referred to as nursing students.

1.10 Nursing - A Profession

Currently, the licensing and accrediting organisations in the nations where nursing education programs are offered have regulatory and accrediting standards that must be met. Every nation has professional nursing boards that oversee nursing practice and uphold high standards for education, training, and professional behaviour. Since legal, ethical, and moral rules serve as the foundation for institutions of nursing, one could argue that these kinds of studies are crucial to understanding how these concepts impact nursing practice (Hunt and Dolan, 2014).

American Nurses Association (ANA) define professional nursing as, “The protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.”

Another definition states that, “Nurses are well-educated, competent, skilled, compassionate individuals who lead innovative and evidence-based practice” (American Nurses Association, 2010; Nursing and Midwifery Council, 2015).

It is said that some of the unique functions of nurses are:

- (i) Caring for the sick
- (ii) Promoting healthy lifestyles
- (iii) Assess clients responses to treatment plans
- (iv) Assist patients toward recovery when ill
- (v) Assist clients during the end of life stage

Henderson (1991) continues by saying that nurses are essential in that they provide a vast array of services that allow individuals to gain partial or full independence as quickly as possible so that they can enjoy quality of life.

1.11 Meaning and Concept of Information Seeking Behaviour

In the information-rich society of today, it is essential to comprehend how people seek out, acquire, evaluate, and use information. There are many different strategies, methods, and incentives involved in locating and utilising information for scholarly, professional, or private purposes. This behaviour is referred to as Information Seeking.

The phrase ‘Information Seeking Behaviour’ refers to the actions people do when they feel they need knowledge and actively seek it out through a range of channels and ways. It involves actively seeking for and obtaining data that is deemed necessary for decision-making, problem-solving, or general comprehension. In simple terms, it is the pattern of activity humans display as they look for, assess, and utilise information resources.

1.12 Nature and Scope of Information Seeking Behaviour

Information seeking behaviour's basic features, dynamics, and psychological foundations are referred to as its nature. When a person recognises a need for information and acts to meet that need, it represents the mental, emotional, and behavioural processes that are involved. Finding information is a cognitive process that includes reasoning, thinking, and making decisions as well as a behavioural one that involves search actions like questioning a peer or running a database query. The identification of an information gap is the first step, followed by search, assessment, and application.

Purpose-driven Information Seeking Behaviour occurs when people look for knowledge to achieve particular objectives like resolving an issue, reaching a decision, finishing a task, or fulfilling their curiosity. Research has demonstrated that information seeking is frequently non-linear and recursive, in contrast to the conventional wisdom that it follows a linear pattern (need → search → find → use). Users could return to earlier stages when they encounter difficulties or learn something new. The nature of information searching is greatly influenced by situational factors such as urgency, surroundings, or resource availability, as well as by contexts such as academic, professional, health, or personal.

Emotions are really important. Models such as Kuhlthau's show how people feel confident, frustrated, or uncertain at various points in the information-seeking process.

The scope of information seeking activity is said to include the user contexts, study topics, and the breadth of its applicability. It encompasses every possible means to analyse, research, and apply this behaviour.

Information-seeking behaviour is highly relevant across disciplines. Education can use it to improve research and learning outcomes; Psychology can understand motivation and cognitive processes; Communication Studies can investigate information flow and interaction; Health Sciences can investigate how patients and carers find health information; Computer Science can improve search engines,

recommender systems, and user interfaces; and Library and Information Science can design user-centric information systems.

1.13 Importance of Information Seeking Behaviour

Individual's information-seeking behaviour has a critical role in defining how they acquire, process, and applies knowledge in a constantly shifting information landscape. The ability to locate and use information effectively, whether in academic, professional, or personal situations, is a critical talent for success in today's digital age. Information seeking behaviour is essential for fostering lifelong learning, adaptive problem-solving, and well-informed decision-making in addition to satisfying individual information needs.

- ✓ **Improve Decision Making :** One of the most significant benefits of information-seeking behaviour is the ability to make well-informed decisions. When choosing an organisational plan, a professional path, or a medical issue, people want to have access to accurate and relevant information. Successful information-seekers are more likely to -
 - Make wise decisions
 - Critically assess the possibilities
 - Steer clear of bias or false information

Information Seeking Behaviour is particularly important in areas like healthcare, banking, and governance where poor decisions based on incomplete or inaccurate information can have adverse consequences.

- ✓ **Facilitate research and academic success:** In educational settings, obtaining information is essential to both academic accomplishment and intellectual inquiry. Researchers, educators, and students are constantly identifying, evaluating, and integrating information to -
 - Complete the tasks and objectives.
 - Conduct literary reviews.
 - Develop original research ideas.

- Stay informed on the most recent developments in academics.

By recognising how people seek information, educators may design more effective research training programs, digital literacy courses, and library services.

- ✓ Developed innovation and problem-solving skills: In both individual and organisational contexts, creativity and problem-solving are based on the pursuit of information. When users have access to relevant data, they can -
 - Analyse problems from multiple perspectives
 - Search at alternative options
 - Identifying the trends and opportunities
 - Implement what users learnt in novel circumstances

Organisations with an information-seeking culture tend to be more innovative, adaptable, and effective.

1.14 Models of Information Seeking Behaviour

To describe how individuals are seeking information, several types of theoretical frameworks have been put forth. Researchers and practitioners can better comprehend the processes, motivations, and contextual elements influencing how information responds when these models are utilized:

- Wilson's Model (1981, 1996) : Wilson's model indicates that a number of things impact the process of finding knowledge such as psychological, demographic, environmental, and role-related variables. The model includes barriers to seeking, such as personal limitations or systemic constraints.
- Kuhlthau's Information Search Process (ISP) Model (1991, 1993) : Carol Kuhlthau proposed a six-stage model where emotional, cognitive, and physical states evolve during the information seeking process:
 - Initiation
 - Selection
 - Exploration
 - Formulation

- Collection
- Presentation
- Dervin's Sense - Making Theory (1983): Brenda Dervin emphasized the role of gaps in understanding, where individuals actively seek information to bridge the gap and make sense of their world. It considers information as a tool to construct meaning, not just data.
- Ellis's Behavioral Model (1987): David Ellis identified several core information seeking strategies -
 - Starting
 - Chaining
 - Browsing
 - Differentiating
 - Monitoring
 - Extracting

1.15 History of Information Seeking Behaviour

The evolution of information-seeking behaviour reflects humanity's never-ending quest for knowledge. From oral traditions and manuscript cultures to the digital era of the internet and artificial intelligence, human methods for obtaining, retrieving, and using information have evolved dramatically throughout time. Understanding how information seeking has evolved historically aids in our understanding of present practices and possible future advancements.

A basic component of human engagement with knowledge, Information Seeking Behaviour has changed in step with sociological, technological, and cultural advancements. Oral conversations in tribal societies have given place to organized searches in digital databases as the primary method of information gathering. Oral and manuscript cultures, print culture, the industrial era, the early digital age, the internet revolution, and the modern information society are the key periods which this divides the development of information seeking behaviour.

Information was passed orally throughout prehistoric and early historic times. Tribal chiefs, shamans, and elders were the main sources of information. In this situation, seeking information required both memory-based retrieval and interpersonal interactions. The development of writing systems in ancient Egypt, China, and Mesopotamia allowed for the recording and retrieval of information over many generations. Scribes developed became crucial knowledge-accessing middlemen. Elite literacy and restricted access were features of manuscript culture. Early repositories of written knowledge included those at Alexandria and Nineveh. A turning point was reached in the 15th century when Johannes Gutenberg created the printing press. Literacy expanded beyond the aristocratic and clergy as printed books became more widely available. Personal reading and catalog use become part of the information-seeking process.

Universities and public libraries became essential for accessing information as education and the enlightenment grew. Information was sought after by users more and more for education, research, and personal development. To make searching easier, classification schemes like Dewey Decimal and subject cataloging were created.

1.16 Need for the Study

Nurses are the first health care professionals for patients and therefore, nursing students need to be familiar about nursing care and new skills. Nursing care encompasses satisfying a patient's and families physical, emotional, intellectual, social, and spiritual requirements. Well-prepared nursing professionals tend to think well of themselves for their capacity to regulate their emotional state and maintain mental hygiene.

Nursing students need to effectively manage the continuous transition as a health care supporter. This can be particularly challenging and the nursing students need to manage their time and ensure effective nursing care practice. When the nursing students work as a health care support worker, they would face stress, depression, anxiety, role conflicts, emotional and behavioural problems, anger and grief. Due to

their poor recognition, less empathy and bias, their attitudes, feelings and evaluation of their own self are estimated low. One's capacity to reflect and deal with life's essential challenges is reduced when they are self-assured and content.

Due to criticism, fear of making mistakes, dread of finishing, and their meek, timid, and reclusive behaviour, nursing students are thus deemed to be excessively sensitive. Nursing students struggle with self-awareness, self-management, social awareness, and relationship management because they are unable to keep an eye on their own emotions and those of others.

The flexibility of the nurses is comparatively low, due to less psychological freedom relating less work others, and unable to face the demands of life. The inability to make reasonable judgment, intellectual and emotional immaturity also leads to poor mental health (Silverman, 1988). Based on the above mentioned challenges of nursing students, the need was felt to explore how they seek information for teaching and learning, emotional intelligence as well as their mental health. The list of Paramedical and Nursing Institutions in Mizoram are as follows :

Table 1.1 Lists of Paramedical and Nursing Institutions in Mizoram.

Sl. No.	Name of Institution	Estd year	Courses Offer	No. of Faculty	Recognition
1	College of Nursing - Synod Hospital	1936	B.Sc Nursing	18	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl
2	Mizoram College of Nursing	1990	B.Sc Nursing	19	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl

3	RIPANS	1994	B.Sc Nursing B.Optometric B.Sc RIT B.Sc MLT B.Pharm	44	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl, Pharmacy Council of India (PCI), and AICTE
4	BN College of Nursing	2020	B.Sc Nursing	13	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl
5	Aizawl College of Nursing	2024	B.Sc Nursing	9	Mizoram Nursing Council, Aizawl
6	School of Nursing Christian Hospital, Serkawn	1923	General Nursing & Midwifery (GNM)	9	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl
7	Nursing School Lunglei	1995	General Nursing & Midwifery (GNM)	7	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl
8	Apollo Nursing School	2005	General Nursing & Midwifery (GNM)	9	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl
9	Mission Foundation	2009	General Nursing &	11	Indian Nursing Council, New

	Movement		Midwifery (GNM)		Delhi, Mizoram Nursing Council, Aizawl
10	School of Nursing, Thingdawl	2017	General Nursing & Midwifery (GNM)	7	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl
11	Blessino Nursing School	2019	General Nursing & Midwifery (GNM)	10	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl
12	Faith Nursing School	2023	General Nursing & Midwifery (GNM)	6	Mizoram Nursing Council, Aizawl
13	Nursing School, Champhai	2024	General Nursing & Midwifery (GNM)	7	Indian Nursing Council, New Delhi, Mizoram Nursing Council, Aizawl
14	Health Worker Training Institute, Kulikawn	1957	Auxiliary Nurse & Midwifery (ANM)	8	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl
15	Auxiliary Nursing Midwife School, Lawngtlai	2017	Auxiliary Nurse & Midwifery (ANM)	5	Mizoram Nursing Council, Aizawl

16	Auxiliary Nursing Midwife School, Zemabawk	2021	Auxiliary Nurse & Midwifery (ANM)	5	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl
17	Auxiliary Nursing Midwife School, Mamit	2021	Auxiliary Nurse & Midwifery (ANM)	6	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl

1.17 Scope of the Study

The scope of the research has been focused to the Information-Seeking Behaviour of Mizoram's Nursing and Paramedical Institutions Faculty and Students. This study's focus is limited to Paramedical and Nursing Institutions that are associated with the Mizoram Nursing Council and Mizoram University. These institutions are the backbone of the Nursing and Paramedical profession in Mizoram in which every faculty and student play an important role. Therefore, it is essential that nursing and paramedical faculty members and students need constant information support to develop their knowledge and skills which have a greater impact on students and researchers. Within the constraints of Mizoram's Nursing and Paramedical profession, the current research challenge is quite important. A crucial area for study and teaching is materials. Documents are crucial for users because nursing is founded on books. Both learners and teachers require information on a daily basis for research, assignments, seminar presentation preparation, teaching, and knowledge updating.

Nursing students that have a high sense of self-worth are better equipped to feel confident and deal with life's obstacles, as well as have concern for their patients' needs, adaptable, and joyful.

1.18 Limitations of the Study

- The present study is limited to Nursing & Paramedical Institutions of Mizoram.
- The sample size was limited to 354 respondents.
- All nursing faculty members and ten students from each institutions had been selected for the study.

1.19 Review of Literature

An extensive study and analysis of the published literature pertaining to a specific subject or research question constitutes a review of the literature. It includes the most pertinent research and emphasises important discoveries from earlier and more recent studies and methods. To put it another way, it is a means for examining the literature that is accessible from several sources. Books, research papers, and other scholarly works are examples of these sources. By exploring this body of literature, it provides important context and background knowledge for the current research project and shows how it will contribute significantly to the field.

One of the main advantages of reviewing related literature is that it helps one grasp a certain topic or field in greater detail. In order to establish a thorough foundation of knowledge in their field of interest, It is a crucial stage in the probe process. This procedure is important for successful and well-informed research projects.

The researchers have thoroughly examined the most recent and pertinent studies on the Information Seeking Behaviour of the faculty and students at Mizoram's Paramedical and Nursing Institutions.

Vijayan (2024) study about Exploring Information Seeking Behaviour and Resource Utilization among Nursing Students: A Descriptive Study shows that most of the respondents seek the information for educational purposes through mobile. In modern today, people with mobile phones rarely search the information related to nursing students. However, most of the respondents used the English language for their readings. Concisely, a variety of resources like electronic and printed resources were used. The respondents used mostly Google for their information seeking in

electronic resources and books in printed resources. The information-seeking behaviours of nursing students and the way they managed to acquire the information. Nursing students used printed and electronic resources. In the present day, the majority of nursing students use electronic resources. Most of the respondents used search engines to seek information. Handheld mobile was frequently used by participants to seek and store information.

Vijayan (2024) study finds that 44.6 percentage of ophthalmology students use WhatsApp for information seeking. Majority 66.7 of respondent's frequency of library use 1 hour, per day for information seeking. Majority of respondents 37.1 of the respondents face the Inadequate searching skills barriers at the information seeking time. Hence there is no significant relationship between the respondent's age and their area of improvements for their libraries. Also suggested Training programs to help ophthalmology students to find and access reliable and up-to-date information resources. The ophthalmology students may also need information literacy programmes, and providing books for helping ophthalmology students to re-find information for the future use.

Nwekeet (2024) conducted research among parish pastors at the Redeemed Christian Church of God (RCCG) in Agbarho, Delta State, as an example to look at the clergy's information-seeking behavior. The study aims to determine the information needs, information sources, information use purpose, and information seeking obstacles of RCCG parish pastors in Agbarho. The study used a descriptive survey research design. 44 RCCG parish pastors from two Zones of RCCG Delta Province 4 in Agbarho Community make up the study's total population. According to the study, RCCG pastors in Agbarho require and utilize the information for a number of purposes, including the preparation of sermons, evangelism, church administration, personal and church growth, dispute resolution, meetings and activities, and the welfare of individuals and members, among others. They obtain the information they want from official sources including the Bible, books, journals (RCCG Bulletins), and all RCCG publications, including Sunday school manuals and Open Heavens. Additionally, RCCG pastors in Agbarho community, Delta State, Nigeria, obtain

information from unofficial sources such family members, church members, friends in the ministry, senior pastors, and coworkers. Limited financial resources, lack of access to ICT facilities, language difficulties, information overload, time constraints, and a lack of awareness of information sources are a few of the problems that RCCG pastors in Agbarho community, Delta State, Nigeria, must overcome in their quest for information.

Zulkifly (2022) investigated the information seeking behaviour of university students in Klang Valley. The study attempted to determine the elements of information seeking behaviour as well as the most important element together with the elements that influence the information seeking behaviour among university students in Klang Valley. The study shows that, the majority was female students (52%) and the remaining were male students (48%), most respondents were under the age group of between 20-25 years and majority (72%) of the respondents having Bachelor and Degree. The study recommended that further research should consider engaged either qualitative method or mixed method to achieve better and solid outcomes.

Rostami and Saberi (2022) explore how faculty members use research databases, online social networks, and the internet at the same time. Faculty members are increasingly using a variety of digital materials. Faculty members from the four faculties of Hamadan University of Medical Sciences in Iran-health, nursing and midwifery, paramedicine, and rehabilitation-make up the research population. E-resources were primarily used by faculties to gather information. However, the biggest obstacles and challenges were a lack of time, network traffic, and slow internet speeds. Participants' primary motivations for accessing the internet and databases were to look for research and educational materials and to use social networks to broaden their knowledge.

Reilly and Singarela (2022) study findings show that information access points utilized by nursing faculty during the COVID-19 pandemic was highly dependent upon how quickly the information is needed. For day-to-day information, nursing faculty, like the public rely heavily upon convenient search engines such as Google

and readily available public-facing websites such as the CDC to access information. Nursing faculty access academic databases and professional websites such as the American Nursing Association COVID-19 Resource Center. Most continued to rely upon databases such as the Cumulative Index of Nursing and Allied Health Literature (CINAHL), PubMed, and Up To Date for more periodic searches of academic articles, and the results showed that their satisfaction rate with their current level of access to research articles was high.

Anmol and Khan (2021) According to the results, the majority of responders were between the ages of 36 and 40 and had 11 to 15 years of teaching experience. A sizable group of educators required information for reading, class lectures, and discussions with other educators. The internet and the campus library were the most popular channels. The least favoured channels were bookshops. The most popular online search engines were Google and social media. Search engines and e-journals were of little assistance. Among formal information sources, general books, reference books, and textbooks were more favoured. The least favoured sources include conference proceedings and book reviews. English was the favoured language, while print was the preferred format. The majority of the materials were obtained through in-person visits to college libraries. Students were rarely sent, and faculty members used e-books and interactions with colleagues as alternatives to the library to obtain information. Publishers occasionally provided email alerts.

Saha and Jena's (2021) survey showed that students are more eager because COVID-19 has become the most difficult work in the health care industry. The students' information needs are to improve their understanding for their future positions in the medical field. According to the survey, female students have higher goals and consult more sources to meet their greater knowledge needs than do male students.

Consequently, female students faced more obstacles to information access than their male counterparts. Additionally, it has been discovered that students between the ages of 19 and 22 are more interested in learning about COVID-19 than the general

population. The age of the students, the information sources they use, the reason for their information needs, and the obstacles they face have no bearing.

Kusuma and Rahmi (2021) study Understanding the Information-Seeking Behaviour of Undergraduate Extension Program Students in the Faculty of Administrative Science, Universities Indonesia was the subject of a study by Information-seeking behaviour in satisfying information demands was the primary goal of the study, which employed a quantitative method with descriptive analysis, particularly among faculty members enrolled in undergraduate extension programs. The findings indicate that students' information demands were concerned with expanding their knowledge and obtaining references for their final projects.

Lee et al. (2021) examined the breadth of health-related information-seeking on the internet today is the ways in which socio demographic traits, health literacy, and technology access influence this behaviour. After controlling for all other socio demographic factors, it was discovered that increased access to technology devices and improved health literacy were both linked to higher levels of online behaviour connected to accessing health-related information. Online health-related information-seeking was linked to having an annual health assessment, having a graduate degree, and being a woman with poor health who participated in social groups. It has been discovered that not everyone has equal access to online health-related information, which could make health and healthcare inequities worse.

Zakar et.al (2021) conducted a study to evaluate Pakistani university students' information-seeking activity, as well as their capacity to locate pertinent information and handle DHL. During the COVID-19 pandemic, digital health literacy (DHL) has emerged as a significant public health issue. This study investigates the factors that influence survey data searching activity, as well as the ability to find crucial information and negotiate with DHL among Pakistani college students. Information about DHL was gathered using an online cross-sectional overview that used a web-based interviewing technique. The association of major factors with DHL was surveyed using straightforward bivariate and multivariate straight relapse. The results show that 54.3% of understudies had a tall DHL associated with COVID-19. For

unwavering quality, the majority of the Pakistani understudies showed ~50% DHL in all measurements. Multivariate findings revealed a relationship between DHL and sexual orientation, perception of coherence, and data relevance.

Daei and Soleymani (2020) conducted a systemic review on the clinical information seeking behaviour of physicians to obtain a comprehensive understanding of the physician's clinical information-seeking behaviour. The articles published between 2002-2017 were reviewed, selected, and analyzed in group discussions. The results had revealed that the majority of the physicians used journal articles, internet websites, textbooks, MEDLINE/PubMed, and held discussions with colleagues. They mostly used keywords, Boolean operators, medical terms, and an advanced search as common search strategies. The review also found problems such as; lack of time, information searching techniques, and unawareness of accessible sources.

Ali and Bhatti (2020) study on "The COVID-19 Pandemic: Information Sources and Channels for Public Health Awareness." The study's primary goal was to draw attention to the library's usage of public health awareness information sources and information sources during a pandemic. The findings indicate that public health awareness is essential for reducing causalities, and that librarians and information professionals may play a critical role in sharing knowledge with communities, society, and health care staff.

March and Vaikosen (2020) study on the information needs and seeking behaviours of nurses at Rivers State University Teaching Hospital, information needs for nurses include medication therapy, diagnosis, and patient management. Professionalism, patient care, their work environment, and personal growth are the things that drive their information-seeking. They referred to a variety of knowledge sources, such as textbooks, the internet, and coworkers, to quench their interest. Some of the difficulties they encountered while trying to find the information they needed were limited library resources, poor information retrieval abilities, and restricted access. Additionally, they recommended that nurses be trained and that a standard nursing library be established. Nurses would be encouraged to seek out the information they require if they have the knowledge and abilities to obtain it.

Moreno et.al (2020) examines how the public's information-seeking behaviors and perceptions of the government's pandemic crisis response tactics are influenced by the types and sources of information. According to the channel complementarity hypothesis, the results demonstrate the synchronized use of many platforms and media. Among the four most popular information channels, three are regarded as mainstream news outlets. WhatsApp, however, is the second information source. Positive assessments of the government's communication strategy are typically expressed by those who depended more on the mainstream news media for information about COVID-19. The findings also show that the most critical of the government's crisis response were those who were less able to correctly attribute government information.

Karpagam (2018) research on the competency, global, moral, social, and family self-esteem, body and physical appearance self-esteem, and emotional intelligence of nursing students in the 22–25 age group are all high, according to the educational issues of paramedical students. Emotional intelligence, competent self-esteem, global self-esteem, moral self-esteem, social self-esteem, family self-esteem, and body and physical attractiveness self-esteem are all higher among undergraduate nursing students. Nursing students' mental health improved following mental health acceleration training, self-esteem improved following self-esteem enhancement training, and emotional intelligence was leveraged leading emotional intelligence leveraging training.

Miriami (2018) in her study Information Seeking Behaviour of Paramedical Professionals in Mizoram found that due to inadequate resources of the users' interest, there is a tendency of less use of the library. Most of the professionals visit the library for preparing lecturer note, update knowledge in the profession. access to Internet has predominance among the paramedical Professionals to update in their field of interest and access resources. Traditional resources have predominance over electronic resources among the Paramedical professionals covered under study. Majority of the respondents use print resources to find out their required information and also accept Training course/literature as their primary consulting source of information.

Rubeena and Qureshi (2017) established Information and Communication Centre in a village in Sialkot for finding to Improve Women`s Health Information based on information Technology. The study revealed that the majority of participants gave an interest in Information Technology. Most respondents need information on family planning and antenatal care. Half of the participants need awareness on childcare. The majority of them update their selves about the prevention of domestic violence. They usually used ICTs for the retrieval of information. The main sources of communication are the ICT's.

The Technical Report on Health Information Seeking Behavior on the Web of Health Professionals (2016) indicated that, as a group, nurses and midwives present significant challenges to health libraries and information professionals seeking to design services to meet their needs. First of all, nurses and midwives evince a strong preference for interactive and experiential sources of knowledge, in particular human sources such as colleagues and other clinicians, over formal sources, and reported use of the journal literature is relatively low. Library use is frequently associated by nurses with continuing professional development or with formal education rather than with seeking evidence to inform clinical practice.

Naeem and Bhatti (2016) explored barriers in seeking health information from primary health facilities in Pakistan on 77 basic health units through a questionnaire. The study had found that the respondents faced barriers such as; unavailability of required sources, no onsite library, no health science librarian, scarcity of health information resources, technological infrastructure. They mostly consult seniors, improved internet connectivity, and document delivery services to fulfill their needs of information.

According to a study by Sitaram (2016) the majority of research academics firmly felt that information is necessary to meet research requirements. Additionally, information is required to advance the existing level of knowledge and to make the information that has been obtained more understandable. Encyclopedias are a sufficient source of information, while textbooks and handbooks are only partially sufficient. Dictionaries and journals were also widely used and are only partially

sufficient for gathering the knowledge that is required. Theses, dissertations, and e-literature are the most appropriate and helpful sources of information for scholars. The study also revealed that researchers typically look for knowledge for writing research articles, papers, and books as well as for general awareness and job-related purposes. To find the information they needed, researchers used a variety of methods. The best method was to look through the library's shelves. It was also observed that research scholars received guidance on the study project and synopsis preparation from the librarian. The study also found that research researchers frequently attend conferences and seminars, scan abstracting and indexing tools, read journal articles, receive e-mail alerts, and use library services to stay up to date on current events.

Bhardwaj (2016) revealed that faculty members often sought information for preparation of lectures and research. Ninety four percent teachers came across needed information through books. Internet was used for searching of electronic resources by 94.28 % respondents. Option of “Go to library” was responded 100% in yes, out of which 94.28% teachers visited library for satisfaction of needs regarding research. More than half of respondents were satisfied with collection and services of library.

Chakravarthy (2016) study found that the majority of paramedics and nurses stated that the administration encourages and supports them in emergency circumstances. In addition to encouraging their innovative ideas and helping them to reach their full potential as nurses or paramedics, the management also assists in resolving family-related issues. The staff's career development was given top attention by their supervisors. The majority of employees firmly believe that their work schedules impact their personal and familial connections. Children's education, attentiveness, and general well-being are more significantly impacted by working life. They have enough time to spend with friends and family, paramedics agreed. It's challenging to strike a balance between job and family life, and the commute from work to home is frantic. 71.63% of paramedics and 64.75% of nurses reported that they are satisfied with their current jobs.

Singh and Mahapatra (2016) study discusses the changed information seeking environment, especially in the light of the growing use of electronic sources by the academia all across the world with emphasis on nursing, responsible for changing information seeking behaviour among nursing students and faculty. From the various studies undertaken by different researchers all across the world in the nursing field, it emerges that there is no uniformity in the information seeking behaviour of the nursing professionals. It was also observed that some of the common reasons cited for the poor ICT skills among nursing students and faculty are time, untrained human resource, information, equipment, money and materials, compounding problems to nursing students in making better use of electronic sources of information. Institutional administration has always got an important role to play in making available electronic sources of information to their students and faculty members.

Shehzad and Khan (2015) conducted a study to find out key trends in seeking behavior of teaching community in college university Lahore. Results showed that teachers sought information through conversation with experts for their teaching purposes. For urgent needs, electronic resources were mostly used. JSTOR was extensively used database; however, teachers also got benefited from HEC databases. Formal and informal sources were also consulted for satisfaction of needs. Moreover the respondents always found the library staff, services and overall environment very supportive. But they also wished to have proper technical while using resources in electronic format.

Thilagavathi and Thirunavukkarasu (2015) found that information needs of majority of faculty members were related with teaching, research conduction and articles writing and presentation. Most of teachers were not satisfied with books and 71% were satisfied from databases and e-journals. Majority of respondents expressed their satisfaction with notification and display services of library while least number of staff was satisfied with Selective Dissemination of Information Service. Documents kept in different sections of library and low internet speed were issues faced by teachers.

Mudhavath (2015) According to his research, the colleges examined provide nursing education at three different levels: diploma, undergraduate (B.Sc.) nursing, and graduate (M.Sc.) nursing. B.Sc. in nursing is offered by all public and private nursing schools. Some government and private nursing colleges still provide nursing diplomas. Postgraduate nursing courses are not available at any of the government nursing colleges. Also, it is discovered that all universities provide a four-year B.Sc. nursing program. Two-year basic nursing courses are also offered by two private nursing colleges. Students travelling from distant locations might benefit from the hostel facilities that help all of them. Also, it is discovered that the majority of nursing college libraries examined lack an advisory council to help them manage their challenges and issues. When an advisory committee is present in a library, it simply serves as a consultant for the administration of nursing college libraries. One librarian manages the majority of nursing college libraries. Most libraries conduct user surveys to learn what patrons need to know and what they think about different college library features. Only a small number of libraries offer computer and internet usage training programs.

Kundu (2015) was carried out an important study of descriptive nature the Teachers in General Degree Colleges (GDC) and Teachers' Training Colleges affiliated to Bangal University. Results of the study showed that teachers of TTC needed information for research productivity whereas GDC teachers sought information for lectures preparation and for latest developments in the field. Teachers of both groups preferred printed material but change in attitude was also taking place as they also consulted electronic resources to meet their needs. The study recommended that libraries should reform their sources and services in terms of internet facilities and modern equipments.

Nagaraju and Rayat (2014) find out that the majority of faculty members (44%) occasionally visit the library, and textbooks are the most often accessed resource among them. The majority of faculty members visited the library for one to two hours in order to obtain information. Seventy-six percent of the faculty members looked for information to prepare their presentations. Most faculty members

preferred to look straight at bookshelves to find the information they needed. The respondents' top choice for an informal knowledge source is their conversations with their coworkers. 72% of those surveyed said they would rather use a smartphone to look for information online. According to the majority of respondents, the college library is a very good resource for meeting their information needs.

Naeem and Khan (2013) carried out a study on the information-seeking behavior of doctors working in remote areas in Pakistan. The results had found that the majority of the doctors have accessed medical librarians and medical libraries. They mostly preferred print resources for seeking clinical information. The study had also revealed that the doctors encountered barriers such as; non-availability of medical-related materials, medical libraries, and lack of internet connectivity.

Farid, Abiodullah and Ramzan (2013) compared the information seeking pattern of medical teachers serving in government and private colleges. Data analysis indicated that 86% and 68% faculty members of private and government colleges respectively sought their needed information through discussion with colleagues. Significant difference was observed in satisfying information needs from review articles for knowledge updation in both categories. However, information needs of both groups were reported as same. Conversation with experts and use of online databases were top frequently used sources. Information overload and unavailability of technical support were the problems faced by the faculty members.

Clarke et al. (2013) study on the information needs of primary care physicians and nurses in a primary care context is identified and examined. As one of the primary responsibilities of doctors, diagnosis and treatment information are frequently needed, and nurses are required to follow the doctors' treatment recommendations. Because it is crucial to prevent adverse medication events with patients they treat, prescription decisions were a crucial piece of information in a study involving 76 primary care nurses. The information demands of nurses and doctors identified in this study also imply that doctors have similar information needs in different nations. It may be possible for doctors and nurses to improve the quality of patient care and

boost efficiency when seeking information by having easily accessible information sources that meet these information needs.

Dadlani (2013) in his study ‘Technology Policies and Teacher’s Information Needs’ findings showed that teachers in a technologically enabled (open access) environment often lack the requisite training or skills to use the available technology to their benefit. It was found that schools can have a sufficient budget to purchase technology but without a subject matter expert or an implementation strategy in place, acquired technology in school environments is perceived by teachers as overabundant and unused. A framework of facets is developed to illustrate what the perceived contributing factors of technology access in the school environment are.

George and Niakas (2013) in their study on nurses information-seeking behaviour, discovered that nurses mostly rely on their nursing colleagues and physicians for information regarding patients' nursing care and medication prescription evaluation. Continuous education is an important aspect for health professionals in maintaining and improving the quality of healthcare services. Technological and communications breakthroughs have supported nurses in so many ways such as giving care to patients, supporting in medication and nurturing in every situation.

Singh and Mahapatra (2012) in their study find that electronic resources are quite popular among nursing students and a trend towards the access and use of e-resources is increasing considerably especially among the younger generation. The utilisation of print and electronic resources has also elicited a range of responses from respondents. Overall, it was discovered that the use of e-resources by nursing faculty and students is just as popular as other scientific studies, and that print use is sharply declining as people are more or less willing to switch from print to electronic resources.

O’leary and Mhaolrunaigh (2012) in their studies highlighted the complexities of establishing whether information used in decision-making is research based or not. The study was undertaken in Ireland using a sequential mixed methods approach. In decision-making, nurses accessed other people, especially nursing colleagues, the

most frequently. Sources that provided prepackaged information such as guidelines were favored over sources that provided access to original research. The process of information-seeking for routine and non-routine decisions was different and Nurses making routine decisions relied mostly on their experience and an assessment of the patient. In non-routine decision-making, participants experienced more uncertainty about their decisions. As a result, the information-seeking process was more thorough and the primary sources of data employed were more diverse.

Khan and Bhatti (2012) surveyed the information needs and seeking behavior of law faculty members of University of Peshawar and its affiliated law colleges. Data was collected from 128 faculty members through structured questionnaire. The study revealed that majority of the respondents showed dissatisfaction regarding the sources, resources, services and facilities provided by the law colleges' libraries. Moreover, the respondents preferred information in printed form and in English language for preparing lecturers and for other academic purposes. The study recommended the provision of IT and facilities and the assessment of information needs of faculty members while procuring material based sources to the library.

Kostagiolas and Niakas (2011) examined the information-seeking behaviour of hospital pharmacists in Greece to determine their information-seeking behavior and the effectiveness of the professional role. Data were from 286 pharmacists through a questionnaire. The result of the study has shown that the majority of the respondents need information for various tasks such as; drug indications, medicine storage, dosage, and prices. They used the internet and the national organization of medicine as their main sources of information. The respondents also indicated that lack of time and organized information are the main problems while seeking information.

Khan and Shafique (2011) conducted a survey of Government colleges located in Bahawalpur. Results of the study revealed that majority of faculty members sought information for lecture preparation, enhancement of personal competencies and current awareness. Their preferred sources were books and monographs while research journals were least preferred. Sources were preferred in English language

and print format. Mostly followed channel was college library. Online searching was accomplished through Google. Lack of computer was the major problem.

Biradar and Maranna (2011) have made a survey indicating the use of electronic resources and services in Marine science research institution libraries by marine scientists in south India. The survey was carried out among marine science research scientists; along with observations at the marine science departments in south India. Information about the availability and use of electronic resources and services, place of access, the purpose of using e-resources, the rank values of use of e-resources in research and teaching, the users visit and time spent on use of e-resources and extent of user's satisfaction with e-resources. Suggestions are also given to strengthen the existing e-resources collection and services.

Younger (2010) explored the internet-based information-seeking behavior of doctors and nurses to examine the link between uses of print and online resources by doctors and nurses. The results had revealed that there was no relation between using print and online resources. The study had shown that doctors and nurses have the same need for information based on patient care. They used online resources due to unawareness about library resources. The majority of the respondents also suggested that the library should ensure the required materials.

Fatima (2010) survey teachers and students at all three IIMs used a variety of channels and approaches to find information. Students typically choose to use books, textbooks, guides, and reference materials, as well as to speak with their instructors or supervisors and conduct online searches. More than 25% of the faculty members at each IIM consult with experts and subject matter experts in their domains, and they typically use books and periodicals to support their research and teaching efforts. Both teachers and students are profoundly impacted by ICT. The vastness of the information available and the fact that most of the students at these IIMs were located far away were the issues they encountered when looking for information. At the three IIMs in Calcutta, Lucknow, and Ahmedabad, it also reveals that a relatively small portion of students search for electronic information sources such CDs and DVD-ROMs. They utilise both contemporary and conventional library resources and

services. The majority of students look for information in order to keep their knowledge and research current, prepare class notes, and respond to queries. In addition to making it easier to obtain current and fast information, the majority of faculty members think that ICT may improve communication, professional development, lifelong learning, teaching, and research processes. Overall, instructors and students are satisfied with the library's and information services.

Atlas (2007) has made an attempt to study who borrows laptop computers in an academic health sciences library? Why do they choose to check out laptops? In a survey, laptop computer users responded that the laptops were used most frequently to do class-related work. Laptops were most often checked out because they could be taken to a quiet area of the library or to where the user had more room to work. The majority of such borrowers were satisfied or very satisfied with the laptops and the service from the library. The majority of those completing the survey were medical school students and graduate students. The circulation of laptop computers at this academic health sciences library is a very successful and popular program.

Chung (2006) performed a research on the information seeking behavior of those individual whose first language is not English. These individuals' behaviors were studied on a non-English web. He developed a Spanish business Web portal that supports searching, browsing, summarization, categorization, and visualization of Spanish business Web pages. He found that, compared with a Spanish search engine and a Spanish Web directory, it achieved significantly better user ratings on information quality, cross-regional search capability, system performance attributes, and overall satisfaction. Subjects' verbal comments strongly favored the search and browse functionality and user interface of our portal. As the Web becomes more international, his research made three contributions: an empirical evaluation of the performance level of a Spanish search portal; an examination of the information quality, cross-regional search capability and usability of search engines for the non-English Web; and a better understanding of non-English Web searching.

Cheryl and Stanley (2005) conducted a study on Information-seeking behaviour of nursing students and clinical nurses : implications for health sciences librarians found

that human and print resources continued to be preferred over electronic resources for health information for patient care by both nursing students and clinical nurses. Questionnaires, interviews, and observations were used to collect data from twenty-five nursing students and twenty-five clinical nurses. In interviews, nursing students and clinical nurses explained that they preferred the human and print resources because they were easy to use and provided immediate access to trusted sources of health information. More nursing students than clinical nurses used online databases, including CINAHL and PubMed, to locate health information, and nursing students were more likely than clinical nurses to report performing a database search at least one to five times a week. The study also revealed that Health sciences librarians have the opportunity to meet the nurses' information needs and improve nurses' clinical information-seeking behavior.

Asefeh (2005) made a survey on the search habits of Internet users at the Medical University of Isfahan (MUI), a governmental university in Isfahan city, Iran. Efforts are on to find the search requirements related to the use of the Internet information. Using a questionnaire and follow-up interviews with Internet users from five faculties collected data. Results show that all the respondents are using the Internet frequently because all faculties have provided connection to the Internet. It is revealed that the researchers of MUI are getting quality information through the Internet. They use the Internet in different ways, such as accessing to online journals, downloading software or text, chatting, discussion, E-mail services and for finding related references. Also it is observed that the Google and Yahoo search engines are more widely used compared to other search engines. The analysis reveals that 54 percent of Internet users always find useful information on the Internet and finally, 35% of the studied population use print, online and offline form of information for updating their subject knowledge.

Bryant (2004) was conducted information needs and information-seeking behavior of family doctors using questionnaires. Family doctors are prompted to seek information by needs arising from a combination of professional responsibilities and personal characteristics. The data demonstrate that a need for problem-orientated information, related to the care of individual patients, was the predominant factor

that prompted the seek information. It showed that personal collections of written information remained their preferred information resource. These family doctors made little use of the local medical library. Membership of a training practice influenced perceptions of information need as well as information-seeking behaviour. The employment of a practicing librarian at three training practices stimulated greater use of information resources at the practice level and impacted upon the use of the stock of the medical library.

Krishnamurthy (2001) based on the study that the frequency of visits and use of information packages can be enhanced by further developing the information collection in user suggested fields. Electronic publications are another important sources of information, the modern library users are familiar with. The respondents have viewed that the documentary sources of information are convenient to use compared to Electronic source. Much work has been done in the area of information needs and uses of scientists/engineers and recently on those of social scientists. Information needs of scientists and technologists have been correlated in the past with discipline, nature of work, status and experience. Also suggested to have collaboration with institutions like NIMHANS and KIDWAI libraries to develop an integrated biostatistics database which could be used by many information centres and information users all over India in general and Bangalore in particular which solves the problem of inadequacy of information collection in the library.

Lathey and Hodge (2001) highlighted Occupational Health Nurses' Information Seeking Behaviour as the manner in which nurses stay up to date on health information. It revealed that the most important things that respondents needed to know were government rules pertaining to healthcare, new advancements in their field of expertise, pharmacological information, and the psychological effects of the illness. The respondents most commonly cited professional associations, personal files and books, and peers and colleagues in their agency as crucial information sources. The hospital library, MEDLINE, and the Internet were less frequently cited by respondents as sources of information for work-related objectives. The majority of occupational health nurses seem to get their information from easily available and handy sources. Perhaps more than other clinical specialties in nursing, they rely on

professional organizations for information and are willing participants in continuing education programs and training.

Jonathan W. and Bernadette (2001) designed a questionnaire to study the information-seeking behavior of professional nurses was mailed to 600 occupational health nurses who work and reside in New York State. A 28% response rate (165 usable replies) was obtained. Results indicated respondents most need to know about government regulations relating to health care, new developments in their area of specialization, drug information, and the psychological aspects of the disease. The respondents most frequently looked to peers and colleagues in their agency, personal files and books, and professional organizations as important sources of information. Whereas respondents were less apt to rely on the Internet, MEDLINE, or the hospital library as sources of information used for professional purposes, 38.8% did report they frequently used the Internet to seek health-related information.

1.20 Statement of the problem

Nowadays, a lot of knowledge is developing day by day as a result of technological improvement. Students exhibit numerous information-seeking behaviors, including gaining access to resources and information. It is crucial that teachers have access to the materials needed by their pupils at the appropriate time and location in this situation. For teaching and lectures, teachers need to keep up daily. Nursing institutions are essential to the nursing profession because it is their students who will interact with patients. Some individuals may have serious illnesses that require prompt medical attention.

This study aims to identify the preferred routes or sources of information for faculty and students, as well as to identify their present information-seeking behaviour and information needs. Therefore, given their health issues, it may be claimed that they played the most significant part. Teachers in general need information for lecture preparation, research work, article writing, general studies, updating knowledge and finding new innovations in their field of competence. Knowing the best resources and how teachers get information for their lessons is essential for educating their

students. All of these factors encouraged and inspired the researcher to embark on this research problem.

1.21 Objectives of the Study

The following points are the objectives of the present study :

- 1) Understand the Information Seeking Behaviour of faculty members and students.
- 2) Assess the present information availability in colleges/institutions under study.
- 3) Analyse the preferred source of information.
- 4) Investigate major issues and challenges faced by the faculties and students while seeking information.

1.22 Research Methodology

- Data Collection technique

The present study applied a qualitative method which is descriptive in nature to collect data and a questionnaire tool is adopted to gather primary data from every faculty member who are working in the Paramedical and Nursing institutions in Mizoram. The scholar identifies which methods and materials they prefer for teaching including the problems they faced while accessing those materials. A structured questionnaire has been designed to require information from the total 363 respondents i.e. 193 faculty and 170 students. Response received is 184 faculty members and 170 students under study.

- Analysis and Interpretation

The most crucial aspect of research is data analysis and interpretation since it produces the study's conclusions. The data collected for the purpose has been subjected to scientific examination, providing relevant findings, conclusions, and suggestions.

1.23 Chapterisation

The present study is divided into the relevant chapters :

➤ **Chapter 1 : Introduction**

It contains the definitions, nature, concept, characteristics, factors, theories, models, and the roles, functions, needs of nursing students and faculty. Key elements including scope and significance, limitations, problem statement, objectives, research methodology and literature review are also discussed.

➤ **Chapter 2 : Information Seeking approach: Concepts and models with special reference to Nursing institutions**

This chapter deals with the concept and models of Information Seeking with reference to all the Nursing Institutions in Mizoram.

➤ **Chapter 3 : Paramedical and Nursing Institutions in Mizoram : An Overview**

This chapter explained the details Paramedical and Nursing Institutions in Mizoram with all the infrastructure, library resources and recruitment details.

➤ **Chapter 4 : Data Analysis and Findings**

The thorough examination and interpretation of data gathered from various sources is the focus of this chapter. Tables and pie charts were used to display the data in this chapter. In order to communicate complex information and facilitate a better comprehension of the facts, these tables and pie chart representations are needed.

➤ **Chapter 5 : Suggestions & Conclusion**

Conclusion and Respondent Suggestions with Strengths and Weaknesses of the institutes and libraries are discussed in this chapter with avenues for further research study.

Following a brief overview of the current study problem, its goals and importance, literature review and factors, it is important to understand that nursing is a noble profession in which all nursing professionals play a crucial role. There are also a number of methods and resources for information seeking that are required.

After discussing the concept of nursing, Information Seeking Behaviour, significance, scope and limitations of the study and Research Methodology, the following Chapter-2 shall describe on “Information Seeking approach : Concepts and models with special reference to Nursing institutions.”

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CHAPTER 2

Information Seeking Approach : Concepts and Models with special reference to Nursing Institutions

2.1 Introduction

The verb ‘to inform’ is the source of the word ‘information.’ The word ‘to inform’ suggests that some kind of message has been provided, received, and comprehended. In the English language, the word ‘information’ is used to refer to a number of subjects. It can be defined as organised information, facts, or intelligence that can be applied, shared, or transferred. It has several fundamental attributes, such as being easily accessible, significant, accurate, etc. There is no doubting that knowledge is vital to every individual. Human life cannot possibly be sustained without it; it is the human life cycle. When it comes to information, there are haves and have-nots, as well as information rich and information poor. Sometimes individuals suffer and sometimes they go bankrupt in the pursuit of knowledge. Information is essential to education and to the social and economic development of the nation. It is a useful resource for creating, preserving, and advancing information. Educators, students, technicians, managers, executives, economists, social workers, and others are among the many users who use knowledge today.

The information revolution has now replaced the industrial revolution. People are growing increasingly aware of the importance of knowledge and the need for professionals who devote themselves to learning about it as a result of how quickly technology is evolving and the modern world is evolving. Power is ‘information,’ which is a more complex but reasonable idea. In human history, information has been crucial not only in the past but also in the present. It has to do with concepts, observations, basic knowledge, experience, etc. The human mind produces information. Information develops when someone thinks, observes, and experiences something. When he comes to such a conclusion, he shares his experiences with others. It travels through a variety of channels, where those who require information gather and utilise it.

It is a vital resource that is necessary for surviving in the cutthroat world of today and is a key component of the socio-economic and cultural advancement of any

country or person. Every aspect of human life involves the gathering, sharing, and use of information. There are many different types of information, including text, statistics, images, symbols, and more.

Any nation's development is significantly influenced by its information. The distinction between economically developed and undeveloped is no longer relevant. There are two components to the information age. The first is a wealthy society based on information, and the second is a poor society based on information. It is a power and a natural resource. Every social or personal development activity requires fast, precise, and appropriate information at the lowest possible cost.

Patterson (1995) thinks that “Communication of knowledge should be in natural form, text form or through the communication channels, is also information.” The economics of information is brought into consideration as a resource. The idea that information is a natural resource is contested by certain experts. Therefore, it is difficult to incorporate knowledge into economic terms, even if it is considered a resource on a national and global level.

The significance of information as a source of knowledge is highlighted by policies, legal issues, reservoirs, transformation, and services. Inaccurate information is produced by processing the uncountable information that naturally arises. Instead of being referred to as a resource, the processed data is more frequently called a commodity.

Characteristics of information, comprising :

- Information, like matter and energy, is a property of the universe.
- Information is present in any system that demonstrates organisation;
- It has a specific meaning;
- Knowledge and information are the foundation of all other resources; this is the unique aspect of information.
- Because of its extensive use, information cannot be reduced or completed.

- Knowledge is living; it can only be created in the human mind through observation, experience, memory, and retrieval;
- Information can be condensed, integrated, summarised, and made simpler for easy handling.
- Information can be substituted for labour, capital, or other resources.
- Diffusive information leaks easily, and the more leaks there are, the more individuals obtain.
- Information is shareable. According to the communications specialist, information can only result in shared transactions rather than exchange transactions.
- Information is not consumed in its use.
- It is universal in science, especially in the natural sciences, which include the biological, chemical, and physical sciences. It is that information may be transported between systems, existing in a multitude of forms, and goes through a number of transformations. The significance of information in a societies or an individual's growth, as well as how individuals use it.

At every stage of their activities, individuals seek for information from a number of sources; therefore it's important to understand what is meant by 'information need,' as well as its nature, essential elements, influencing factors, models, and professional viewpoints. Information is power, a more complex but straightforward idea. Information has been defined differently by many organisations and scientists.

2.2 Definitions of Information

The term 'Information' has been defined from a variety of perspectives by various organizations and experts.

- ✓ The Oxford English Dictionary (1961) has defined Information as the action of informing, formation or component of the mind or character, training, instruction, teaching; communication of edifying knowledge.

- ✓ According to Jain (2009) “Information is the representation of data (or raw material) to a receiver; it is the principle resource of a modern organization. It is a data in usable form, processed in some way; it is data plus interpretation.”
- ✓ According to Kemp (1976) “Information is considered as the fifth need of man ranking after air water food and shelter”.
- ✓ Random House Dictionary for the English Language (Stein, 1970) stated Information means knowledge communicated or received concerning a particular fact or circumstances.
- ✓ Webster’s Third New International Dictionary for the English Language (G & C Merriam Co., 1976) has outlined Information as a communication or reception of knowledge or intelligence. It is a knowledge communicated by others or obtained through investigation, study or instruction.
- ✓ Rajagopalan (1975) has mentioned Information as a concept, statement, and idea or an association importance of information and the need for professionals, dedicated to studying and understanding it.
- ✓ According to Seetharama (1999) “Information is data that has given shape. It may be considered as processed data. Thus information is data plus the meaning, which has to be a result of human action.”
- ✓ Shera (Kumar 2004) expressed his views about the information, “Information is that which is transmitted by the act or process of communication, it may be a message, a signal a stimulus it assumes a response in the receiving organism and therefore possess response potential its motivation is inherently utilitarian. It is instrumental and it usually communicated in an organized or formalized pattern, mainly because such formalization increases potential utility.”
- ✓ According to Aohasan and Mehla (1987) “Information refers to the communication of knowledge derived from observation, study, experience, or instruction.”
- ✓ Bhattacharya (1978) visualized that, Information appears as the message conveyed or intended to be conveyed by a systematized body of ideas, or it’s accepted or acceptable substitutes.

- ✓ Chen and Hernon (1982) defined Information as “All knowledge, ideas, facts, data, and imaginative works of mind which are communicated formally and/or informally in any format.”
- ✓ Sengupta (1988) has opined Information as any form of recorded or unrecorded knowledge disseminated or received concerning a particular fact, event, or circumstances.

The term 'Information' cannot be generalised since a suitable definition that takes into account all of its facets has not yet been established. Numerous organisations and experts have conceptualised it in various ways and comprehended it in various contexts. It has been noted that prior to human civilisation, knowledge was needed and utilised. Humans have advanced greatly in many different areas and dimensions from the dawn of civilisation.

These days, Information is seen as the starting point for all of these processes: cognitive, conceptual, communication, implementation, physical and hegemonic control, and the revival of social interactions and institutions. Information in all its forms and uses is the vital component of a modern world system that is highly interconnected and dynamic. Effective, unimpeded information flow and accessibility justify the significance and goal of any scientific finding and technology advancement for mastering time and space. An important part of the economy, Information is a resource that can regenerate itself.

We are in the era of the revolution in knowledge and information. The library has a large collection of electronic resources. The fast expansion of information on the internet has affected how people seek information. Numerous forms of information, dispersed throughout many locations, are available in one spot. Because of the media that spreads information, both men and women in today's world have access to a vast array of knowledge. Every group in a human civilisation, regardless of which group is being discussed, discards information from the past and bases its decisions on the information that is currently available.

The most trustworthy form of information, according to theorists, is that which is immediately and experientially learnt in the concrete, physical plane of existence. Therefore, it is impossible to dispute the importance of knowledge and information.

2.3 Information Needs

The term 'Information Needs' refer to the particular information requirements of every user that the information system he uses is supposed to meet. Government representatives, lawmakers, parliamentarians, researchers, educators, students, and others comprise the user community. It is crucial to comprehend user information wants in order to better produce what consumers in various categories want and to provide goods and services to clients.

Information service providers prioritise meeting the information demands of their subscribers. Providing and transmitting information that precisely matches the needs or requests for information is the ultimate goal of every information-retrieval system. Enhancing the information transfer system overall is the aim of research on information demands and users. The behaviour and experiences of users of information systems and services in connection to their interactions are the main focus of the multidisciplinary field of user studies study. However, the following categories can be used to classify a user's information needs:

- Features that produce distinct categories and information demands and ;
- Information demands that are of various types.

Users have a variety of demands and are keen on in the library's collection. Users who need information related to their interests include scientists, engineers, researchers, students, politicians, and others. These days, there is a growing consensus that in order to best serve readers, the demands of users and the content must come first. It needs to be updated to reflect the needs and preferences of its user base, which necessitates careful planning up front and ongoing monitoring.

One important contributing factor is that different people have different information needs; for example, scientists, technologists, and technocrats have different information needs than general education professors. Despite the conceptualisation issue and the challenge of distinguishing the concept from want, declared demand, demands met need, etc. the library needs to find ways to give its patrons need-based information. As a result, it is the library's responsibility to provide patrons information requirements, regardless of those requirements.

However, generally speaking, the information needs are connected to :

- The topic or material that makes the assumption that all or part of the knowledge on the necessary issue will satisfy the information needs and;
- Situation-appropriate information sometimes referred to as a situational approach.

The situational approach demonstrates the user's desire to learn more about a certain topic. In this instance, the user's degree of satisfaction is determined by the quantity of information they are looking for at the library. This continues by outlining the inherent qualities of information, regardless of the topic. The scientist defines it in multiple ways. Upon consulting multiple dictionary databases, it was discovered that information refers to :

- Need : An individual has to engage in research, education, leisure, and other pursuits. Relevant information expedites the examination process in research. It is possible for the term to be employed in a way that suggests a value judgement. Even though a need is a future demand, it may or may not be categorised as a want.
- Want : Users demand are always turned into demands when circumstances call for it, especially in libraries. It probably has somewhat to do with demand as well.
- Requirement : It refers to the need, want, or demand in order to address each of the three categories.
- Demand : Objectives, which in turn depend on the availability of library or information services, impact demand. An intended use is a demand.
- Use : A use typically denotes some sort of requirement. Use may be a partial indication of need, desire, or demand.

According to Roberts (1975) It is important to note the definitions in the above draft as, in his words, a 'requirement' is a 'need,' 'want,' or 'demand'. As far as he was concerned, a need could not always be a wish, and vice versa. Need and want may or may not be appropriate for a particular information context, and they may or may not be expressed in a future form of demand action. He suggested using the term 'total

potential demand' in place of 'requirement,' since the latter is not all-inclusive. He asserts that the sum of all prospective individual and group demands on a library's personnel, resources, and services is the total potential demand.

Leupolt (1983) differentiated between information need and information requirement in the following context :

- ✓ Individual information requirements more or less exceed the respective information need.
- ✓ The ideal case would be if the individual information requirement coincided with the information need. However, it is not likely to occur very frequently in reality since the information requirement deviate to some extent from the respective information need.
- ✓ The information requirements given at a specific time point may be lower than that of the information provided during solving the task or problem.

Patrons are the organization's focal point, around which all library operations revolve. Since the main user of any information system has different attitudes, behaviours, and preferences, library professionals must determine the actual needs of the user in order to find resources and strategies to meet those needs. In addition, the rationale for the information's use needs to be investigated. Finding users also aids in defining the traits of the user base that dictate how best to provide information to the intended audience. The particular and qualitative information that customers need should always be available to them.

Five key considerations should be made in order to give qualitative information. (Rajkumar and Gopal Krishnan, 1991) which include:

- To whom the information is to be disclosed;
- Purpose of information requirement;
- Quantum of information to be provided with;
- Type of information; and
- Time duration for supplying the information.

Gathering, processing, storing, and retrieving information in a methodical manner is the only way to ensure that the right information reaches the right reader in a

percolated form. Rojas (1984) has suggested the following qualities for retrieval of need based information to its target population. These qualities include:

- Accessibility, i.e., ease and speed of information
- Comprehensiveness
- Precision
- Compatibility
- Timeliness
- Clarity
- Flexibility
- Verifiability and
- Free from bias

Information is a part of every human experience. Life itself depends on the collection and processing of information. Information science is currently popular due to the complexity of life's problems. As discussed below, there are several types of data :

- Facts - things that are known to exist, to have occurred, or to be true.
- Data - Data is the lowest level of information. Data are commonly accepted symbolic surrogates, such as language or mathematics that are used to represent people, objects, events, and concepts.
- Knowledge - Knowledge is a systematic set of facts or concepts that are communicated to others in a methodical way through communication means and that support a well-supported conclusion or experimental discovery.
- Wisdom - By acquiring sound knowledge and the corresponding virtues that come with age and experience, one cultivates a personal quality. Some instances of the attribute are the capacity to see far into the future, to see what lies ahead, and to utilize judgment when selecting the best solutions from a wide range of available possibilities. The highest form of knowledge is wisdom, but it can only be acquired; it cannot be transmitted.

There is a significant difference between data and information, even though the phrases are sometimes used interchangeably. Information is data that has been sorted

and evaluated for use in making decisions. It is definitely not the same as data. Access to data does not always equate to knowledge. Inference and interpretation are required. Librarians and information scientists can benefit from both information theories. His main area of study is behavioural concerns, or how the recipient is affected by the meanings of the symbols that are communicated. If the information has no impact on the recipient's actions or conduct, it is not deemed to have been sent to him.

Individuals typically discuss the demand for information when they identify a knowledge gap and want to address that abnormality. The need to satisfy one of the three fundamental needs of a human being gives rise to information needs. They are the following three needs:

1. Physiological needs;
2. Psychological needs and;
3. Cognitive needs.

The physiological demands include the need for food, shelter, and water, while the psychological needs include the need for security and dominance. Last but not least, cognitive needs include the need to plan and acquire different abilities. The universe in which modern society lives is widely referred to as the 'information age.' In this day and age, ignorance may undoubtedly have detrimental effects on each and every person.

Similar to how water is kept in a vessel, the generated information must be confined in multiple sources rather than just floating in the air. Information is available from the following kinds of sources:

- Primary sources include journals, research papers, conference proceedings, trade literature, patents, standards, theses etc.
- Secondary sources include indexing and abstracting magazines, progress evaluations, and reference books (dictionaries, handbooks, formularies, tables, and encyclopedias).
- Tertiary sources include yearbooks and directories, bibliographies, literary guides, lists of ongoing research, library and information source guides, organisational guides, and guides to treatises, monographs, textbooks, and other publications.

There are audio-visual resources including slides, filmstrips, audio and video recordings, and more. The majority printed sources are easily available online these days. Additionally, these resources can be found in libraries, bookshops, information centres, and other places.

2.4 Concept of Information Need

Every individual requires information for a certain reason. When deciding to travel, a person has to know the routes, the timing of the transportation, and other things that are important. He might get this information via a travel agency or agent, or from his acquaintance. He might also visit a library or information centre and gather this data from other papers, such as travel guides and train schedules. Information is crucial to social, political, and economic transformation. In the same way, study and development initiatives can be effectively concluded provided the necessary data is available when it's needed. No one can decide what to do or how to accomplish it in the interim without accurate and comprehensive information. To put it another way, without the backing of information, no advancement can be made.

2.5 Types of Information Need

Tague (1976) has presented the following types of information needs (most of which are self-explanatory)

- ✓ Social or pragmatic information needs : Information required for fulfillment of day-to-day life needs.
- ✓ Recreation information need : Recreation information needs: One, who is interested in cultural, recreational activities need information to fulfill it.
- ✓ Professional information needs: Person who is involved in the business or any profession need information to take decision or any action.
- ✓ Educational information needs: During the academic activities academicians or related people need information.

The other types of information needs also can be categorized as :

- ✓ Success needs which relates to employment opportunities, self-improvement (dress, speech, personal carriage etc.)
- ✓ Specialised information needs that concern with for the physically handicapped, emotionally disturbed, geographically isolated the non-English speaking groups etc.

As per Maslow's (1970) opinion there are some other types of human needs, they are :

- ✓ Self-Actualizing Needs : Education, leisure activities, ethical values, esteem needs, multicultural awareness, emotional awareness, society and family oriented needs, sex education, etc.
- ✓ Love and Belonging Needs : Human being is by birth an emotional animal. He/she loves many people, animals, birds several things etc. naturally he collect information about those things.
- ✓ Safety concern needs : Crime, violence, war, traffic rules emergency procedures, basic literacy, etc.
- ✓ Physiological Needs : Personal hygiene, nutrition, general health issues, addictions, prevention from bad habits etc.

At present the term 'need' is not to be cleared by anybody, said Brittain (1970). As per his views an information need may refer to the :

- ✓ Need expressed by the user, or
- ✓ Need that user cannot express; or
- ✓ Present or immediate need; or
- ✓ Future or differed or potential need.

2.6 Reasons behind creation of information needs

People are seeking knowledge for a variety of reasons, including

- ✓ Needs centred on education and research :
 - Students require knowledge in accordance with the established curricula in order to complete their academic coursework, projects, and, more especially, tests.

- Teachers require information in order to instruct and educate their students.
- Scientists and researchers require information on their field of study and are constantly curious about the latest advancements in their field.

The researchers are without a doubt the largest information users. Although the information demands of all user types are significant to differing degrees, the researcher's information needs are slightly different from those of the general public, setting them apart from other user groups. In order to meet these needs, the majority of information systems and services concentrate on developing such mechanisms. Research outputs make up a significant portion of the data that the library and information services handle. As a result, the researcher is credited with being both the unique producer (generator and originator) and consumer (i.e., users) of information. A researcher requires data for three reasons, including :

- To stay up to date on the latest advancements in his field of interest
 - To familiarise oneself with the latest advancements in technology.
 - To acquire particular data points that are required at various phases of his project.
- ✓ Profession oriented needs:

For the purpose of pursuing their careers, professionals such as doctors and lawyers require information. The new advancements in the medical sciences are too important for the doctors to overlook. The patients would die as a result of their ignorance. To guarantee fair justice, solicitors must also stay up to date on new laws, revisions, etc., as well as court rulings. Before rendering a decision, the judge must have access to prior decisions or case precedents. To solve technological problems on the shop floor, engineers and technologists require knowledge. Executives and managers in commercial and industrial organisations want knowledge in order to make informed decisions on matters that affect them both immediately and in the future. In order to make decisions about managerial matters, they require further information.

- ✓ Government activities

- Officers, managers need : Government officials as well as managers need information in decision making.
- Legislators need: lawyers, advocates need information for argument.

2.6.1 Basis of information need

There are a few fundamental requirements for the user to require information. These circumstances could include:

- ✓ A person who is in need should know if the need for information is essential or if its existence is adequate.
- ✓ A person who needs knowledge should know if the existence of a desire for information is a prerequisite for stating that there is a need for it.

Individual in need should eventually be able to determine whether a lack of information is a necessary or sufficient condition for drawing the conclusion that they require it. The necessity ceases when there is a reason to use the knowledge. Derr (1983) asserts that the existence of 'information purpose' as a prerequisite for information requirements has emphasised two prerequisites for information needs, which are as follows :

- The presence of an information purpose;
- The information in question contributes to the achievement of an information purpose.
- As a result, the user's requested information is not always required. They fail to see the true intent behind information use. It is necessary to use a critical eye to determine whether the material in question actually advances an information goal. It also comes to the conclusion that value judgement serves a role for a person or organisation when it comes to particular pieces of information.

2.6.2 Kinds of information needs

An individual's information needs change depending on the situation and the moment. Dhiman and Yashodarani (2005) distinguish four categories of information demands, which are as follows:

- **Current information need :** Current information is necessary to provide the correct information to the right user in the right format in the shortest amount of time. Some users who require information are interested in keeping up-to-date information in their particular fields of development. The institutes engaged in research and development activities demonstrate the significance of this type of information. Therefore, people have a great need for this type of information.
- **Exhaustive information need :** When a user needs comprehensive information on a specific topic or situation, he searches for all relevant details. It assists the user in reaching an appropriate conclusion for the goal. The user may become discouraged in trying to arrive to an appropriate conclusion if the information resources are not thoroughly covered in order to analyse the whole picture of that specific field of activity.
- **Everyday information need :** People need a range of information for their daily activities. Different user types in this category require different types of information at different times. Every day, some consumers require information about a specific activity. From day to day, this keeps altering. Therefore, it is expected that this type of information will be accurate, current, and provided as quickly as feasible.
- **Brushing up information need :** It is a common term used to describe the necessity to catch up on information. This kind of information demand has several characteristics, including 'briefness, preciseness, etc.' This kind of information ought to be given clearly and impartially so that the user may grasp it fast. This provides the user with a clear picture of that field and an easy way to retrieve information in that field.

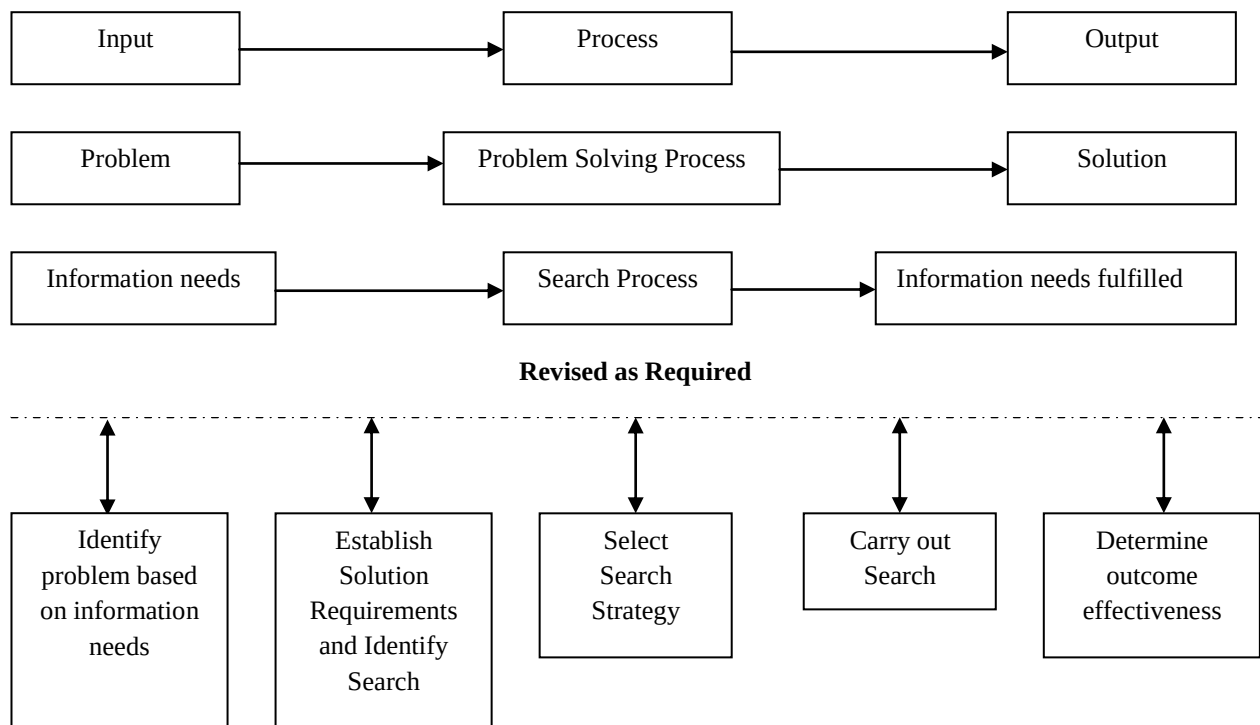
2.7 Identification of Information Need

In 1990, Girija Kumar proposed a technique for determining information needs. According to him, the 'input-process-output model' can be used to identify information needs. The system's fundamental parts include :

- Problem
- The method of problem-solving
- Solution.

The problem must be analysed in order to determine the information required. It is the lack of clarity regarding knowledge. By addressing the knowledge gap, the solution leads to the situation being resolved. The model is displayed as follows:

Fig.2.1 Model of Identification of Information Need
(Girija Kumar. Defining the concept of information needs. New Delhi
: Vikas publishing house, 1990)



2.8 Levels of Information Needs

The psychological component of information-seeking behaviour has been the subject of numerous studies. In such research, levels of information needs are also highlighted. Taylor (1968) distinguished three levels of information needs, including :

- Visceral Needs : Those requires that are not acknowledged
- Conscious needs : A confusing subject of decision-making
- Formal needs : A specific term that can be used to clarify a problem.

2.9 Factors Affecting Information Needs

Lin and Garvey assert that the most important factor affecting a person's information demands is by far his or her type of employment. Another factor to examine is if the activity is basic or applied. The field in which a person works also affects their information needs; for example, researchers in the pure sciences probably have more urgent information needs than researchers in the social sciences because science is always growing. To maintain his knowledge up-to-date, the scientist will need to stay up to date on the latest developments. Other concerns include social, political, economic, and legal aspects.

The following elements typically influence a group's or individual's information needs:

- Work- in which work a person or a group is involved.
- Type of work- whether the work is basic or applied.
- Discipline- within which discipline he / they is/ are working.

For instance, because science and technology are always expanding more than other disciplines, their information demands are certainly more important than those of academics in the social sciences, humanities, or other fields. Therefore, in order to stay up to speed with the most recent advancements, scientists must continuously upgrade their knowledge.

2.10 Information Seeking Behaviour

Information seeking, information gathering, searching, information receiving, and communication are all included in the broad category of information seeking behaviour. The process of looking for information is actively undertaken by the user. Information seeking behaviour is the term used to describe a user's attempts to find the information they need after recognising a perceived need. The reasons and goals behind information seeking, the kind and nature of information needed, the methods and resources for finding, accessing, and obtaining information relevant to one's job, and the extent of reliance on information sources. In order to solve the problem, information seeking conduct entails obtaining and compiling information, this starts the information need.

‘Information Seeking Behaviour’ is a word that has a wide definition. It refers to the information demands, usage patterns, and different ways that users find and search for information, as well as how they evaluate and use it. It mostly pertains to the user population's information-gathering habits.

Academic institutions are organisations that rely heavily on information. Due to the extensive use of information technology, which directly affects organizational transformation, concepts like intellectual control, business intelligence, process innovation, and best practices for knowledge management are becoming more popular in academic settings. Everybody requires information that is more varied and diverse in terms of levels, frequency, volume, and use as the information flood grows. They use many techniques to gather the necessary data. Individuals in various circumstances need knowledge on a topic in various formats and with varying levels of detail. The same individual looks for knowledge on a variety of situations and in a variety of methods. Information Seeking Behaviour is the word used to describe these different types of information seeks.

2.11 Definitions of Information Seeking Behaviour

Information Seeking Behaviour has been defined by different authors with variation in meaning.

- According to Wilson “Information Seeking Behaviour results from the recognition of some need, perceived by the user. The behaviour may take several forms, the user may make demands from formal system such as libraries online services information centers or systems which may perform information function. The user also seeks information from other people through ‘Information Exchange.’ The word exchange is intended to draw attention to the element of reciprocity, recognized by sociologist and psychologists as fundamental aspect of human interaction.
- According to Wilson (1999), “Information Seeking Behaviour are those activities a person may engage in when identifying his or her own needs for information, searching for such information in any way and using or transferring that information.”

- According to Girja Kumar (1970) “Information Seeking Behaviour is mainly concerned with who needs what kind of information for what reasons; how information is found, evaluated and used.”
- Taylor (1991) defines Information Seeking Behaviour as the product of certain elements of the information use environment. The elements are:
 - The assumptions formally learned or not, made by a defined set of people concerning the nature of their work.
 - The kind and structure of the problems deemed important and typical by the set of people.
 - The constraints and opportunities of typical environments with which any group of sub groups of this set of people operates the works.
 - The conscious and perhaps unconscious, assumptions made as to what constitutes a solution of better said, of resolution of problems, and what makes information useful and valuable in their contexts

According to the definitions, Taylor thinks that different user groups have varied informational behaviours. Therefore, based on these criteria, it can be said that information seeking is the skill of searching for or locating information. When the user felt that their current understanding was insufficient to address certain issues, they started this activity. The process of searching comes to an end when perception does. Developing an informational instinct is a type of activity, and the process of searching for information is seen as an individual's information seeking behaviour.

2.12 History of Information Behaviour Research

The human tendency to seek information is as old as his capacity for searching. It is well known that he spent the most of his time looking for food when he was living in his native environment. Because of this, he thinks and develops new concepts based on his prior experiences. He gathers data from his surroundings and applies it. It was the first unstructured and informal way of looking for information.

In light of the current circumstances, it is fascinating to observe his formal, well-organised attempts to gather information. The first doctorate in library science was granted by the University of Chicago in 1930. Douglas Waples and Bernard

Berelson, two well-known social science researchers, shown their expertise in this field. Abstracts of findings from dozens of studies on the use of public libraries were published by Waples. There were numerous conferences on scientific information held between 1948 and 1959. Their primary focus was on the amount of money spent on scientific research and the number of scientists who collected and utilised data for their studies. The '21-Report Series' and the 'Project on Scientific Information Exchange in Psychology' (American Psychology Association) are two significant publications that have addressed this issue.

However, more recently, some academics began to believe that "Information Seeking" primarily referred to overt attempts to find knowledge, excluding the quantity different ways that people and information interacted. The old Guard argued that the phrase is a non-sequitur-information does not 'behave-but they lost out, and 'information behaviour' is still the most widely used term today. In the 1990's, the term 'information behaviour' replaced 'information seeking.'

There was a lot of funding available for social science study in the United States in the 1960's. It inspired scientists to create extensive, carefully planned studies on the social dimensions of scientific knowledge use and communication. Many significant studies on how the general population uses information and libraries have also emerged as a result of this culture. Identity politics pertaining to race, gender, sexual orientation, and economically disadvantaged groups were practiced during the 1960's and 1970's. The direction of information-seeking research investigations was significantly influenced by these studies in an indirect manner.

The study of information behaviour was incorporated into library and information science education policies in North American countries in the late sixth and early seventh decade of the 20th century. It was comparable to a forum for scientists working in their field. The nationwide Commission on Libraries and Information Science organised a nationwide meeting on the 'Information service needs of the nation' in 1973 (Marcia Bates 2010).

The emphasis on social sciences has significantly shifted from the natural sciences during the seventh decade. Social science research has received a lot of attention from both the United States and Britain. Both nations have set aside funds for it. This circumstance aided in the advancement of information-seeking behaviour studies.

Numerous organisations, like ‘The J. Paul Getty Trust,’ showed interest in this area in the 1980’s and 1990’s. They made grants available for research in their fields. Kari and Hartel (2007) examined the information behaviour of individuals engaged in self-realization and fulfillment-oriented activities in the 2000’s, and their own research offered instances of what may be learnt in this regard (Marcia Bates 2010). The health sciences are among the professional contexts where different amounts of information behaviour research have been conducted over the years. Law and business despite the significance of information seeking for teachers, the education profession appears to have received relatively little attention. This is likely because of the abundance of funding available to the health sciences, which has likely produced the largest body of research on information behaviour.

2.13 Indian scenario

In India, discussions about information demands, habits of gathering, seeking, search techniques, use patterns, etc., date back to the seventh decade of the 20th century. One notable aspect of the Indian literature on ‘user studies’ and its various facets on user research, the researcher noted during the literature search for the current study, is the abundance of studies that require user studies quoting the findings of work conducted in the United States or the United Kingdom. Without making any observations or drawing any conclusions of their own, the studies also recommended more research areas. Taking into account the aforementioned adverse conditions, India also had some noteworthy positive developments.

In 1962, IASLIC has arranged seminar on the topics of ‘the users and library and information services’. Krishnan Kumar (1982) conducted a study with the teachers and research scholars of chemistry department of Delhi University in 1968. In seventh decade Ranganathan (1970) has prepared a sound framework and base of user behaviour studies. In Indian circumstances when he discussed the psychology and user’s nature of work. Gopinath (1984) contributed greatly in the field of information studies, sources, transfer and communication, information seeking behaviour etc. He also reviewed significant studies as well. In the 80’s Pruthi and Nagpaul (1978) conducted two studies separately to determine the communication pattern and concern area of problem solving and idea generation, Dhany (1974)

arranged a study with the readers of Rajsthan University library whereas KarunaSaha (1974) attempted to examine library use.

In the 90's Subbaih (1982) studied information needs of agricultural scientists of 'Marathwada Agricultural University'. In same decade Krishnan Kumar (1982), Satyanarayana (1985) arranged studies on the respective research area that is information needs and seeking behaviour. Osminia University Hyderabad (1985) arranged a seminar on 'International Developments in User Education Studies and User Education'. Karisidappa and others (1989) studied the information use pattern of Indian Historians. Karki (1982) searched information needs of Indian industries. Harpalkaur Malhotra (1990) has made attempt to examine the use of agricultural university libraries by the users. Sridhar (1995) examined information seeking behaviour of space technologists, in the same year Ras (1987) investigated information seeking behaviour of scientists of the National Institute of Nutrition Hyderabad. Rajgopalan and Rajan (1984) reviewed major studies on Indian user studies, user education programs, and user promotion studies in 1984. Subramanyam (1983) conducted a study of information seeking behaviour of doctoral candidates of Venkateshwara University Tirupati. Sangam (1989) has attempted to examine information use pattern of researchers in psychology.

Researchers in the field have organised a number of studies in the final ten years of the twentieth century. B. D. Kumar and Jayadev H. Kadli (2013) evaluated research on how people seek knowledge in changing environments. Six Indian studies in the relevant field were found in the study. In her research on the information demands, use patterns, and seeking behaviour of Indians in this decade, Vaishali Chaukhande (2008) discovered fourteen papers.

Indians have shown a lot greater interest in the area in the 21st century. Numerous studies have been organised in the field by scholars, students, and librarians. Additionally, Vaishali Chaukhande (2008) looked for eight research that were organised between 2000 and 2005. Throughout their investigation, Jayadev H. Kadli and B. D. Kumar (2013) came across 18 Indian studies.

Numerous studies on information use, user studies, use patterns, information demands, and information seeking behaviour have been conducted in Indian

universities with Library and Information Science departments where research activities have been conducted. Research projects for the B. Lib. Sc., M. Lib. Sc., M. Phil., and Doctoral degrees have been completed thanks to the studies. Information scientists and LIS professionals have produced a number of models over the history of information behaviour.

‘Tom Wilson (1981) Model of Information Seeking Behaviour, Dervin (1983) - Sense Making Theory Ellis (1989 & 1983) - Behavioural Model of information seeking strategies, Behaviour and Wilson (1996) - Expanded and redesigned in 1981 (Jayadev H.Kadli and B. D. Kumar, 2013).’

2.14 Importance of Information Seeking Behaviour

The first step in the information-seeking process is realising the need for the information. Information seeking is not a two-way activity; the person seeking the information must locate it and get there. The study's primary focus is on the method he will use to gather this data. Some kind of depiction of the user's psychological state, including aspirational ideas, goals, etc. is necessary for the study of individual information seeking behaviour. There are three components to the research of information-seeking behaviour :

- To ascertain the reasons or forms of information that are required
- To make a plan for searching for and identify a strategy
- To carry it out in the end.

This activity is goal directed which means that motive or goal continuously governs the selection of steps to be executed. In the process of seeking information what mainly takes place is an effort to match a cognitive need of user with a source of information to satisfy the need.

2.15 Concept of Information Seeking Behaviour

According to Satija and Kumar (2006), “Information Seeking is a human process that requires adaptive and reflective control over the afferent and efferent actions of the information seekers. Information seeking is a dynamic and changeable process despite its formal problem solving attributes.” Interpersonal interactions with other

information users are accelerated when staff members are familiar with their plans, expectations, vision, approach, and concerns. The purpose of an information seeker is to create a vacuum or gap in knowledge and determine what is preventing advancement. The notions of information retrieval and information seeking are clearly distinct. Persistence, ongoing, or consistent human attentions are not components of information retrieval. Information retrieval may be automated and integrated into the broader information-seeking process.

2.16 Factors affecting Information Seeking Behaviour

The methods an individual uses to meet their information needs will vary depending on a number of things. These could vary according on their line of work, the project's stage, the information's urgency, or the sources accessibility. The crucial elements influencing users information-seeking activity are :

- Work-Role

The purpose behind information seeking behaviour stems from personal requirements. These needs result from the roles that people play in their social lives. A person's job role is applied to their many tasks, duties, and accomplishments, particularly in an organizational environment. This role created certain cognitive needs, which in turn led to affective needs. As a result, a pattern of information-seeking activity eventually emerges. Finding determinants of information demand and seeking behaviour is another component of the work environment in which the task is performed. The physical and socio-cultural surroundings have an impact on how people obtain knowledge.

- Uncertainty

The process of seeking information is triggered by uncertainty factors including a limited construct, a lack of comprehension, and a gap in meaning. Uncertainty is a cognitive condition that frequently results in affective symptoms of fear and lack of confidence.

- Attitude of users

An individual's attitude influences how they obtain knowledge. Behaviour and attitude are tightly linked. The mental construct is referred to as attitude. It fulfils two

crucial roles : First, it acknowledges an individual's social environment, which offers guidance on how to act towards the social object, and second, it shows how an individual's attitude reflects his or her own ideals. The second stage typically creates a demand for information that drives people to look for ways to meet this need through a variety of information sources, such as libraries and information centres.

- Past Experience

Individual's information-seeking conduct is influenced by their prior experiences. The likelihood of people looking for information would decrease if there were other criteria because there would be less need for new information. A person's behaviour when seeking information is also influenced by his or her level of knowledge.

- Social Situations

A person who is embedded in a variety of social situations has information needs. Families, countries, and occupations all have an impact on people. In the same way that individuals have their own requirements, they may occasionally belong to organisations like volunteer societies, religious groups, etc. Because they share the group's collective memory and consciousness, individuals are impacted by the information-seeking actions of groups.

- Political Factors

Certain types of information (defence, freedom of speech, rights, etc.) may be prohibited by the political system from being available to specific groups of people or to the general public. As a result, the lack of such information may lead someone to turn to 'underground' (government-approved) methods.

- Geographical Factors

An individual's physical location also influences how he approaches information gathering. People who are geographically isolated may turn to unusual methods of information gathering.

Besides, these age-groups, nature of employment, nature of the institution and qualifications all these factors affect information seeking behaviour and information use.

2.17 Elements of Information Seeking Behaviour

The Core Elements of Information Seeking Behaviour are as follows :

- **Information Need**

The fundamental element, driven by a need for knowledge, problem-solving, curiosity, or a desire for social interaction.

- **Information Seeking**

The strategies used to find information, which can be active (e.g., internet searches), passive (e.g., overhearing), involve social interaction (asking others), or be environmental (observing).

- **Information Sources**

The places or people individuals turn to, categorized as formal (e.g., libraries, online databases) or informal (e.g., friends, social media, oral interactions).

- **Information Use**

How the gathered information is applied for decision-making, problem-solving, or to satisfy a particular interest.

- **Satisfaction**

The final assessment by the individual to determine if their information needs were met by the information they found.

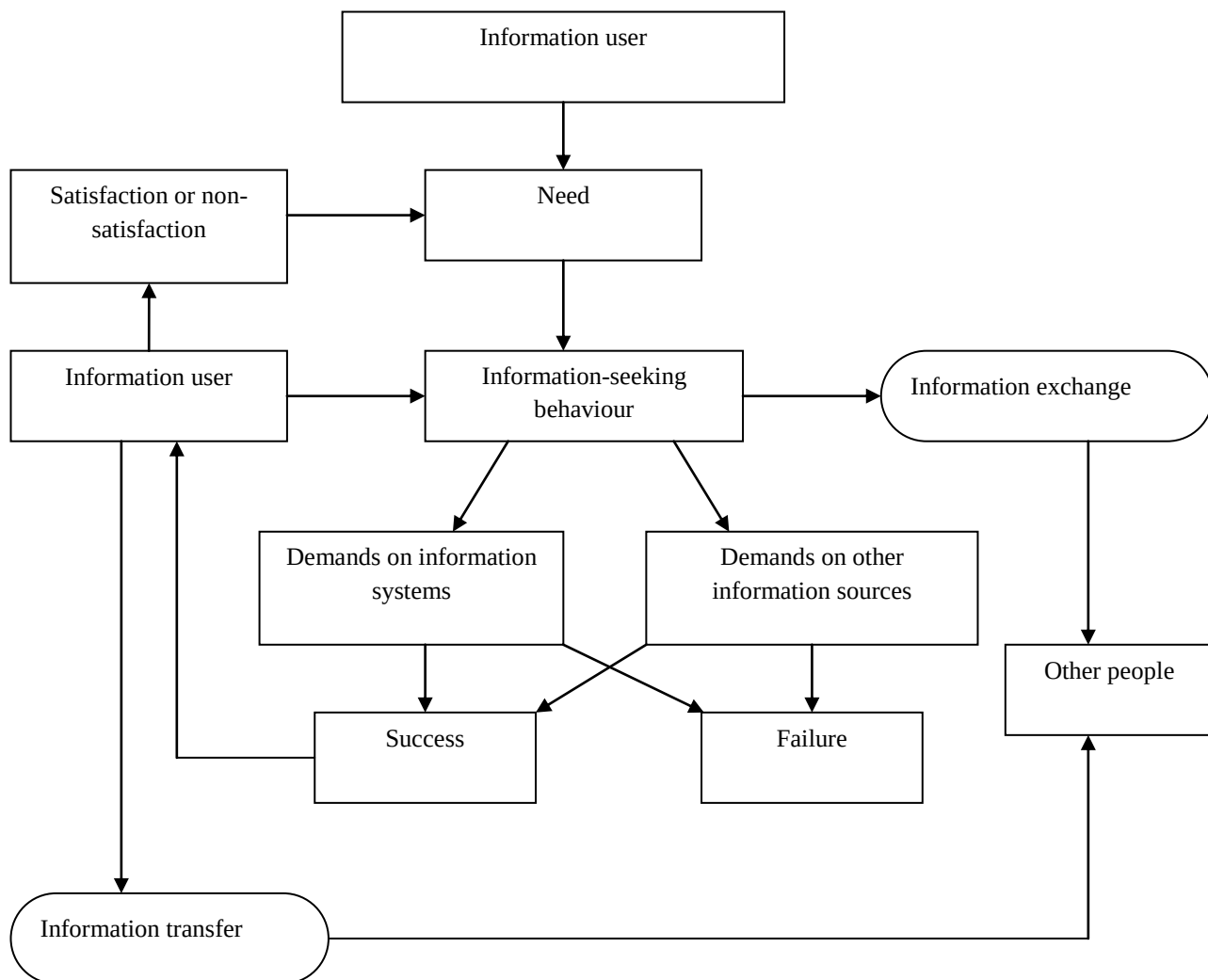
2.18 Nature of Information Seeking Behaviour

In basic terms, Information Seeking Behaviour is an analytical research. It looks at how actively the user is looking for information. Its primary goal is to identify the methods and tactics people employ to gather the information they need.

As per the opinion of Wimberley and Jones (1989), “Information Seeking is a basic activity indulged in by all people and manifested through a particular behaviour. It is also an aspect of scholarly work of most interest to academic. Librarians who strive to develop collections, services, and the organizational structures that facilitate information seeking”. According to Wilson (1979) the nature of information seeking

behaviour with interrelationship among concepts in user study has been discussed in fig. no.2.2

Fig 2.2 Nature of Information Seeking Behaviour



Thus the recognition of user's need is the key factor to begin the nature of Information seeking behaviour.

2.19 Scope of Information Seeking Behaviour

Users information demands and requirements are a result of their goals and motivations. Various processes occur in the information seeking activity, including :

- Identifying Objective
- Defining Need

- Accessing Information System
- Establishing Sources of information
- Information acquisition
- Use of information
- Satisfaction and Dissertation

2.20 Methods to find out Information Seeking Behaviour of Users

The information needs of different users vary. User surveys, user studies, collection usage studies, and community studies are all highly useful in determining their information needs and approaches. A user research examines how individuals use and require information. One definition of a user research is a methodical investigation of users information needs to enable fruitful communication between users and information systems. User research is necessary because :

- When designing library services, user attitudes are crucial factors to take into account.
- The design of services should take into account the different ways that users like to accomplish tasks.
- Users have methods that ought to be modified.

For finding out information seeking attitude of users the following questions may be asked such as :

- What kind, caliber, and scope of services do patrons need from the library to meet their needs?
- How does the user address their needs?
- How does the user choose from the resources that are available?
- How is an information search conducted by the user?

The reasons for conducting the user studies are :

- To determine the library's true strengths and weaknesses.
- To determine the types and levels of user requirements.

- To determine which library resources and services are most important to faculty and students.
- To determine the limitations or issues that appear to hinder library use.
- To determine the degree of faculty and student participation in the library program.
- To enhance the planning and administration of library services on a local and national scale.

The user survey conducted on a given day shows how many readers utilised which services, and it's possible that the quantity of use varies depending on external factors like interest or position within an organisation. The studies of people's information needs and information seeking behaviour, especially those that are based on actual events rather than people's perceptions of what might occur, are of primary interest because they help us understand users and will be useful for future systems and services.

Although there are many different ways to assess a user, user studies have gained recognition as a reliable measurement approach. They are a methodical, in-depth effort to get an unbiased assessment of a facility and compare it to certain efficiency, service, or improvement rate standards.

The library's users are its teachers and students, to whom all services are aimed. The degree to which librarians attempts to adapt the library's resources and services to their requirements have been successful is reflected in their attitude. User surveys involve asking users questions, conducting interviews, and selecting a random sample of users and non-users. It is more authentic to get information about user wants and behaviour through informal interactions and observation of the user. This will describe the literature they need and their area of interest.

2.21 Process of Information Seeking Behaviour:

There are five stages constitutes in the process of Information Seeking Behaviour (Summer 1984). Stages are as follows :

- Perceiving;
- Responding;

- Valuing;
- Organization; and
- Characterisation

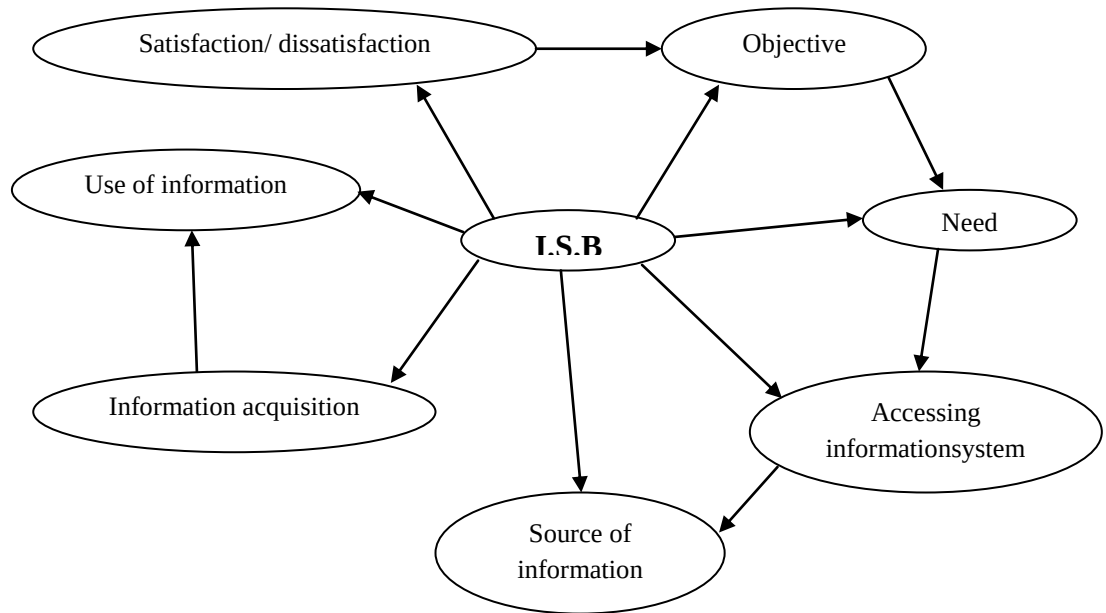
When an individual seeks for information, they must consider a number of factors, such as their motivations and goals, the kinds of information they are looking for, how they will access, search for, identify, and obtain it, and how they will use libraries and information centers.

According to Girija Kumar (1990) “The Information Seeking Behaviour is mainly concerned with who needs what kind of information and for what reason; how information is found evaluated and used, and how there need can be identified and satisfied”. According to him, following process takes places in Information Seeking Behaviour :

- Identifying objective;
- Defining needs;
- Establishing sources of information;
- Accessing information systems;
- Information acquisition;
- Use of information; and
- Satisfaction / dissatisfaction.

The process's several steps are connected to one another and act and react in a sequential manner. He uses the following figure to illustrate the process's dynamic states.

Fig. 2.3 Process of Information Seeking Behaviour



2.22 Models of Information Seeking Behaviour

The process for obtaining information has been explained by a number of models. To put it simply, models are statements, frequently in the form of diagrams that attempt to describe information seeking activity, the causes and consequences of that activity, or the relationships among stages in information seeking behaviour. A model is a framework for thinking about a problem and can develop into a statement of the relationships among theoretical propositions. Experts in user research and information-seeking behaviour create many models.

In basic terms, models are statements-often represented by diagrams-that try to explain an information-seeking conduct, its origins and effects, or the connections between different stages of information-seeking behaviour. A model can evolve into a declaration of the connections between theoretical ideas and serves as a framework for problem-solving. The following lists a few of the developed models :

- **Wilson's Model (1981)**

In 1981, Wilson put out two information behaviour theories. The model's objective was to describe the different aspects of information-seeking behaviour. According to the first model, information seeking behaviour develops as a result of a perceived need by an information user, who then uses formal or informal services to satisfy that need, either successfully or unsuccessfully, in order to find pertinent information. If he is successful, the person uses the information he has obtained and may either completely or partially satisfy the apparent need; if not, he will have to begin the search again.

The model also demonstrates how information seeking behaviour can engage other people through information exchange and how useful information can be shared with others in addition to being used by the individual. A significant update to this 1981 model is Wilson's Model. He covers a wide range of subjects outside of information science in it, such as research on consumers, psychology, decision-making, innovation, and health communication. This approach is used within the 1981 model framework. Although this model is still one of the major behavioural models, it provides a richer source of hypotheses and additional study than Wilson's original model because of its growth and incorporation of other theoretical models of behaviour.

A valuable commodity in the modern era, information has been defined differently by various authors. It is the fundamental component of human life and is helpful to people from all walks of life. As a result, modern society cannot function without information. It allows people to carry out their daily tasks, provides a wealth of economic and social values, is a vital tool for a productive economy and an efficient government, and is essential to people's development and well-being.

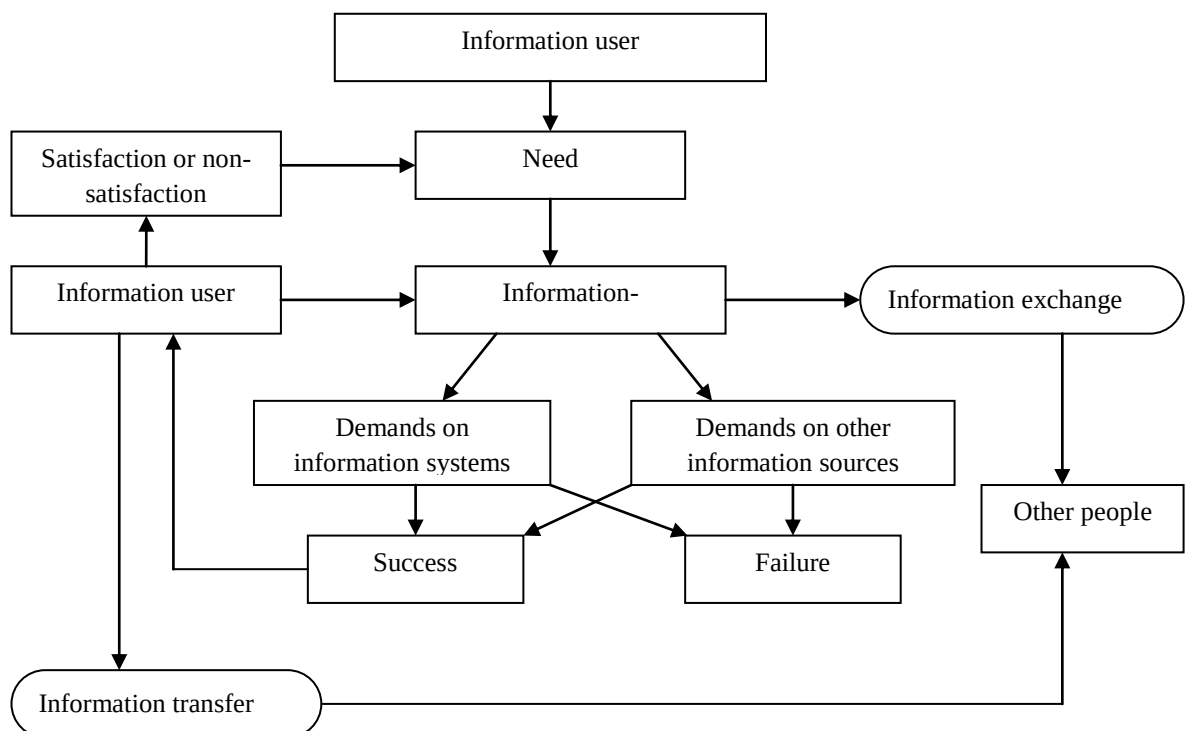
When people see a need, they typically take action to address it. Different tactics or ways of doing things are employed. This is also true when it comes to fulfilling information demands. When someone realises that he needs information, he must take steps to get it because he knows it won't come to him easily. The strategies he

employs to satisfy his informational needs are the focus of this investigation. Wilson's 1981 Model is predicated on two key ideas :

- Wilson disagrees with the idea that the need for information is the most important need.
- Secondly, he opposes any obstacle that prevents users from seeking information to meet their needs. Additionally, he believes that an individual's basic requirements are physiological, cognitive, and affective. Additionally, he proposed that the same context will give rise to the obstacles that obstruct information search.

This model is simplified version and described as a macro model. It also suggests how the information need arises and prevents the actual search for information. The general function of the model can be regarded as a source of pothouses.

Fig 2.4 Wilson's Model (Reproduced from Wilson 1981)

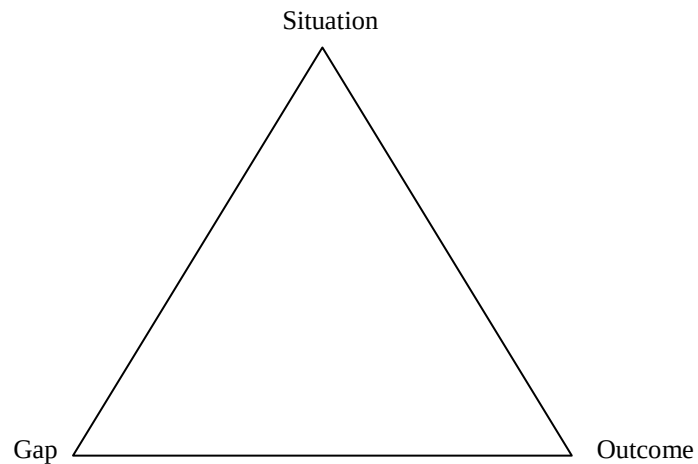


- **Dervin's Model (1983)**

Dervin came up with his theory in 1983. A situation in time and space, which defines the context in which information problems arise; a gap, which indicates the difference between the contextual situation and the derived situation; an outcome, which is the result of the sense making process; and a bridge, which is a way to bridge the gap between situation and outcome in relation to information behaviour, are the four components she used to implement this sense making. This model leads to a method of inquiry that can reveal the nature of the problematic issue, the degree to which information fills in the gaps caused by doubt, confusion, or anything else, and the type of results that can be obtained by using information.

Dervin's (1992) intuition making theory is much more than a simple explanation of how people seek information. Three components make up the triangle-shaped Dervin's model: the situation gap, the outcome, and the scenario. a temporal and spatial scenario that characterises and explains the emergence of the information dilemma. The boundary between the intended and contextual circumstances is marked by a gap. The results of the process are clearly the outcome, and a bridge is a way to bridge the gap between the circumstance and the result. Dervin's sense-making triangle has the following figurative form :

Fig. 2.5 Dervin's sense-making triangle



However, it is much suitable to use a bridge metaphor is more directly, and presents the model as in the following figure:

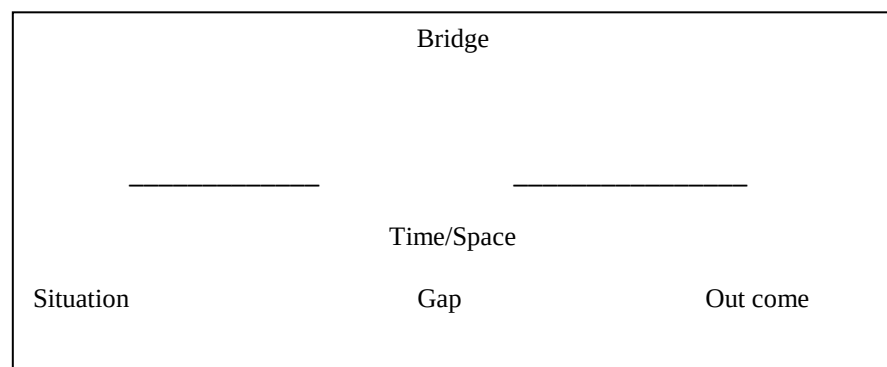


Fig 2.6 Dervin's sense making model redrawn

- **Ellis Model (1993)**

Ellis developed a behavioural model of academic social scientists information-seeking behaviours in 1993. The design of an information retrieval system was suggested using this approach. Ellis (1987, 1989) conducted a study in which he collected data using semi-structured interviews and analysed the data using Glaser and Strauss's grounded theory. Six general characteristics emerged from his research regarding the information-seeking behaviour of social scientists:

- ✓ Starting : Finding references that could serve as the basis for the study process is one of the jobs that are characteristic of the initial information search. These references often contain both previously utilised sources and those that are expected to provide relevant information. Asking colleagues or searching through literature reviews, online catalogues, indexes, and abstracts are common ways to get started.
- ✓ Chaining : Uses citation chains or other referential links to link things or sources discovered during 'starting' processes. Chaining in both directions is feasible. Backward chaining occurs when references from an initial source are followed. Conversely, forward chaining locates and examines other sources that cite an original source.
- ✓ Browsing : Conducting a thorough search for information in potential interest areas. It entails looking at printouts of references and abstracts from previous literature searches in addition to published publications and tables of contents.
- ✓ Differentiating : Utilising established differences between sources to filter the amount of information collected (e.g., author and journal hierarchies or the type and level of material).
- ✓ Monitoring : Keeping abreast of developments in an area by regularly observing particular sources (e.g., significant journals, newspapers, conferences, magazines, books, and catalogues).
- ✓ Extracting : Selectivity identifying relevant material of an information source. The process of going through a certain source or sources and picking out pertinent information from them (such as computer databases, sets of journals, monograph series, index collections, abstracts, or bibliographies).

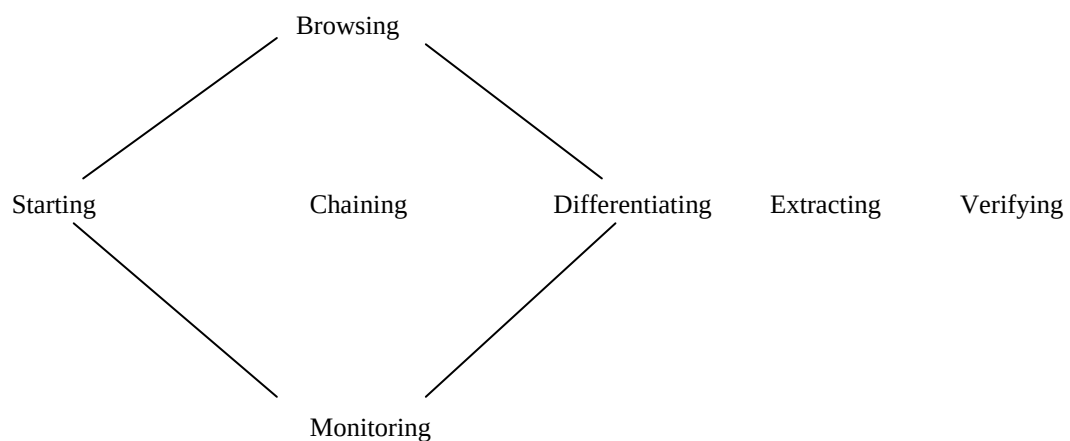
Ellis's model is significant on its own, but its significance is increased by the fact that it shares many characteristics with other well-known models, including Kuhlthau's (1988, 1991, 1993) model, especially with regard to the different kinds of tasks or activities that are performed as part of the entire information seeking process (Wilson, 1999).

- ✓ Verifying : Checking the accuracy of information. Users verify that the information is accurate.
- ✓ Ending : This may be defined as trying up loose ends through a final search. Users conclude by conducting a final search.

Ellis notes that ‘any individual information seeking pattern will depend on the unique circumstances of the information seeking activities of the person concerned at that particular point of time ‘Starting’ must initiate a process and ‘ending’ must end it ‘Verifying’ is a penultimate stage in a process and that entrusting must follow on from specific search behaviour such as ‘browsing.’

Information Seeking Patterns of social scientists, Physical scientists and engineers in use of hypertext (Web) are described by the Ellis in his Behavioural Model. The model is presented as below:

Fig 2.7 Ellis Model



- **Kuhlthau Model (1991)**

In 1991, Kuhlthau introduced an information-seeking model. In this model, she added multiple stages. They are formulation, collection, presentation, selection, and initiation. Feelings of doubt, concern, and general ideas about the issue are

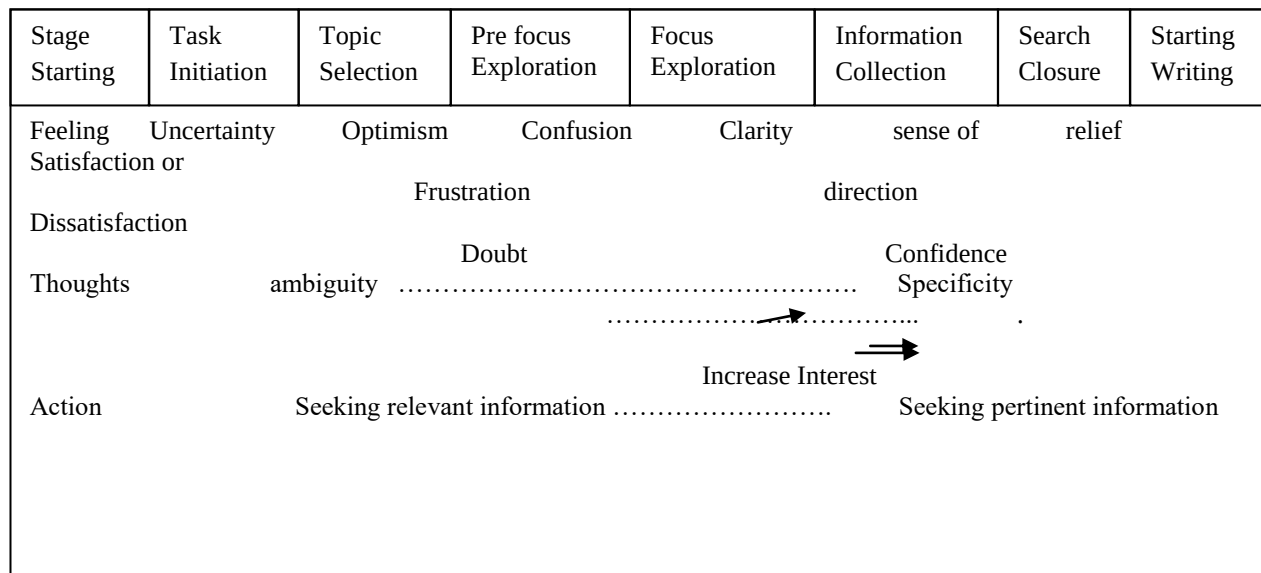
characteristics of the process's initiation phase, which is also linked to gathering background information.

At this stage, all that is left to do is 'recognise' that information is needed. Identifying, or filing the general topic of the search, collecting, or gathering pertinent information on the focus, formulating, or focusing on a more specific area within the topic, and concluding the information search are the remaining appropriate tasks. This model's central assertion is that the feelings of uncertainty brought on by the necessity to conduct information searches result in feelings of doubt, perplexity, and frustration. As the search process moves forward and becomes more successful, these feelings shift as pertinent information is gathered and confidence rises.

In the information process, Kuhlthau (1991) put forth her model. She skilfully explains typical user experience patterns. The association emotion, through and behaviours, and appropriated information task are the two phases of the information search process. By connecting with these two phases, Kuhlthau's model and Ellis model complement each other. According to Kuhlthau's viewpoints, the relationship between emotion, cognition, and behaviour is phenomenological. This model's phases include such as :

- ✓ Initiation : to recognise information need
- ✓ Presentation : to complete information search
- ✓ Collection : to gather information pertaining to focus
- ✓ Formulation : to formulate focussed perspective
- ✓ Exploration : to investigate information on general topic
- ✓ Selection : to identify general topic
- ✓ Initiation : to recognise information need
- ✓ Presentation : to complete information search
- ✓ Collection to gather information pertaining to focus
- ✓ Formulation : to formulate focussed perspective
- ✓ Exploration : to investigate information on general topic
- ✓ Selection : to identify general topic

Fig 2.8 Kuhlthau Model



2.23 Factors Affecting the Information Seeking Behaviour

Depending on several factors, a person's approach to fulfilling an information demand will change. When deciding on a specific course of action, an individual must consider several considerations, like as :

- If the sources are accessible
- Will there be financial involvement, and if so, how much?
- Will time be required, and if so, how much time?
- If the sources will have the solution to their issue
- Whether they will comprehend the responses provided by the sources
- Other elements include political, social, geographic, educational, and so forth.

Social factors - In this case, a person may need to use secret means to get information since their interest in topics like fashion, music, or sex education might not be well accepted in some societies. A member of such a closed community or culture is unable to seek out or obtain the information they wish because such traditional communities forbid accessing or exercising information on subjects like sex education, fashion, music, etc.

Political factors - The political system may forbid certain types of information from being available to particular groups or the general public; hence, the absence of such

knowledge may incite someone to employ 'underground' means. Communication between departments is prohibited by political systems, particularly when it comes to defense-related information. People typically restrict the right to free speech, expression, and other freedoms under autocratic regimes. This undoubtedly leads to unfavourable conditions for the open exchange of information. This element may also have an impact on the search for information.

Geographical factors - Geographical location also influences how an individual searches for information. Geographically isolated people may use unconventional techniques to obtain knowledge. A user's location plays a significant role in how they seek information. The lack of information communication facilities makes it difficult for users to obtain the information they need when they live in rural areas, especially in developing countries. At the same time, if the information is located distant from the user, he cannot get there in time and cannot utilise it effectively.

Educational factors - The educated and the illiterate may acquire knowledge in different ways; the former may rely more on informal methods, while the later may employ more formal ones. When seeking the necessary information, people with and without education may respond differently. While the illiterate will rely on informal methods like other people, the educated will use official means like libraries, information systems, and information centres.

Other factors that may influence the process of seeking information include time, money, personal health, and willingness.

2.24 User Education

User education is a powerful unifying element that links the many informational resources. User education yields the highest returns on educational investment and increases quality instantly. It contributes to the individual's personal development. National development and economic prosperity are significantly influenced by education. It allows scholars to quickly select the right kind of knowledge through user education. Helping users make the most of the resources at their disposal is an essential part of librarianship or information work.

User education should be offered to help the users. Thus, user education simply consists of instructing library users on how to use the library. The collection of library resources is a substantial financial investment.

2.25 Need for User Training

Users must be trained to use the library's resources to their fullest potential. It makes it easier to promote a library's resources and services and to communicate with end users. It also makes it easier for library and information staff to gather user feedback. It provides an indirect opportunity to improve and broaden a library's reputation. Above all, user education and training are the best ways to implement Dr. S.R. Ranganathan's five laws of library science. Mechanisms and structures that are fixed and static have no place elsewhere. Library and information resources and services must be flexible and dynamic because professionals must serve as facilitators to help end users satisfy their information demands.

As a result, they must have professional attributes like a solid background in their field, pertinent abilities, and an optimistic mindset. They can only handle the problems of the networked environment and the expectations of the growing, diversified, and demanding user universe in this way. Every user has a unique set of values when it comes to access. Need, urgency, level, quality, use, currency, and perceived end use or value are some of these values.

The value might include anything from expected or desired change to market or commodity values. Therefore, library and information professionals must follow the golden rule of customer-creating value satisfaction. Their resources and services should be improved on a regular basis. This is the only way they can create and develop their image. Ensuring the satisfaction of end users is the main responsibility of information professional.

2.26 Types of User Education Programmes

Essentially, there are two types of user education programs that are suitable for college library users to become familiar with and comprehend the library's benefits. These programs exclude students who utilise the college library for academic purposes.

- ✓ Orientation Program : This seeks to acquaint the user with the general procedures for utilising libraries and the services they provide, in addition to the organisation, resources, and layout of a particular library. Typical methods include speaker presentations, library tours, audio-visual presentations, printed library guides, exhibits and displays, information retrieval through websites, access to institutional repositories, consortium-based resources, etc.
- ✓ Bibliographic instruction : This includes search parameters, current awareness services, training journal articles, bibliographic review articles, other information services (such reports, patents, and theses), where to discover relevant organisations or people, and more. Citation styles, personal index upkeep, report writing, and scientific communication services are discussed, if appropriate. Students take this course prior to starting a big essay or project.

2.27 Conclusion

Information needs and Information Seeking Behaviour have become more pragmatic in order to ascertain the users changing attitudes. Users information seeking behaviour underwent a substantial alteration in the changing information landscape as their constant demand migrated from traditional to electronic resources. Changes are unavoidable due to the proliferation of information resources in various formats, and this has a significant effect on the state of higher education. The new learning elements further supported the changing mindset of information demands and information seeking. It is also paired with the justifications for the increase in the number of research scientists and faculty in higher education.

Furthermore, because of the constant demands of the institution and society, the researchers were compelled to present their research output and productivity. Furthermore, the necessity for changes in university instruction has been influenced by developments in scientific research on knowledge and learning. The other crucial elements of user education required for the best possible use of library resources are vividly illustrated in the sections above. The idea states that when an information

user sees a need and makes demands of formal or informal information sources or services to satisfy that need, information seeking behavior arises. Whether or if the user finds relevant information depends on this behaviour. If successful, the individual applies the knowledge he has discovered and might be able to partially or completely satisfy the perceived need; if not, he will need to start looking again. The models also shows how others can be involved in information seeking behaviour through information exchange, and how useful information can be shared with others in addition to being used by the individual.

The following chapter will provide an overview of Paramedical and Nursing Institutions in Mizoram.

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CHAPTER 3

Paramedical and Nursing Institutions In Mizoram : An Overview

3.1 Introduction

Nursing is a discipline dedicated to supporting individuals, families, and communities in achieving, regaining, and sustaining maximum health and function. Modern definitions of nursing describe it as a science and an art that focuses on increasing quality of life as defined by individuals and families throughout their life experiences, from birth to end-of-life care. Nuns frequently offered nursing services in pre-modern times. Modern nursing still has its roots in religion and the military. With the passage of the Nurses Registration Act on September 12, 1901, New Zealand became the first nation to regulate nurses nationally. Florence Nightingale is considered the originator of modern nursing, which blossomed in reaction to the Crimean War.

The nursing profession is a vital component of the society from which it originated, and nurses recognise this. Altruistic behaviour is a part of nursing practice, which is regulated by a code of ethics and informed by nursing research. A vast amount of knowledge and related skills are still being developed in the nursing field. Becoming a professional nurse can be achieved through a variety of educational pathways, but all need clinical skills training and in-depth study of nursing theory and practice.

3.2 The Indian Nursing Council (INC)

In India, nurses and nursing education are governed by the Indian Nursing Council (INC). Established by the Central Government under section 3 (1) of the Indian Nursing Council Act, 1947 of the Indian Parliament, it is an independent body under the Ministry of Health & Family Welfare of the Government of India with the goal of establishing a uniform standard of training for nurses, midwives, and health visitors. The Indian Nursing Council's primary duties include :

- To conduct institution inspections in order to provide and oversee a consistent level of nursing education for nurses, midwives, and health visitors.

- To approve the registration of Indian and foreign nurses with foreign qualifications;
- To acknowledge the qualifications for the purpose of registration and employment in India and overseas.
- The authority to revoke the qualification's recognition if the organisation does not uphold its standards and a State Council-approved institution for nursing, midwifery, or health visitor training does not meet the Council's requirements.
- To provide guidance on a number of crucial matters pertaining to nursing education in the nation to the State Nursing Councils, Examining Boards, State Governments, and the government at the federal level.
- To control the nursing field's training programs and policies.
- To recognised institutions, groups, and universities that offer nursing-related master's, bachelor's, P.G., diploma, and certificate programs.
- To inversely recognised degrees, diplomas, and certificates granted by foreign universities and institutions.
- To foster nursing research.
- To keep up the Indian Nurses Register in order to register nursing staff.
- Establish professional conduct and an ethical code.
- To raise the standard of nursing instruction.

3.2.1 The Subjects basically teach in Nursing Education are:

- ✓ Medical Surgical Nursing
- ✓ Obstetrics and Gynecology
- ✓ Child Health (Pediatric Nursing)
- ✓ Mental Health (Psychiatric Nursing)
- ✓ Community Health Nursing

3.3 Paramedical

Paramedical staffs, often known as paramedics, are medical professionals that treat patients clinically while being supervised by a doctor. Although the phrase usually refers to nurses, therapists, lab technicians, and other ancillary healthcare workers, it is commonly used to refer to highly qualified individuals who share direct patient care responsibilities with doctors. Emergency medical technicians, nurse practitioners, and physician assistant's fall under these group. These paramedical professionals carry out standard diagnostic procedures like drawing blood, taking X-rays, ECG's, and CT scans, as well as therapeutic procedures like giving injections or bandaging wounds. They also relieve doctors of the burden of taking medical histories and performing routine health assessments. Paramedical training is significantly less extensive than that needed for physicians and typically prepares people to assume specific health-care professions.

In the diagnosis and treatment of illnesses, paramedical sciences have been a supplementary tool to medical science. Aside from that, diagnosing a patient and testing for diseases without technical help is not only challenging but not possible. Thus, there is currently a high need for medical technicians in a variety of medical specialities both domestically and outside.

With a focus on maximising human functionality and health, preventing disease and damage, promoting healing, and lessening suffering through compassionate presence, nursing integrates the art and science of caring. Nursing diagnoses and treats human reactions while acknowledging the interdependence of all people and providing care for individuals, families, organisations, communities, and populations. Nursing is the thread that ties a patient's medical journey together. Throughout the whole patient experience and wherever someone is in need of care, nurses work tirelessly to identify and protect each patient's requirements. Nursing can be described as both an art and a science; as a mind and a heart.

Its foundation is a basic regard for human dignity and an awareness of a patient's needs. Through rigorous core learning, the mind facilitates this. Given the wide range of specialisations and complex skills required for the nursing profession, each nurse

has distinct skills, interests, and areas of expertise. Patients get clinical services from paramedical staff, also referred to as paramedics and health care workers, under the direction of a physician. In a range of roles, these paramedical specialists which include nurses, therapists, technicians, and other ancillary staff-provide medical treatment in close collaboration with doctors. Schools and universities provide them with education, while accredited medical facilities provide them with practical training.

They gradually have responsibility for carrying out routine diagnostic procedures, such as taking blood, and therapeutic procedures, such as administering injections or dressing wounds. They also relieve the physicians of the burden of gathering medical histories and conducting routine physical examinations. Paramedical training is far less thorough than physician school and usually prepares individuals for specialised healthcare responsibilities. Health-related education makes up the majority of society's education. Paramedical colleges were established to offer need-based education in awareness of the importance of health education, given the demand for skilled paramedical personnel and the quick changes in health care delivery systems.

Paramedics are experts in the field of medical science who offer pre-hospital emergency services, primary medical and trauma care, and emergency decision-making. The paramedical sciences primarily deal with the treatment and assessment of burns, fractures, obstetrics, spinal injuries, and general event scene assessments. A paramedic should have extensive training in radio operating procedures, emergency vehicle operation, and medical equipment maintenance. The increasing demand for skilled paramedical workers has created several employment opportunities for youth.

3.4 Paramedical and Nursing Institutes in Mizoram - An Overview

In addition to offering nursing courses, Mizoram is hosted to 17 (seventeen) nursing and paramedical institutes that provide all the amenities and services required of nursing professionals. Every nursing institute has a library and provides a range of nursing books, magazines, and journals to meet their information demands. The

nursing institutes in Mizoram allow paramedical personnel to advance their expertise. The list of Nursing and Paramedical Institutes in Mizoram is as follows :

Table 3.1 List of Paramedical and Nursing Institutions in Mizoram

Sl. No	Name of Institution	Location	Estd. year	Courses offer	No. of faculty	Recognition	Affiliation	Status
1	College of Nursing - Synod Hospital	Durtlang, Aizawl	1936	B.Sc Nursing	18	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl	Mizoram University	Mizoram Presbyterian Church Synod
2	Mizoram College of Nursing	Falkawn, Aizawl	1990	B.Sc Nursing	19	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl	Mizoram University	State Government
3	RIPANS	Zemabawk, Aizawl	1994	B.Sc Nursing B.Optomeric B.Sc RIT B.Sc MLT B.Pharm	44	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl, Pharmacy Council of India (PCI), and AICTE	Mizoram University	Central Government
4	BN College of Nursing	Hualngohmun, Aizawl	2020	B.Sc Nursing	13	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl	Mizoram University	Private Un-aided
5	Aizawl College of Nursing	Ramrikawn, Aizawl	2024	B.Sc Nursing	9	Mizoram Nursing Council, Aizawl	Provisional	Private Un-aided

6	School of Nursing Christian Hospital, Serkawn	Serkawn, Lunglei	1923	General Nursing & Midwifery (GNM)	9	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl	NA (Diploma Course)	Baptist Church of Mizoram
7	Nursing School Lunglei	Ramthar, Lunglei	1995	General Nursing & Midwifery (GNM)	7	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl	NA (Diploma Course)	State Government
8	Apollo Nursing School	Luangmual, Aizawl	2005	General Nursing & Midwifery (GNM)	9	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl	NA (Diploma Course)	Private Un- Aided
9	Mission Foundation Movement	Durtlang, Aizawl	2009	General Nursing & Midwifery (GNM)	11	Indian Nursing Council, New Delhi, Mizoram Nursing Council, Aizawl	Mizoram University	Private Un-aided
10	School of Nursing, Thingdawl	Thingdawl, Kolasib	2017	General Nursing &	7	Indian Nursing Council, New Delhi & Mizoram	NA (Diploma	State Government

				Midwifery (GNM)		Nursing Council, Aizawl	Course)	
11	Blessino Nursing School	Maubawk, Aizawl	2019	General Nursing & Midwifery (GNM)	10	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl	NA (Diploma Course)	Private Un- Aided
12	Faith Nursing School	Ramthar, Lunglei	2023	General Nursing & Midwifery (GNM)	6	Mizoram Nursing Council, Aizawl	NA (Diploma Course)	Private Un-aided
13	Nursing School, Champhai	Champhai Vengsang	2024	General Nursing & Midwifery (GNM)	7	Indian Nursing Council, New Delhi, Mizoram Nursing Council, Aizawl	Mizoram Nursing Council	State Government
14	Health Worker Training Institute, Kulikawn	Kulikawn, Aizawl	1957	Auxiliary Nurse & Midwife (ANM)	8	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl	NA (Diploma Course)	State Government
15	Auxiliary Nursing	Lawngtlai	2017	Auxiliary	5	Mizoram Nursing	NA	State Government

	Midwife School, Lawngtlai			Nurse & Midwife (ANM)		Council, Aizawl	(Diploma Course)	
16	Auxiliary Nursing Midwife School, Zemabawk	Zemabawk, Aizawl	2021	Auxiliary Nurse &Midwife (ANM)	5	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl	NA (Diploma Course)	State Government
17	Auxiliary Nursing Midwife School, Mamit	Lungsir, Mamit	2021	Auxiliary Nurse & Midwife (ANM)	6	Indian Nursing Council, New Delhi & Mizoram Nursing Council, Aizawl	NA (Diploma Course)	State Government

Sl.No.	Year	Description
1	1950	About 101 Dai were trained during the one-year Dai training program, which was discontinued in June 1959.
2	1957	After more than 200 ANMs were trained, the Auxiliary Nurse & Midwifery (ANM) program was discontinued in 1981.
3	1965	First Urban Health Centre / Family Planning Centre was established.
4	1980	In 2005, the three-year General Nursing & Midwifery School had been closed down and replaced by Nursing College.
5	1981	ANM School was moved from Civil Hospital Aizawl to Multipurpose Health Worker School.
6	2005	Mizoram College of Nursing (MCON), a degree college of B.Sc (Nursing) was established.

Table 3.2 Historical perspectives of Paramedical Institutes

3.5 Institution wise brief description of Paramedical Nursing and Institutes in Mizoram

The following points provide a brief overview of each of Mizoram's seventeen nursing and paramedical institutes, including the infrastructure that is specific to each institution.

3.5.1 College of Nursing, Synod Hospital

On February 22, 1928, Dr. John Williams LMP became the only physician at Lushai Hills and established the Welsh Mission Hospital. In Lushai Hills at the time, there were no nurses with local training, thus Dr. Williams made the decision to open a nursing school that same year. It established itself as Lushai Hills first nursing school and remained the sole one for a very long time. Khuangi, a 16-year-old girl who remained employed at the hospital until 1936, was the first pupil admitted. The Lusei language was used as the medium of instruction in this extremely primitive school that lacked official registration. Nonetheless, it improved nursing services and gave the hospital a considerably more steady operation.

In 1936, Sister GM Evans and Dr. G P Roberts updated the school to a 4-year program with a 12-student yearly intake. In 1944, the Indian Nursing Council granted recognition, and the number of seats was raised from 12 to 16. Nonetheless, the Lusei language remained the educational medium. Effective patient care, including competent treatment in the operating room, maternity and labour wards, clinics, and wards, was always the focus of the training.

As many as 149 students had successfully finished the course by 1966. In 1972, English replaced Lusei as the primary language of instruction. With a B.Sc (Nursing) degree program and an annual admission of 30 students, the school was recently promoted to a College of Nursing.

The Presbyterian Church of Mizoram operates the College of Nursing at Synod Hospital in Durtlang. Its main goal is to teach and prepare young people to become good Christian nurses and to be equipped in the spirit of Jesus Christ to help alleviate suffering, prevent illness, and promote health. This calls for character development and a proper Christian mindset in addition to professional technical training. It is expected of the staff and students to uphold the highest moral standards in both their personal and professional life.

3.5.1.1 Aims & Objectives

- To provide high-quality nursing education grounded in Christian values.
- To supply committed and caring nurses who will always provide care for the ill and in need, regardless of a patient's sex, race, socio-economic background, or religion.
- To prevent illnesses and advance community health.
- To uphold the greatest moral standards in both one's personal and professional life.



Figure 3.1 College of Nursing, Synod Hospital

(Source : <https://www.facebook.com/SynodHospital/posts/college-of-nursing-synod-hospital->
[hospital-](https://www.facebook.com/SynodHospital/posts/college-of-nursing-synod-hospital-))

3.5.1.2 Courses offered

The college offers a B.Sc. Nursing which is 4 years course. As per INC suitability certificate intake capacity of students is 30 annually.

3.5.1.3 Eligibility criteria for Admission

At the time of admission, candidates must be at least 17 years old and no older than 35, or they must reach the aforementioned age by December 31st of the same year. Completing the Higher Secondary School Certificate Examination (12 years course), Senior School Certificate Examination (10+2), Pre-Degree Examination (10+2), or an equivalent with 12 years of education from an accredited board or university with Science (Physics, Chemistry, and Biology) and English with at least 50% of the possible points is the minimum educational requirement. Only single men and women are permitted to apply. Candidates must be in good physical and mental health. The entrance exam and interview will be used to choose the candidates. The institution's responsible authority will make the final decision. Reservations will be

distributed periodically in accordance with government notifications between the relevant states and other northeastern states. Students must abide by Synod Hospital's policies and procedures.

3.5.1.4 Infrastructure

The institute is equipped with a library, laboratories, cafeteria, and state-of-the-art technology and computers. Modern, well-equipped laboratories are available in every section of the institute. The institute's cafeteria provides workers and students with sanitary meals and beverages.

3.5.2 Mizoram College of Nursing

Mizoram College of Nursing is a nursing college administered by the Health & Family Welfare Department of Mizoram and housed in the Civil Hospital in Aizawl. Falkawn is where the campus is situated. It has classrooms for nursing labs, a computer lab, a library, and a hostel. Twenty students were admitted to the general nursing and midwifery program when the school first opened in 1980. Since then, almost 500 students have graduated. In 2005, the school was upgraded to offer degree-level instruction. The Mizoram Nursing Council (MNC), Aizawl, and the Indian Nursing Council (INC), Delhi, have approved the institution. It has an affiliation to Mizoram University. The vision of the college is to be a centre of excellence for the preparation of professional nurses who are capable and morally upright via high-quality nursing education, ultimately promoting better health care outcomes on a worldwide scale and the mission is To train outstanding and capable nurses who are passionate about providing high-quality nursing care, using evidence-based practice, and whose voices and actions will be acknowledged for their leadership abilities, empowering them to be lifelong learners.



Figure 3.2 Mizoram College of Nursing

(Source : <https://www.exploremizoram.com/2021/02/mizoram-college-of-nursing-mcon-in-naac.html>)

3.5.2.1 Course offered

The college offers a four-year B.Sc. program in nursing. 30 total seats, annual leave of 30 days, 7 days preparatory leave for final examination. A candidate is required to put in minimum 80% of attendance in theory in each subject and 100% attendance in practical duty. Students having less than 80% attendance in theory shall not be allowed to appear in the final examination. In Tezpur, students can experience mental health at the Lokopriya Gopinath Bordoloi Regional Institute of Mental Health.

3.5.2.2 Eligibility criteria for Admission

Candidates, who have passed 10+2 or equivalent examination in science stream with a minimum of 40% aggregate marks, are eligible to apply for the B.Sc (Nursing) course. The admission for the B.Sc (Nursing) course is made on the basis of marks obtained in the qualifying examination.

3.5.2.3 Infrastructure

With its library, laboratories, cafeteria, and state-of-the-art equipment and computers, the institute has sufficient infrastructure to provide a healthy learning environment for its students and faculty.

3.5.3 RIPANS (Regional Institute of Paramedical and Nursing Sciences)

To meet the urgent need for paramedical, nursing, and pharmacy personnel in the North Eastern States - Assam, Arunachal Pradesh, Manipur, Mizoram, Meghalaya, Nagaland, Tripura, and Sikkim - the Regional Institute of Paramedical and Nursing Sciences (RIPANS) was founded in 1994 - 1995 under the auspices of the North Eastern Council (NEC) as an autonomous organization with the consent of the relevant Ministries of the Indian government. The Institute is located on a remote mountainous slope of roughly 39.60 bighas, on the outskirts of Aizawl, Mizoram. With effect from April 1, 2007, the Institute has been transferred from NEC to the Ministry of Health & Family Welfare, Government of India. The Institute is situated at Zemabawk on the hillside that the Mizoram government generously gifted. Mizoram State Cancer Institute (MSCI) to the north-west and National Highway 54 to the south-east enclose the location. It is situated on the outskirts, roughly 10 kilometers from Aizawl, the capital.

The site has a lot of room for infrastructural development, and the committed work of the staff - both teaching and non-teaching has produced an authentic learning environment. From the campus, one can observe and enjoy the city's picturesque beauty. Under the Ministry of Health and Family Welfare, the Government of India operates the Regional Institute of Paramedical and Nursing Sciences. With affiliation to Mizoram, the institute offers health care industry-related courses.



Figure 3.3 Regional Institute of Paramedical and Nursing Sciences (RIPANS)

(Source : <https://ripans.ac.in/facility/academic-block>)

3.5.3.1 Course offered

The Regional Institute of Paramedical and Nursing Sciences is offering the following courses pertaining to the field of health care :

- ✓ Bachelor of Science in Nursing
- ✓ Bachelor of Pharmacy
- ✓ Bachelor of Science in Medical Lab Technology
- ✓ Diploma in Radio Imaging & Cardio Instrumentation Technology
- ✓ Diploma in Ophthalmic Technology

Table 3.3 UG program with intake capacity

Name of Program	Duration	Intake Capacity
B.Sc (Nursing)	4 yrs	50 seats
B.Sc (Medical Laboratory Science)	4 yrs	40 seats
B.Pharmacy	4 yrs	40 seats
B.Optomety	4 yrs	40 seats
B.Sc- Medical Radiology &Imaging Technology	4 yrs	40 seats

3.5.3.2 Eligibility criteria for Admission

For general candidates, RIPANS (Regional Institute of Paramedical and Nursing Sciences) typically requires a 10+2 degree in the Science stream (Physics, Chemistry, Biology, and English) with at least 50% of the possible points. Depending on the particular program and category (SC, ST, or OBC), there are some differences, which is 5% relaxed for candidates falling under SC/ST and OBC Category.

3.5.3.3 Infrastructure

Students can also use the institute's computer center, which provides internet access, during office hours. The institute provides staff and students with transportation options as well. Additionally, the institute has a canteen with high-quality food items that RIPANS staff and students can use.

3.5.4 BN College of Nursing

BN College of Nursing is located in Hualngohmun, Mizoram. On December 1, 2020, the BN Foundation Society in Aizawl, Mizoram, established the private BN College of Nursing in order to provide high-quality instruction leading to a Bachelor of Nursing degree for internationally certified nursing professionals, the institute aims to establish a center of excellence in nursing education, research, and patient care. According to the university, the undergraduate nursing program will prepare graduates to provide high-quality nursing care that is supported by evidence and scientific soundness in both institutional and community-level health care practices.

In order to foster the graduates overall development as individuals who can meet the evolving demands of the nursing profession, the community, and the nation at large, the institution believes in educating those in an environment of creative and innovative work in nursing practice, education, and research.



Figure 3.4 BN College of Nursing

(Source:Lalmangaihsangi Sailo @ BN College of Nursing)

3.5.4.1 Aims & Vision

- The vision of the college is providing students in India and other nations professional possibilities so they can be employed in society and contribute to change, advancement, and health improvement.
- While adhering to the code of ethics and professional conduct at all times, the undergraduate nursing program seeks to prepare nurses to provide comprehensive nursing care and serve as an efficient part of the healthcare team, causing as much as possible to society at every level of the healthcare settings.
- Encourage and elevate the nursing profession overall by training nurses to stay up to date with the most recent advancements in technology and professional practice, as well as by conducting research in nursing practice areas that will support nursing care in disease prevention, health protection, and patient rehabilitation.

- Prepare nurses to work in clinical or public health settings as practitioners, teachers, supervisors, and managers.
- Using critical thinking, judgments, and decision-making skills, demonstrate mastery of nursing skills and practices based on scientific principles and nursing concepts.
- Engage in the provision of preventative, curative, promotional, and rehabilitative healthcare services as a part of the healthcare team.

3.5.4.2 Course offered

The college offers a B.Sc. Nursing which is 4 years course. As per INC suitability certificate intake capacity of students is 30 annually.

3.5.4.3 Eligibility criteria for Admission

Candidates must have passed the MBSE, AISSCE, CBSE, ICSE, SSCE, HSCE, or an equivalent board's 10+2 exam with science (physics, chemistry, and biology, or PCB) and English core or elective. Additionally, students need obtain a minimum of 45% in Physics, Chemistry, and Biology (PCB) and English (or 40% for Scheduled Tribes). The candidate must be between the ages of 17 and 35 on December 31, 2022. Candidates must be in good physical and mental health and cannot be admitted if they are found guilty of misconduct or proven guilty of any offence.

3.5.4.4 Infrastructure

The institute is equipped with LCD Monitor classrooms, library, cafeteria, and computers which is available for staffs and students. Modern, well-equipped laboratories in each subject are available in the institute.

3.5.5 Aizawl College of Nursing

The Aizawl College of Nursing is an autonomous, self-financing Institution established by the Eye Care Hospital Society, Dawrpui South, Aizawl, and Mizoram in the year 2024. The governing body of Eye Care Hospital Society, Dawrpui 'S' Aizawl, Mizoram deliberated the possibility of establishing a much-needed College

of Nursing in Aizawl. Therefore, the board envisioned a college that imparts quality Nursing Education in Mizoram. The vision of the college is to provide quality higher nursing education with an attempt to inspire, prepare and empower students of its catchment area to succeed in a changing world. Nurturing emerging disciplines and creation of new knowledge and creative expression in response to a rapidly changing world. Making effective use of the emerging technological tools to create skilled manpower and to bridge the gap between social needs and higher education. Activity cultivation efforts aimed at developing students into independent-minded responsible global citizens. To provide career opportunities within India and other countries to bring about changes and progress towards health care in society and to prepare nurses to provide comprehensive nursing care and function as noble members of the health care team. Its aims are to empower graduates to assume responsibilities as professional, competent nurses and midwives in providing primitive, preventive, curative and rehabilitative services in any health care setting, demonstrating and inculcate leadership and managerial skills in clinical and community settings. Conduct need-based research studies and to utilize research findings to improve quality nursing care and to practice nursing care within the framework of the code of ethics and professional conduct.



Figure 3.5 Aizawl College of Nursing
(Source :<https://aizawlcollegeofnursing.com/>)

3.5.5.1 Course offered

The college offers a B.Sc. Nursing which is 4 years course. Intake capacity of students is 30 annually.

3.5.5.2 Eligibility criteria for Admission

The minimum age for admission is 17 years on 31st December of the year in which admission is sought. Students must have passed 10+2 Science from institutions recognised by State Government and National Institute of Open School recognised by central Government. For General of 45% marks in Physics, Chemistry and Biology (PCB) taken together and passed in English individually. ST/SC/OBC of 40% marks in Physics, Chemistry and Biology (PCB) taken together and passed in English individually.

3.5.5.3 Infrastructure

The institute has the facilities such as classrooms, library for educational resources, laboratories and boasts a comprehensive infrastructure to support its nursing

education programs. A well-equipped hostel for boys and girls and the college utilizes a well-equipped campus with facilities like an auditorium and wi-fi.

3.5.6 School of Nursing, Christian Hospital Serkawn

School of Nursing, Christian Hospital Serkawn is a hospital-cum-nursing school at Serkawn, Lunglei, Mizoram, India, operated by the Baptist Church of Mizoram. Started in 1919, the Indian Nursing Council (INC), located in Delhi, authorized the establishment of the School of Nursing Christian Hospital Serkawn and formally established in 1923. It was the first hospital and nursing school in Mizoram. The School operates a General Nursing Midwifery (GNM) course in its campus. A course in Auxiliary Nurse Midwifery (ANM) was started in 1952 by Miss E.M. Maltby. The ANM School has now been upgraded to General Nursing and Midwifery (GNM) in accordance with the policy of the Indian Nursing Council.

The Mizoram Nursing Council (MNC) has acknowledged it. The institute is located in Lunglei, Mizoram, and is associated with the Indian Nursing Council. Every year, approximately 30 candidates get enrolled into the course. There are now nine (9) faculty working at the school. The institution is among the most well-known and esteemed nursing schools in the State of Mizoram. Using highly qualified and experienced tutors, the most recent teaching methods, and the most basic facilities and amenities, it offers the greatest nursing diploma education obtainable. The institute's main goal is to develop skilled and qualified nurses. In order to produce excellent nursing professionals, the institution works extremely hard to boost the courage and self-assurance of its graduates.



Figure 3.6 School of Nursing, Christian Hospital Serkawn

(Source : Adviser of State Nurses Association, School of Nursing, Christian Hospital Serkawn)

3.5.6.1 Courses offered

The School of Nursing Christian Hospital Serkawn, offers the diploma course in nursing - GNM (General Nursing and Midwifery) and the duration of the diploma course is three years.

3.5.6.2 Eligibility criteria for Admission

Candidates, who have passed 10+2 or equivalent examination in Arts and Science stream with a minimum of 40% aggregate marks, are eligible to apply for the GNM diploma course. The admission for the GNM diploma course is made on the basis of marks obtained in the qualifying examination.

3.5.6.3 Infrastructure

The institute has an excellent atmosphere which is well suited for learning nursing course and it provides all the amenities and facilities for effectively managing a nursing institute. The institute has the facilities such as library, laboratories, cafeteria, modern equipments, and computing facility. Each department of the institute has

well equipped laboratories furnished with modern equipments. The cafeteria in the institute offers hygienic food items and drinks for the students and staffs.

3.5.7 Nursing School, Lunglei

Nursing School, Lunglei is a located in Ramthar veng of Lunglei district in the State of Mizoram which is an urban area. The Nursing School Lunglei is managed by State Government and was established in the year 1995. The academic session of the college starts in the month of July. The Nursing School Lunglei was approved by Indian Nursing Council (INC) and Mizoram Nursing Council (MNC) and it is affiliated to Mizoram University. The School has many students studying in various classes with very well qualified faculty teaching them giving a healthy student pupil ratio. Faculties are able to provide innovative and practical teaching to the students. It is a prominent educational institution dedicated to providing nursing education. Student intake is 20 seats in each semester.



Figure 3.7 School of Nursing, Lunglei

(Source

:https://www.google.com/search?q=School+of+Nursing%2C+Lunglei&oq=School+of+Nursing%2C+Lunglei&gs_l)

3.5.7.1 Course offered

Nursing School, Lunglei offers three years of diploma in General Nursing & Midwifery (GNM) course at undergraduate level.

3.5.7.2 Eligibility criteria for Admission

Candidates, who have passed 10+2 or equivalent examination in Arts stream or Science stream with a minimum of 40% aggregate marks, are eligible to apply for the GNM diploma course. The admission for the GNM diploma course is made on the basis of marks obtained in the qualifying examination.

3.5.7.3 Infrastructure

The institute has good facilities and infrastructure such as library, laboratories, cafeteria, modern equipment's and computing facility.

3.5.8 Apollo School of Nursing

One of the leading establishments in the state for nursing education and training is the Apollo School of Nursing, which was founded in 2005 and is situated in Luangmual, Aizawl (Mizoram). The school was established with the goal of producing competent and skilled nurses. Apollo School of Nursing has outfitted itself with all the necessities to achieve its goal. The college offers undergraduate General Nursing & Midwifery (G.N.M.) courses for three years. The Indian Nursing Council (INC), in Delhi, has acknowledged it. Furthermore, the school has affiliation with Mizoram University and approval from the Mizoram Nursing Council (MNC), Aizawl.



Figure 3.8 Apollo School of Nursing

(Source

:<https://www.google.com/search?q=Apollo+School+of+Nursing&oeq=Apollo+School+of+Nursing&gs>)

3.5.8.1 Course offered

Apollo Nursing School, offers three years of diploma in General Nursing & Midwifery (G.N.M) course at undergraduate level.

3.5.8.2 Eligibility criteria for Admission

Candidates, who have passed 10+2 or equivalent examination in Arts or Science stream with a minimum of 45% aggregate marks, are eligible to apply for the GNM diploma course. The admission for the GNM diploma course is made on the basis of marks obtained in the qualifying examination.

3.5.8.3 Infrastructure

A library, laboratories, canteen, and computer facilities with contemporary technology are all part of the school's well-equipped amenities. For employees and students coming from nearby areas, the institute also offers two modes of transportation. These alternatives are organised according to the working hours of the school competence test.

3.5.9 Mission Foundation Movement

MFM School of Nursing was established in 2009 and it is located in Durtlang North, Aizawl. The school was approved by Indian Nursing Council (INC) Delhi and Mizoram Nursing Council (MNC) and affiliated to Mizoram University. MFM Nursing School has trained faculty.



Figure 3.9 MFM School of Nursing

(Source : Adviser of State Nurses Association, MFM School of Nursing)

3.5.9.1 Course offered

MFM Nursing School offers Diploma course in General Nursing and Midwifery (GNM) for three year course.

3.5.9.2 Eligibility criteria for Admission

Candidates, who have passed 10+2 or equivalent examination in Arts and Science stream with a minimum of 45% aggregate marks, are eligible to apply for the Diploma course in General Nursing and Midwifery (GNM).

3.5.9.3 Infrastructure

The MFM Nursing School provides various facilities and to the students and staffs which help them to meet various needs. The infrastructure of the school includes classrooms, library, laboratories, modern equipments and computers.

3.5.10 School of Nursing, Thingdawl

School of Nursing, Thingdawl, Kolasib is established in December 2017, offering General Nursing & Midwifery (GNM) Course. It was initially with Hospital & Medical Education, Health and Family Welfare, Govt. of India under the centrally sponsored scheme in co-ordination with Health and Family Welfare Department, Government of Mizoram. The School is recognised by the Indian Nursing Council in 2017. A student must have a minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing examination. There are 20 seats in each batch. A student must have a minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing examination.



Figure 3.10 Thingdawl Nursing School

(Source : <https://www.exploremizoram.com/2022/01/gnm-school-of-nursing.html>)

3.5.10.1 Course offered

School of Nursing, Thingdawl offers three years of diploma in General Nursing & Midwifery (G.N.M) course at undergraduate level.

3.5.10.2 Eligibility criteria for Admission

Candidates, who have passed 10+2 or equivalent examination in Arts stream or Science stream with a minimum of 40% aggregate marks, are eligible to apply for the GNM diploma course. The admission for the GNM diploma course is made on the basis of marks obtained in the qualifying examination.

3.5.10.3 Infrastructure

The institute has good facilities and infrastructure such as library, laboratories, classrooms, office with modern equipments.

3.5.11 Blessino Nursing School

Blessino Nursing School is established in the year 2019 by Blessino Welfare Society under the chairmanship of Dr. C.Vanneihthanga. The School is located in Maubawk, Aizawl Mizoram. Blessino Welfare Society is a beacon of hope for aspiring individuals and communities with the main objectives of bringing the youth together, to educate and produce the best in nursing field. It also aims to meet the health needs of the society. GNM course is offered for now and it is yet to be upgraded. The motto is 'Perseverance conquers all.'

Blessino Nursing School seek for the upcoming healthcare and skill development initiatives, aiming to nurture capable professionals and build self-reliant communities. The objectives of the school are to prepare competent student nurses to meet the dynamic needs of the expanding health care services, to foster an attitude of self-directed learning and sound personal characters which contribute to professional and personal growth and to critically assess the professional activity related to patient care in the health care system. The goal of Blessino Nursing School is to produce compassionate, capable nurses who can enhance everyone's health and meet the

changing demands of the healthcare system. The vision is to give Mizoyouths employment opportunities so they can finish the program and become effective and productive, with the knowledge and skills necessary to become reliable, self-sufficient, and play a crucial role in their families, communities, and country.

Blessino Welfare Society is committed to transforming lives through education, healthcare, and community development. Guided by the vision of societal upliftment, striving to create opportunities for growth and empowerment. It believes in the power of perseverance, holistic education, and compassionate service. Shaping a brighter tomorrow with dedicated faculty, state-of-the-art infrastructure, and a community-driven approach.



Figure 3.11 Blessino Nursing School

(Source : Adviser of State Nurses Association, Blessino Nursing School)

3.5.11.1 Course offered

The staffs at this institute are courteous and prompt at providing any assistance. Subjects such as anatomy, physiology, biochemistry, pathology and genetics, etc. are taught in Blessino Nursing School.

3.5.11.2 Eligibility criteria for Admission

Every year, approximately 30 candidates get enrolled into the course. To be admitted, candidates must have passed their 10+2 English course and received at least 45% in both the qualifying exam and English separately from any accredited board. Candidates may apply from National Institute of Open Schools (NIOS), which is approved by the Central Government, and State Open Schools, which are approved by the State Government. Science is better, though.

3.5.11.3 Infrastructure

The school is providing a well-equipped classroom, office and demonstration room, with full set of modern scientific apparatus. Aizawl Hospital and Research Centre, Khatla is the Parent Hospital. The school also providing well- equipped Multi-Specialty Hospital with basic modern equipment. The affiliated hospitals are Civil Hospital Aizawl, Kulikawn Hospital, Mizoram State Cancer Institute, State Referral Hospital, Adventist Hospital, Seventh Day Tlang and Greenwood Hospital. Hostel is well furnished for the students at a convenient distance from the hospital. Full time wardens and housekeepers are available to look after the hostel.

3.5.12 Faith Nursing School

Faith Nursing School is established in the year 2023. It is located at Ramthar, Lunglei. The School is a unit of Faith Hospital and Research Center, Chanmari - III, Lunglei under the chairmanship of Mr.R.Lalfamkima. It is a prominent educational institution offering various programs in the education sector. The student intake seat is 20. The parent hospital is Faith hospital & Research Center and affiliated hospitals are Civil Hospital, Lunglei, Christian Hospital, Serkawn, Lunglei. Mizoram State Cancer Institute, Zemabawk, Aizawl. Kulikawn Hospital, Aizawl. Aizawl Hospital & Research Center, Aizawl.



Figure 3.12 Faith Nursing School

(Source : Adviser of State Nurses Association, Faith Nursing School, Lunglei)

3.5.12.1 Course offered

The Institution offers course for General Nursing & Midwifery (GNM). The duration of the course is 3 years.

3.5.12.2 Eligibility criteria for Admission

10+2 with English and must obtained a minimum of 40% at the qualifying examination from any recognized Board, 5% of total marks is relaxed for SC/ST candidates. Candidates are eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognised by Central Government. However, Science is preferable. Also, 10+2 with English having 40% of marks in Vocational ANM course from the school recognised by Indian Nursing Council. Registered ANM. Student should be medically fit. Only female candidates are eligible.

3.5.12.3 Infrastructure

The MFM Nursing School provides various facilities and to the students and staffs which help them to meet various needs. The infrastructure of the school includes classrooms, library, laboratories, modern equipments and computers.

3.5.13 Nursing School, Champhai

General Nursing & Midwife (GNM) School, Champhai is located in Champhai Vengsang of Champhai district in the State of Mizoram. Nursing School, Champhai is managed by State Government and was established in the year 2024. The academic session of the college starts in the month of July. Nursing School, Champhai was approved by Indian Nursing Council (INC) and Mizoram Nursing Council (MNC) and it is affiliated to Mizoram University. The School has many students studying in various classes with very well qualified faculty teaching them giving a healthy student pupil ratio. These faculties are able to provide innovative and practical teaching to the students. It is a prominent educational institution dedicated to providing nursing education.



Figure 3.13 General Nursing & Midwife (GNM) School, Champhai
(Source : Adviser of State Nurses Association, General Nursing & Midwife (GNM) School, Champhai)

3.5.13.1 Course offered

Nursing School, Champhai offers three years of diploma in General Nursing & Midwifery (GNM) course at undergraduate level.

3.5.13.2 Eligibility criteria for Admission

Candidates, who have passed 10+2 or equivalent examination in Arts stream or Science stream with a minimum of 40% aggregate marks, are eligible to apply for the GNM diploma course. The admission for the GNM diploma course is made on the basis of marks obtained in the qualifying examination.

3.5.13.3 Infrastructure

The institute has good facilities and infrastructure such as library, laboratories, cafeteria, modern equipment's and computing facility.

3.5.14 Health Worker Training Institute, Kulikawn

Health Workers Training Institute is a renowned educational institution and offers course at UG level. Some of the popular programmes include Auxiliary Nursing Midwifery (ANM) Health Workers Training School offers a total of 1 course to students in 1 specialization such as Auxiliary Nurse & Midwife. The institute provides course approved by INC (Indian Nursing Council). The institute has a total seat intake of 50 students each. The School offers a UG Diploma course in Nursing. The course is available in Full Time mode. Health Workers Training School has specializations such as ANM specializations in Auxiliary Nurse & Midwife. The institutes provide diploma education in the field of nursing using highly experienced and skilled lecturers and by adopting latest teaching techniques and basic facilities & amenities.



Figure 3.14 Health Workers Training Institute, Kulikawn
(Source: Office Incharge of Health Workers Training Institute, Kulikawn)

3.5.14.1 Courses offered

Health Workers Training School offers two years of diploma in General Nursing & Midwifery (G.N.M) course at undergraduate level.

3.5.14.2 Eligibility criteria for Admission

Candidates must have passed the 10+2 examination (Arts with specified subjects, English Core/Elective, Science, or Healthcare Science - Vocational stream) from a recognized board. Candidates who have passed the 10+2 examination in Arts or Science conducted by the National Institute of Open School are also eligible. The admission for the GNM diploma course is made on the basis of marks obtained in the qualifying examination. Minimum age for admission is 17 years as of December 31st of the admission year, while the maximum age is 35 years. Applicants are required to be medically fit.

3.5.14.3 Infrastructure

The institute has the facilities such as library, laboratories, restaurant and office with modern equipments and computing facility.

3.5.15 Auxiliary Nursing Midwife School, Lawngtlai

The Health Workers Training School in Lawngtlai, Mizoram was established in the year 2017. The school engages in practical training initiatives like those related to home-based palliative care. It specifically trains students to become Auxiliary Nurse Midwives (ANM). The school operates under the Directorate of Health Services, Mizoram. The total seat intake for the ANM course is 50.



Fig 3.15 Auxiliary Nursing Midwife School, Lawngtlai

(Source : Adviser of State Nurses Association, General Nursing & Midwife (GNM) School, Lawngtlai)

3.5.15.1 Courses offered

Health Workers Training School offers two years of diploma in General Nursing & Midwifery (GNM) course at undergraduate level.

3.5.15.2 Eligibility criteria for Admission

Candidates must have passed 10+2 examination in Arts, Science, or Healthcare Science - Vocational stream from a recognized board, including English

Core/English Elective. Candidates who passed 10+2 from the National Institute of Open School (NIOS) are also eligible.

3.5.15.3 Infrastructure

The institute has the facilities such as classrooms, library for educational resources, laboratories for practical training (such as nursing fundamentals, community health nursing, nutrition, and obstetrics and gynecology laboratory (based on standard INC norms), common rooms and office with modern equipments and computing facility.

3.5.16 Auxiliary Nursing Midwife School, Zemabawk

The Health Workers Training School in Zemabawk, Aizawl, Mizoram was established in the year 2021. The school engages in practical training initiatives like those related to home-based palliative care. It specifically trains students to become Auxiliary Nurse Midwives (ANM). The school operates under the Directorate of Health Services, Mizoram. The total seat intake for the ANM course is 50.



Figure 3.16 Auxiliary Nurse Midwives (ANM) School, Zemabawk

(Source : Office Incharge of Auxiliary Nurse Midwives (ANM) School, Zemabawk)

3.5.16.1 Courses offered

Health Workers Training School offers two years of diploma in General Nursing & Midwifery (GNM) course at undergraduate level.

3.5.16.2 Eligibility criteria for Admission

Candidates must have passed 10+2 examination in Arts, Science, or Healthcare Science - Vocational stream from a recognized board, including English Core/English Elective. Candidates who passed 10+2 from the National Institute of Open School (NIOS) are also eligible.

3.5.16.3 Infrastructure

The institute has the facilities such as classrooms, library for educational resources, laboratories for practical training (such as nursing fundamentals, community health nursing, nutrition, and obstetrics and gynecology labs, based on standard INC norms), common rooms and office with modern equipments and computing facility.

3.5.17 Auxiliary Nursing Midwife School, Mamit

Auxiliary Nursing Midwife School, Mamit was established in the year 2021 under the Government of Mizoram. The Institution aims at ensuring comprehensive nursing care and community health care among the students during and after their training periods. Thus, the faculty gives efforts in guiding the students in all aspects of life. The Institution tries to prepare each student to become an independent and reliable individual under supervision and observations, helps each student develop the ability to acquire problem solving and self responsibility and self confidence for their education. The total seat intake for the ANM course is 20 for female only.



Figure 3.17 Auxiliary Nursing Midwife School, Mamit
(Source: Adviser of State Nurses Association, Auxiliary Nursing Midwife School, Mamit)

3.5.17.1 Courses offered

Health Workers Training School offers two years of diploma in General Nursing & Midwifery (GNM) course at undergraduate level.

3.5.17.2 Eligibility criteria for Admission

Candidates must have passed 10+2 examination in Arts, Science, or Healthcare Science - Vocational stream from a recognized board, including English Core/English Elective. Candidates who passed 10+2 from the National Institute of Open School (NIOS) are also eligible.

3.6 Library details of Nursing and Paramedical Institutions

Table 3.4 Library details of Nursing and Paramedical Institutions

(Source : Librarian, Library Professionals and Staff of the Institution)

Sl. No	Name of Institution	No. of Library Users	No. of Collection	No. of Staff	No. of Journal subscribed	Automation/ Manual	No. of E-Resource subscribed
1	RIPANS (Regional Institute of Paramedical and Nursing Sciences)	830	40000	3	National - 21 International - 10	Automated-KOHA	14
2	Mizoram College of Nursing	187	6200	1	National - 6 International - 5	Automated-KOHA	2
3	College of Nursing, Synod Hospital	150	12793	3	National - 35 International - 30	Automated - SOUL 3.0	18
4	BN College of Nursing	137	2495	1	National - 6 International - 2	Manual	NA
5	Apollo Nursing School	150	3700	1 (Part-time)	National - 3 International - 3	Manual	NA

6	Blessino Nursing School	120	2960	1	National - 2 International - 4	Manual	NA
7	Nursing School, Lunglei	66	2140	1	National - 2	Manual (under processed)	NA
8	School of Nursing, Christian Hospital Serkawn	75	3200	1	National - 2 International - 3	Manual	NA
9	School of Nursing Thingdawl	68	1162	NA	National - 1 International - 3	Manual	NA
10	Health Worker Training Institute, Kulikawn	100	3680	NA	National - 5	Manual	NA
11	Auxiliary Nursing Midwife School, Zemabawk	45	1200	NA	National - 1 International - 2	Manual	NA
12	Auxiliary Nursing Midwife School, Mamit	45	290	NA	National - 1 International - 1	Manual	NA

13	Auxiliary Nursing Midwife School, Lawngtlai	44	912	NA	National - 1 International - 1	Manual	NA
14	Mission Foundation Movement	68	600	NA	National - 4 International - 2	Manual	NA
15	Aizawl College of Nursing	45	808	1	National - 6 International - 2	Automated - SOUL 3.0	NA
16	Faith Nursing School	28	550	1	National - 1	Manual	NA
17	Nursing School, Champhai	69	730	NA	NA	Manual	NA

3.6.1 Library - College of Nursing, Synod Hospital

The College of Nursing, Synod Hospital (CONSH) was established in 1928. The nursing college library is a learning resource center and service area. Throughout the year, the library was officially established in 1977 and began offering lending services, with tutors working on an assignment basis. Since 1944, it has been noteworthy that the library operates independently with distinct rooms and is staffed by professionals. In 1999, the state government acknowledged the library through the RRRLF and state government matching system.

The College of Nursing, Synod Hospital (CONSH) library is a vital resource for students and faculty, playing a key role in supporting their educational and research endeavors. The library is part of the broader institution that is dedicated to providing quality nursing education and healthcare services. The library is recognized for its crucial role in fostering knowledge and education, providing resources that support students and teachers in their learning journey. The College of Nursing, Synod Hospital is part of a network that includes the Synod Hospital and other educational institutions within the Presbyterian Church of Mizoram. The library is an integral part of the Synod Hospital's structure and is managed under the broader framework of the institution. The institution emphasizes providing comprehensive and high-quality nursing care, with the library serving as a key component in achieving the goal.

- Library Staff

The library is overseen by one experienced Librarian and two supporting staffs.

- Collection

Numerous collections of nursing books, periodicals, and journals are available in the library. Currently, there is 12793 collections, subscribing 35 national journals and 30 international journals and the Library is automated using SOUL 3.0 software.



Figure 3.18 Library- College of Nursing, Synod Hospital

(Source : Lalmangaihsangi Sailo @ Library- College of Nursing, Synod Hospital)

3.6.2 Library - Mizoram College of Nursing

Mizoram College of Nursing Library (MCON) Library was established in 2005. The most recent nursing and medical publications, as well as pertinent journals, periodicals, and newspapers, are readily available at the library. Since 2015, the institute has employed one competent Librarian. For faculty and students, the MCON library offers a variety of nursing book, magazine, and journal collections. The current procedure for choosing library materials is for users to visit the library in person.

The library offers sufficient seating and space for its users. The library's circulation department is digitized using KOHA Software and it also offers its users reference and documentation services, as well as free internet access to information such as Open Access journals via NCISTS. Other services offered to users by the library include Internet access, CD-ROM/DVD, online databases, automated circulation,

and multimedia databases. This is a reasonably well-established library in the area, offering users a variety of ways to access library and electronic resources as well as online services. During the week, the library is open from 9 am to 4 pm, with the exception of Sundays and holidays.

- Library Staff

An experienced Librarian maintains and organizes the whole library.

- Collection

The print, non-print, and electronic materials are every aspect of the library's collection development. Currently, the library has subscriptions to 6 (six) national nursing periodicals and 5 (five) foreign nursing journals. With 6200 resources in total and 2 subscription of E-Resource. The library's collection development is extensive. Additionally, it contains 40 DVD's and CD-ROM's and more than 45 theses and dissertations.



Figure 3.19 Library - Mizoram College of Nursing Library (MCON)
(Source : Lalmangaihsangi Sailo @ Library - Mizoram College of Nursing Library (MCON))

3.6.3 Library 140- RIPANS (Regional Institute of Paramedical and Nursing Sciences)

RIPANS library was established in 1997. At first, due to a lack of books, staff, space, etc. only teaching faculty members were allowed to access the library. It has been expanding over the past few years, and both the amount of reading materials and the infrastructure have improved. The library has been digitized. Through the Web OPAC feature offered by KOHA, users searching across the campus network can access the catalog of the library's contents. Currently, Web OPAC and in-person visits are the methods used to choose resources in the library. The actual catalog used by the library is called a catalog card, and in order to save users time, the library charges and releases books electronically. Additionally, the library offers its patrons reference services both electronically and traditionally. The library also provides access to e-journals. The library purchased electronic journal subscriptions for more than 1 lakh. It offers users more advantages including Internet access, automated circulation, and cataloguing. The library is open year-round, with the exception of Sundays and official holidays. On weekdays, the library is open from 9 a.m. to 7:00 p.m.

- Library Staff

An experienced Librarian is running and organizing the library with the help of one Professional Assistant and one Semi Professional Assistant. They offer pertinent information in the area of need to educators and learners.

- Collection

The library offers its patrons sufficient resources and a diverse collection in their field. The library now has subscribed 31 print Journal (21 National and 10 International) 33 e-journals, 700 DVDs, 2500 reference materials, and 40000 books.



Figure 3.20 Library - RIPANS (Regional Institute of Paramedical and Nursing Sciences)

(Source : Lalhmangaihsangi Sailo @ Library - RIPANS (Regional Institute of Paramedical and Nursing Sciences)

3.6.4 Library - BN College of Nursing

The Library of BN College of Nursing was established in 1st December, 2020 since the college was started. The library is going and growing day by day. Users can access the library anytime during the working hours. For assignments, seminar and presentation, users can access internet as computer is also available. The Library timing is 9:30 am to 4:30 pm.

- Library Staff

One experienced Librarian maintains and organizes the whole library.

- Collection

The print, non-print, and electronic materials are every aspect of the library's collection development. Currently, the library has 2495 collections, subscribing to 6 (six) national nursing journals and 2 (two) foreign nursing journals. The library's

collection development is quite extensive. Additionally, it contains more than 20 theses and dissertations.



Figure 3.21 Library - BN College of Nursing
(Source : Lalmangaihsangi Sailo @ Library - BN College of Nursing)

3.6.5 Library - Aizawl College of Nursing

Aizawl College of Nursing was established in the year 2024. The library has a collection of latest nursing and medical books, relevant journals, magazines, and newspapers. It also provides access to academic journals and databases via computers. The library is well-equipped with a wide range of resources, including books, journals, magazines, and newspapers relevant to nursing and medicine. The library is a valuable resource for students, providing access to information needed for their studies and research. Students can access academic journals and databases through computers within the library.

- Library Staff

One professional Librarian is responsible for maintaining the library's collection.

- Collection

The library has 808 collections and subscribing 6 national journals and 2 foreign journals to help students and faculty with their teaching and learning.



Figure 3.22 Library - Aizawl College of Nursing

(Source : Lalmangaihsangi Sailo @ Library - Aizawl College of Nursing)

3.6.6 Library - School of Nursing, Christian Hospital Serkawn

The Nursing School in Lunglei has a library with a collection of latest nursing and medical books, relevant journals, magazines, and newspapers. It also provides access to academic journals and databases via computers. The library is well-equipped with

a wide range of resources, including books, journals, magazines, and newspapers relevant to nursing and medicine. The library is a valuable resource for students, providing access to information needed for their studies and research.

Students can access academic journals and databases through computers within the library.

- Library Staff

One professional Librarian is responsible for maintaining the library's collection.

- Collection

The library has 3200 collections and subscribing 2 national journals and 3 foreign journals to help students and faculty with their teaching and learning.



Figure 3.23 School of Nursing, Christian Hospital Serkawn Library

(Source : Lalmangaihsangi Sailo @ Library - School of Nursing, Christian Hospital Serkawn)

3.6.7 Library - Nursing School, Lunglei

The Nursing School in Lunglei has a library with a collection of latest nursing and medical books, relevant journals, magazines, and newspapers. It also provides access

to academic journals and databases via computers. The library is well-equipped with a wide range of resources, including books, journals, magazines, and newspapers relevant to nursing and medicine. The library is a valuable resource for students, providing access to information needed for their studies and research.

Students can access academic journals and databases through computers within the library.

- Library Staff

One professional Librarian is responsible for maintaining the library's collection.

- Collection

The library has 2140 collections and subscribing 2 national journals to help students and faculty with their teaching and learning.



Figure 3.24 Nursing School, Lunglei Library

(Source : Lalmangaihsangi Sailo @ Library- Nursing School, Lunglei)

3.6.8 Library - Apollo Nursing School

The library at Apollo Nursing School opened its doors in 2005. The institute library, which is situated in Luangmual, Aizawl offers a variety of nursing book and magazine collections.

The library has enough room for a variety of services for users. Library resources are issued using the traditional approach. With the exception of holidays, the library is open during the weekdays. The library's timing originates from 9:00 am to 4:00 pm.

- Library Staff

One part-time employee library staff with technical training is responsible for maintaining the library's collection.

- Collection

The library has 3700 collections and subscribing 3 national journals and 3 international journals to help students and faculty with their teaching and learning.



Figure 3.25 Apollo Nursing School Library

(Source : Lalmangaihsangi Sailo @ Library - Apollo Nursing School)

3.6.9 Library - Mission Foundation Movement

Mission Foundation Movement library has a collection of latest health worker and nursing books, also subscribing journals, magazines, and newspapers. The library provides resources and services to support the educational needs of the students and faculty.

- Library Staff

There is no library staff. One part-time personnel is hiring for managing the library.

- Collection

The library has 600 collections and subscribing 4 national journals and 2 foreign journals.



Figure 3.26 Mission Foundation Movement Library

(Source :Lalmangaihsangi Sailo @ Library - Mission Foundation Movement)

3.6.10 Library - School of Nursing Thingdawl

School of Nursing, Thingdawl has a library with a collection of latest nursing books, journals, magazines, and newspapers. The library is well-equipped with a wide range of resources, including books, journals, magazines, and newspapers relevant to nursing and medicine. The library is a valuable resource for faculty and students, providing access to information needed for their teaching and learning.

Students can access academic journals and databases through computers within the library.

- Library Staff

There is no Librarian. One tutor is incharge and manages the library.

- Collections

The library has 1162 collections and subscribing 1 national journals and 3 foreign journals to help students and faculty with their teaching and learning.



Figure 3.27 School of Nursing Thingdawl Library

(Source : Lalmangaihsangi Sailo @ Library - School of Nursing, Thingdawl)

3.6.11 Library - Blessino Nursing School

The library was started in the year 2019 when the school was established. The library is well-equipped with latest nursing and medical books and relevant journals, magazines and newspapers. Library is accessible for the faculty and students in working hours and computers is provided for accessing internet. With the exception of holidays, the library is open during the weekdays. The library's timing originates from 9:00 am to 4:00 pm.

- Library Staff

One Librarian is responsible for maintaining the library's collection.

- Collections

The library has 2960 collections and subscribing 2 national journals and 4 international journals to help students and faculty with their teaching and learning.



Figure 3.28 Blessino Nursing School Library

(Source : Lalmangaihsangi Sailo @ Library- Blessino Nursing School)

3.6.12 Library - Faith Nursing School

Faith Nursing School, Lunglei has a library with a collection of latest nursing books and also subscribing journals. The library plays an important role for faculty and students for their teaching and learning.

- Library Staff

One library professional manage the library.

- Collection

The library has 550 collections and subscribing 1 national journals.



Figure 3.29 Faith Nursing School, Lunglei Library

(Source : Lalmangaihsangi Sailo @ Library - Faith Nursing School, Lunglei)

3.6.13 Library - Nursing School, Champhai

Nursing School, Champhai has a library with a collection of latest nursing books, The library is well-equipped with a wide range of books. The library is a valuable resource for faculty and students, providing access to information needed for their teaching and learning. Students can access academic journals and databases through computers within the library.

- Library Staff

There is no Librarian. One office staff is in-charge and manage the library.

- Collection

The library has 730 collections to help students and faculty with their teaching and learning.



Figure 3.30 Nursing School, Champhai Library

(Source : Lalmangaihsangi Sailo @ Library - Nursing School, Champhai)

3.6.14 Library - Health Worker Training Institute, Kulikawn

Health Workers Training Institute, Kulikawn has a library with a collection of latest social worker and nursing books, also subscribing journals, magazines, and newspapers. The library plays a pivotal role for faculty and students for their teaching and learning.

- Library Staff

There is no library staff. One tutor is incharge and manage the library.

- Collection

The library has 3680 collections and subscribing 5 national journals.



Figure 3.31 Health Workers Training Institute, Kulikawn Library
(Source : Lalmangaihsangi Sailo @ Library - Health Workers Training Institute, Kulikawn)

3.6.15 **Library - Auxiliary Nursing Midwife School, Lawngtlai**

Auxiliary Nursing Midwife School, Lawngtlai was established in the year 2017. It has a collection of latest social worker and nursing books, also subscribing journals, magazines, and newspapers. The library provides resources and services to support the educational needs of the students and faculty.

- Library Staff

There is no library staff. One tutor is incharge and manage the library.

- Collection

The library has 912 collections and subscribing 1 national journals and 1 foreign journals.



Figure 3.32 Auxiliary Nursing Midwife School, Lawngtlai Library
(Source : Lalmangaihsangi Sailo @ Library - Auxiliary Nursing Midwife School, Lawngtlai)

3.6.16 Library - Auxiliary Nursing Midwife School, Zemabawk

Auxiliary Nursing Midwife School, Zemabawk has a library with a collection of latest social worker and nursing books, also subscribing journals, magazines, and newspapers. The library plays an important role for faculty and students for their teaching and learning.

- Library Staff

There is no library staff. One tutor is incharge and manage the library.

- Collections

The library has 1200 collections and subscribing 1 national journals and 2 foreign journals.



Figure 3.33 Auxiliary Nursing Midwife School, Zemabawk Library
(Source : Lalmangaihsangi Sailo @ Library - Auxiliary Nursing Midwife School, Zemabawk)

3.6.17 Library - Auxiliary Nursing Midwife School, Mamit

Auxiliary Nursing Midwife School, Mamit was established in the year 2021. It has a collection of latest social worker and nursing books, also subscribing journals, magazines, and newspapers. The library is valuable resources for faculty and students for their teaching, learning and development.

- Library Staff

There is no library staff. One tutor is incharge and manage the library.

- Collection

The library has 912 collections and subscribing 1 national journals and 1 foreign journals.



Figure 3.34 Auxiliary Nursing Midwife School, Mamit Library

(Source : Adviser of State Nurses Association, Auxiliary Nursing Midwife School, Mamit)

3.7 Role of Library for Nursing and Paramedical Professionals

In addition to being a recognized and acknowledged venue for the collection of published, electronic, and audiovisual materials, libraries also serve as a hub for the transmission of knowledge and information and offer users continuous access to information for research, teaching, and learning. The purpose of libraries is to systematically gather, arrange, preserve, and disseminate knowledge and information. Libraries are thought of as organizations that choose, gather, organize, preserve and provide information sources of obtained knowledge and experiences for individuals in need. In order to meet the information needs of each individual client

and to achieve the overarching goals and objectives of the parent organization, Onwubiko and Uzoigwe described a library as an information center located within an organization, institute, agency, industry, government agencies, etc. The gathering of user-centric data and the distribution of information to the intended audience can help with this.

Because of the prevalence of information and communication technology, libraries now play a multifaceted function in society. It created opportunities for various electronic resource collections through consortiums and open source. Also, this has significantly improved the way users access information.

In the medical field, library consortia are crucial since they help not only the library by mobilizing resources but also medical personnel, particularly paramedical workers, who require access to material to expand their knowledge. It should be noted that the library, regardless of the colleges or institutions, is insufficient to offer its patrons sufficient resources, both electronic and traditional, and must become a member of the consortium in order to access resources for services. The phrase 'library consortia' refers to a collection of libraries where a single organization or center is chosen to gather resources in an electronic format and use networking to distribute them to the member libraries.

A conglomerate is a group of two or more people, businesses, or governments who collaborate to accomplish a common goal. Every organization in the consortium is only answerable to the group for the responsibilities outlined in the consortium agreement. As a result, each consortium entity maintains its independence in its regular operations, and non-members are unable to voice their opinions regarding how the consortium is run. Consortia are now common across all industries, including business and services. Due of the abundance of electronic or digital content available in journals, it is more common in libraries.

Even though there are other models for cooperative resource sharing and print journal subscription, library consortiums have become mandatory in western nations. According to Potter (1997), library consortia serve three main purposes: sharing physical resources by creating a union catalogue, connecting local systems,

establishing interlibrary loan guidelines, and providing courier services. They are the main conduit for numerous and multifaceted electronic resources. Providing internet access to the participating libraries in library consortiums so that resources, technological know-how, software, etc. can be shared. Enabling users of the member libraries of the library consortia to access a vast range of electronic resources through mounting them on a local server or other platforms. Through partnerships between member libraries, electronic resource sharing has become a common and feasible feature. This has not only helped the libraries save money, but it has also accelerated the use of resources more transparently and provided users with access to information on any topic.

The National Knowledge Commission, which was established in 2006, also placed equal emphasis on libraries joining consortiums for resource collecting and sharing, which may prove to be a beneficial way to facilitate deeper and more extensive cooperation than previously possible.

Due to the recognition of its national significance, India has a good number of 32 academic and special library consortia, just as developed nations. It should be noted that many models serve as the foundation for library consortia, contingent on financing sources and library participation.

3.8 Conclusion

ICT has positive effects on every sector. Technology's enormous influence on library services has drastically altered how information is gathered, arranged, accessed, and stored. E-resources are becoming more and more popular with user groups, and paramedical practitioners are using those more frequently, which benefits the health sector. With the exception of the Regional Institute of Paramedical & Nursing Sciences, none of the libraries affiliated with other universities or institutions offer resource services. All libraries, however, assist patrons in gaining access to electronic resources. Because users are able to access electronic resources, they use their mobile devices to stay up to date on the most recent information. However, the libraries in each of their different universities or institutions also offer Internet connection, and users can access the e-resources they seek. The majority of libraries

are unable to offer need-based services since their personnel positions are in poor shape. However, it should be noted that current circumstances necessitate new services for ICT viewers. Therefore, it might be argued that, in light of technological advancements, the librarian's role-particularly in a special library-needs to be reinterpreted with the interests of users in mind.

After a comprehensive discussion about an overview of Paramedical and Nursing Institutions in Mizoram, the subsequent chapter titled 'Data Analysis and Interpretation' will undergo a thorough analysis.

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CHAPTER 4

Data Analysis and Findings

4.1 Introduction

The researcher carried out a study on Information Seeking Behaviour of the Faculty Members and Students of Paramedical and Nursing Institutions in Mizoram. Resources such as books, periodicals, reference books and other learning materials are essential for teaching, learning and for research purposes both for students and teachers. Based on the set of objectives of this research, and the methodology adopted in this study, the primary data were collected through a well-structured validated questionnaire, informal interview and observation method.

Analysis of data is the ultimate step in research process. It is the link between raw data and significant results leading to conclusions. This process of analysis has to be result oriented. It reveals the ground reality of the institution. The data obtained through the questionnaires for the given study has been analyzed below to find inferences. This chapter shows how the faculty members and students of Paramedical and Nursing Institutions in Mizoram seek information for their teaching, learning and research. The study method is survey research, and data from respondents was gathered using a standardized questionnaire. All faculty members and students were given questionnaires in total 363 and 354 responses were collected. Faculty members were given 193 questionnaires in total and 184 responses were collected. Students were given 170 questionnaire and 170 responses were collected. The data collected has been summarized using MS Excel and presented in the form of tables and graphs. Questionnaire was distributed to all the faculties and 10 students (final year/semester) of each institution. There are 5 Nursing colleges, 8 Nursing Schools and 4 Health Worker Training Institute in Mizoram which serves several courses and located in different places. Each institution is essential to the state's development and healthcare system. Mizoram is among the states in India with the least amount of population. There are several administrative districts throughout the state.

The purpose of this study was to examine the Information Seeking Behaviour of the Faculty Members and Students of Paramedical and Nursing Institutions in Mizoram. The main focus of the study was to discover faculty members and student's information needs, how they seek, the level of these needs, and the extent to which

they were being met in relation to accessing and utilizing library resources in an academic environment. The study is very close to Jarrko Kari's theoretical model of 'information actions,' a form of sense-making that seemed uniquely suited to discovering user experiences in a school or college environment. The researcher visited all the institutions and captured the picture of each institute as well as the library. The researcher received 184 responses from the faculty and 170 responses from the students. Respectively with an average response rate of 95.34% of faculty members and 100% of students. Hopefully, this may add to our knowledge about the contemporary Information Seeking Behaviour of the faculty members and students of Paramedical and Nursing Institutions in Mizoram.

The data obtained from the respondents were organized, analyzed and tabulated by using statistical methods, tables and percentage. The tables and figures were generated by using MS-Office 2007 and MS-Excel as when needed.

4.2 Analysis by Respondents

Respondents are the audiences who express their feelings and submit the data relating to the problem through questionnaire. Information seeking and need is the prime components for all types of nursing and paramedical professionals. Data relating to the institution wise respondents comprising both male and female obtained from the nursing and paramedical professionals of all the 17 various institutes are listed below.

Table 4.1 Institute wise Respondents by Faculty and Students

Sl.No.	Name of Institute	Questionnaire Distributed		Questionnaire Received	
		Faculty	Student	Faculty	Student
1	RIPANS (Regional Institute of Paramedical and Nursing Sciences)	44	10	40	10
2	Mizoram College of Nursing	19	10	16	10
3	College of Nursing, Synod Hospital	18	10	16	10
4	BN College of Nursing	13	10	13	10

5	Aizawl College of Nursing	9	10	9	10
6	Nursing School, Lunglei	7	10	7	10
7	School of Nursing, Champhai	7	10	7	10
8	School of Nursing, Thingdawl	7	10	7	10
9	School of Nursing, Serkawn	9	10	9	10
10	Apollo School of Nursing	9	10	9	10
11	Blessino School of Nursing	10	10	10	10
12	MFM School of Nursing	11	10	11	10
13	Faith Nursing School	6	10	6	10
14	Auxiliary Nurse Midwife School, Zemabawk	5	10	5	10
15	Auxiliary Nursing Midwife School, Mamit	6	10	6	10
16	Auxiliary Nursing Midwife School, Lawngtlai	5	10	5	10
17	Health Worker Training School, Kulikawn	8	10	8	10
	Total	193	170	184	170
		363		354 (97%)	

(Source: Data based on questionnaire)

From the above table we can see that the number of Questionnaire circulated is 363 and response received is 354 (97%).

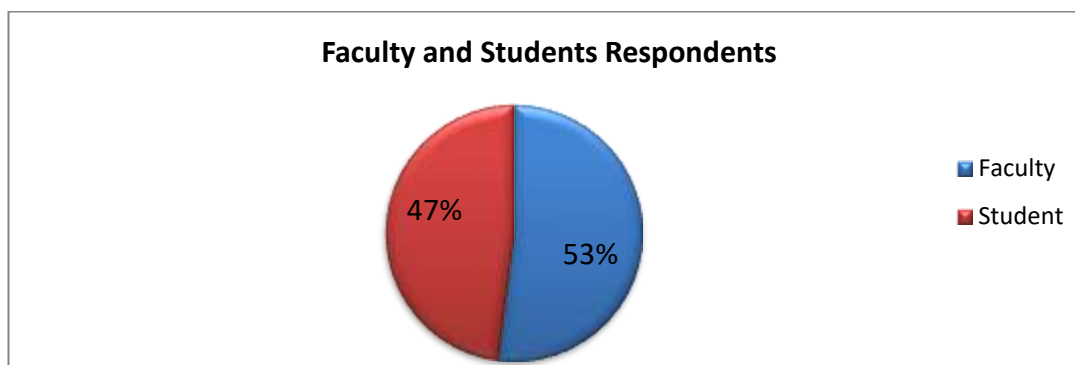


Figure 4.1 Institute wise Respondents by Faculty and Students

4.3 Gender wise of the Faculty and Students

Table 4.2 Gender of the Faculty and Students

Sl. No	Respondents	Gender		Total
		Male	Female	
1	No. of Faculty	13 (7%)	171 (93%)	184 (52%)
2	No. of Students	NA	170 (100%)	170 (48%)
	Total	13 (3.67%)	341 (96.32%)	354

(Source: Data based on questionnaire)

From analysis of Table 4.2 it is found among the faculty members majority of the respondents i.e. 93% are female and 7% are male. While among the students all the respondents (100%) are female. The represented distribution of respondents clearly shows that nursing as a profession or a field of study is highly regarded as the share for female members of community.

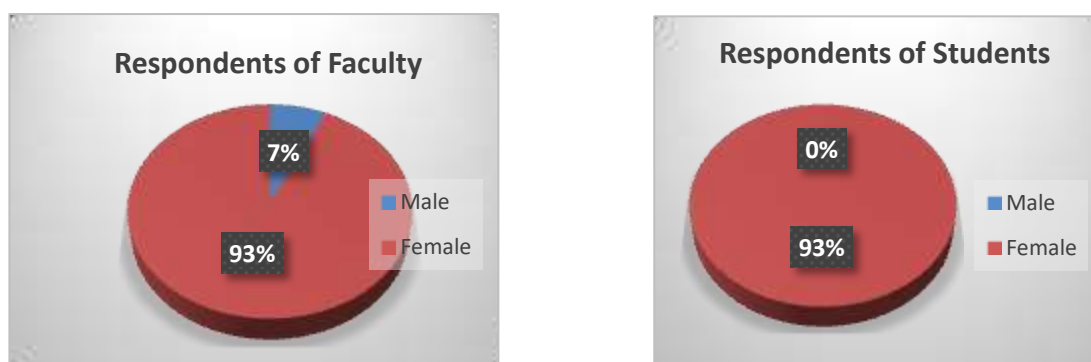


Figure 4.2 Genders of the Faculty and Students

4.4 Qualification of the faculty

Table 4.3 Qualification of the Faculty

Sl. No	Qualification	No. of faculty
1	Bachelor degree	83(45%)
2	Master degree	101(55%)
3	Ph.D	NA
	Total	184

(Source : Data based on questionnaire)

The above table indicates the academic qualification of the respondents in Nursing among nursing academia of Mizoram. In this regard, it is found that among the faculty members who participated in the present study, majority of the respondents i.e. 101 (55%) holds Master Degree while 83 (45%) holds Bachelor Degree. The present study found that among the respondents, none of the faculty members from any of the nursing institute in Mizoram holds Doctoral Degree in Paramedical and Nursing field.

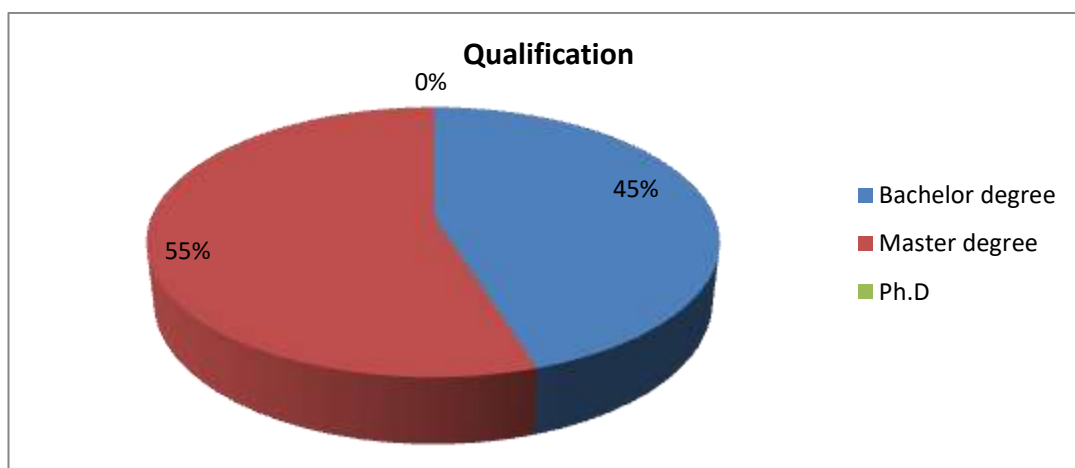


Figure 4.3 Qualification of the faculty

4.5 Designation of the Faculty Members

Table 4.4 Designation of the Faculty

Sl. No	Designation	No. of Respondents
1	Asst. Professor	40 (22%)
2	Tutor	142(77%)
3	Demonstrator	2 (1%)
	Total	184

(Source : Data based on questionnaire)

Table 4.4 shows the designation of various faculty members taken for the present study. It is found that majority of the faculty respondents are Tutor 142 (77%) followed by Asst. Professor 40 (22%) and Demonstrator 2 (1%).

Assistant Professor are mainly restricted to Colleges including RIPANS, Mizoram College of Nursing, College of Nursing Synod Hospital, BN College of Nursing, Aizawl College of Nursing whereas designated Tutors are mainly restricted to Nursing School such as Apollo School of Nursing, Blessino School of Nursing, Nursing School Lunglei, School of Nursing Serkawn, School of Nursing Thingdawl, School of Nursing Champhai, Faith Nursing School, MFM School of Nursing, Auxiliary Nurse & Midwife School Zemabawk, Auxiliary Nurse & Midwife School Mamit, Auxiliary Nurse & Midwife School Lawngtlai and Health Worker Training Institute, Kulikawn. However, Demonstrator is designated only at RIPANS.

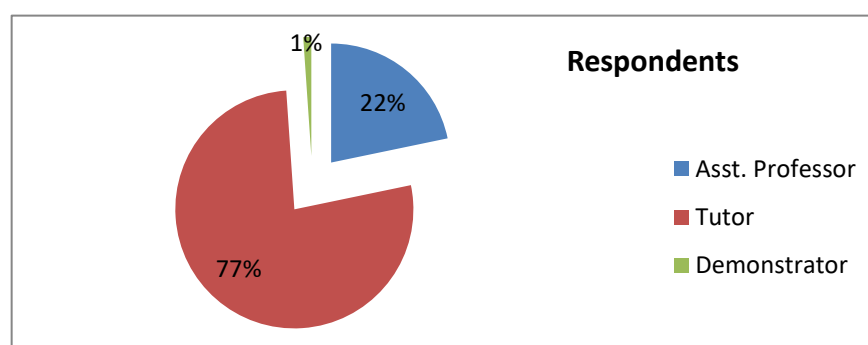


Figure 4.4 Designation of the Faculty

4.6 Course wise distribution of the Nursing Students

The main courses offered in various nursing institutes in Mizoram are B.Sc (Nursing), General Nursing and Midwifery, Auxiliary Nursing & Midwifery. The present study intends to highlight the quantitative value of various nursing courses.

4.5 Course wise distribution of student respondents

Sl. No	Course	No. of Respondents
1	B.Sc (Nursing)	50 (29%)
2	General Nursing & Midwifery (GNM)	80 (47%)
3	Auxiliary Nursing & Midwifery (ANM)	40 (24%)
Total		170

(Source : Data based on questionnaire)

Table 4.5 highlights that majority of the student respondents i.e. 47% are studying General Nursing & Midwifery (GNM) while 29% of the respondents are enrolled for B.Sc (Nursing) course and only 24% are studying Auxiliary Nursing and Midwife (ANM) course.

On spot verbal communication of the respondents indicates that the rate of enrollment in General Nursing & Midwifery (GNM) course is relatively high due to lower essential academic qualification for its registrations as well as increasing number of GNM institution in Mizoram.

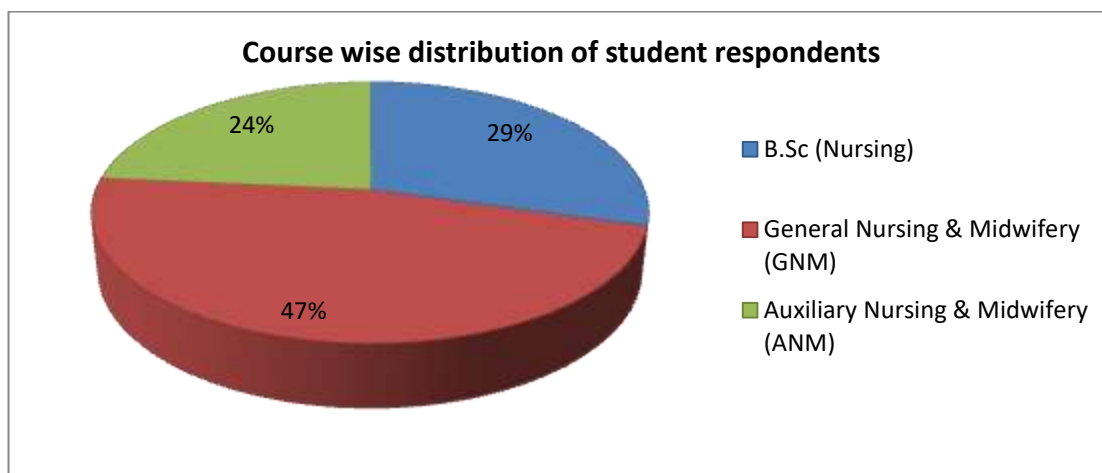


Figure 4.5 Course wise distributions of student respondents

4.7 Library Visit

Frequency of visiting the library by the users is very important as it determines the quantum of resources available in the library and somehow it can reflect the satisfactory level of library users. The user communities visit the library for different purposes. The present studies categorized the frequency of library visits into 5 levels such as daily, once in a week, twice in a week, thrice in a week and never visit. As mentioned, frequency of library visit further determines the usefulness of the resources and services provided by the library.

To ascertain the frequency of visit of the paramedical professionals to the library, the present study grouped the component into five variables as mentioned above and the data obtained through the questionnaire is given below in Table 4.6

Table 4.6 Frequency of Library Visit

Sl. No	Frequency	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Daily	13 (7%)	15 (9%)	27 (8%)
2	Once in a week	97 (53%)	41 (24%)	112 (32%)
3	Twice in a week	34 (18%)	70 (41%)	97 (27%)

4	Thrice in a week	13 (7%)	44 (26%)	50 (14%)
5	Never visit	27 (15%)	NA	68 (19%)
	Total	184	170	354

(Source : Data based on questionnaire)

From the above table, it is found that majority of the faculty respondents i.e. 97 (53%) visited the library once in a week. Significant number of the faculty members i.e. 15% never visit the library while 18% of the faculty respondents visit the library twice in a week, 7% of the faculty respondents visit the library daily and only 7% of the faculty members visit the library thrice in a week.

As far as the student respondents are concerned majority of them i.e. 41% visit the library twice in a week while 26% of them visit the library thrice in a week. 24% of the student respondents are found to visit the library once in a week and only 9% of the students visit the library on daily basis. The data so obtained shows that there are no students who never visit the library.

The data in hand shows that rate of library visit among the nursing faculty members is relatively low. Spot observation and personal interview with the faculty members shows that most of the teacher community opted to purchase their own books rather than visiting the library to acquire book to assist them in the teaching process. It is also found that most of the faculty members are short of time to visit the library in their daily hectic schedule.

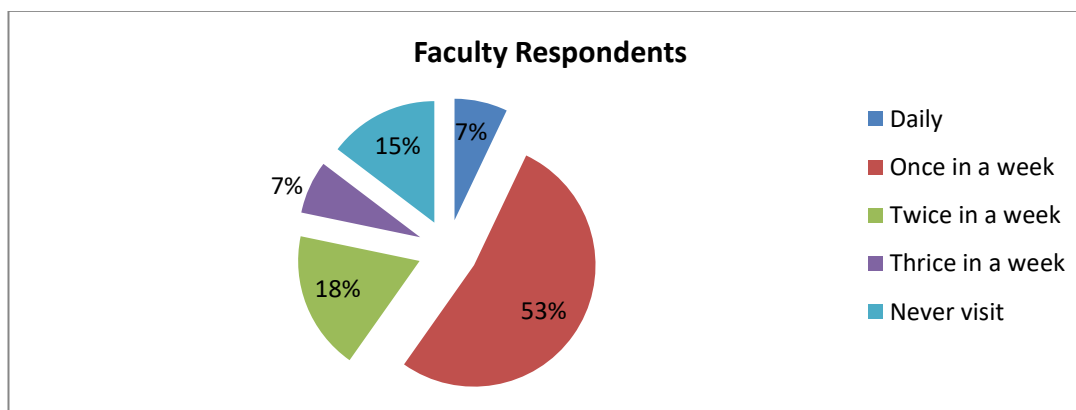


Figure 4.6.1 Frequency of Library Visit Faculty

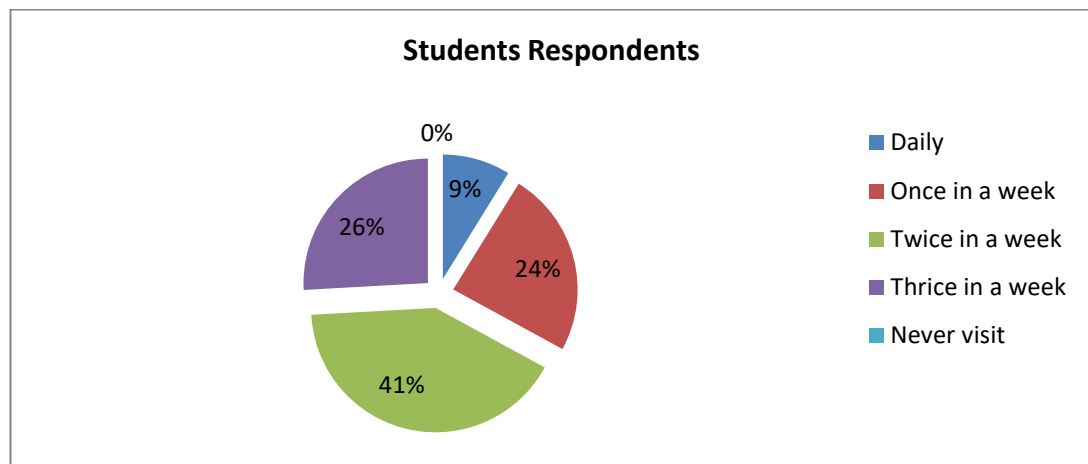


Figure 4.6.2 Frequency of Library Visit Students

4.8 Satisfaction on Library Resources provided

User satisfaction on service provided by the library is an essential component of effective and efficient information dissemination. Libraries of all types have to heed the attitude of its clientele in regards to various nature of its services.

The present study highlights the satisfaction level of both faculty members and students of nursing institutes in Mizoram pertaining to its library services. In order to throw light on the user satisfaction level this study divided the component into 3 variables as Highly Satisfied, Moderate Satisfied and Not Satisfied. Structured questionnaire was distributed to solicit data from the samples.

Table 4.7 Library resources

Sl. No	Satisfaction	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Highly Satisfied	84 (46%)	92 (54%)	176 (50%)
2	Moderately Satisfied	53 (29%)	29 (17%)	82 (23%)
3	Not Satisfied	47 (25%)	49 (29%)	96 (27%)
	Total	184	170	354

(Source : Data based on questionnaire)

The above table shows that majority of faculty respondents i.e. 84 (46%) are highly satisfied with the library resources, while 53 (29%) respondents are moderately satisfied with the library resources and 47 (25%) of the faculty are not satisfied with the library resources.

Based on the results of student responses, the majority of them, 92 (54%) are highly satisfied with library resources, 49 (29%) are moderately satisfied, and 29 (17%) are not satisfied with library resources.

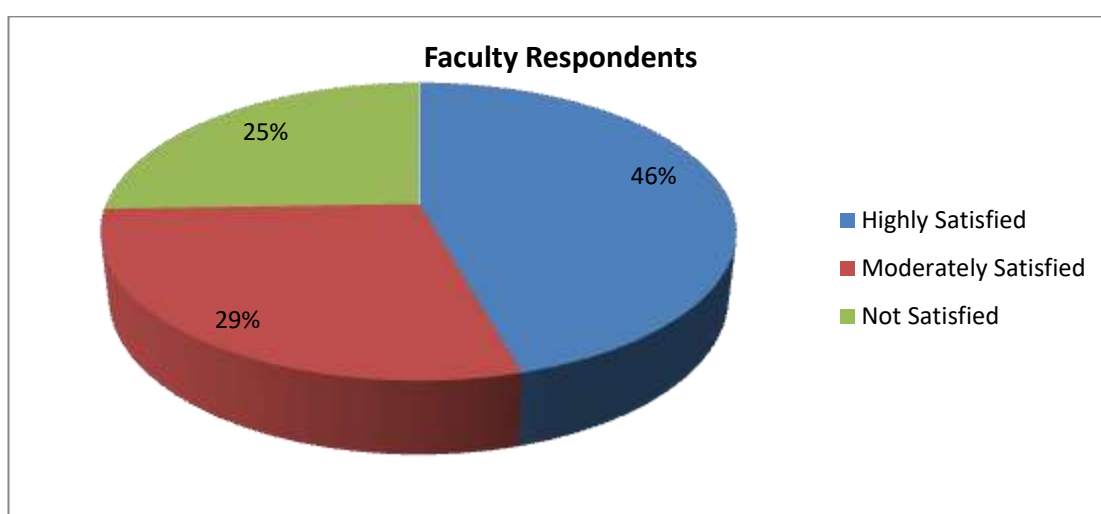


Figure 4.7.1 Library resources

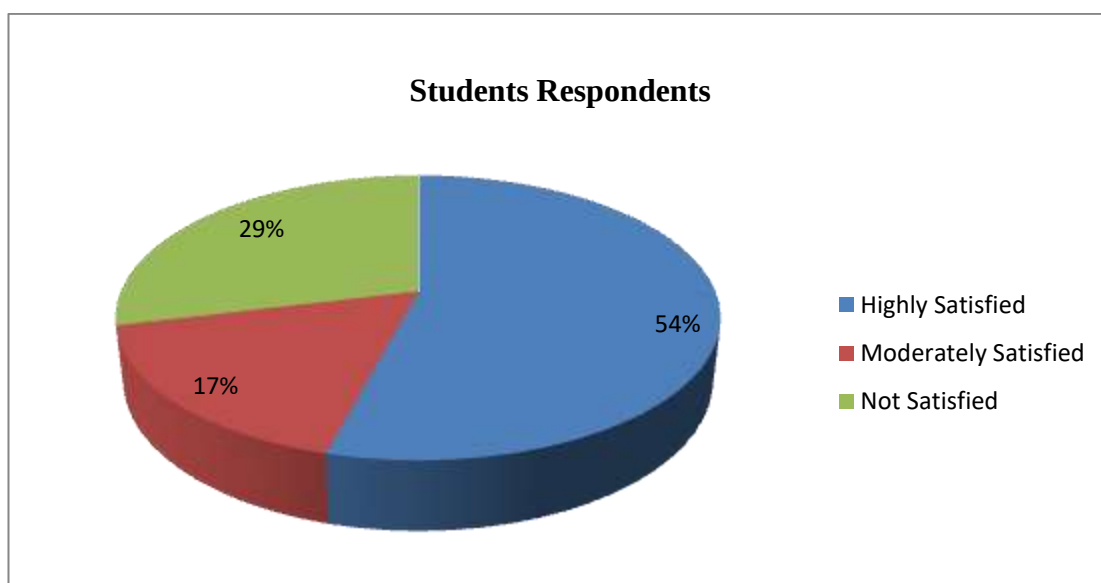


Figure 4.7.2 Library resources

4.9 Internet Usage

In the advance digital era internet has become one of the largest sources of information. Internet provides variety of information and it is available in infinite time schedule. One of the most important factors for increasing use of internet as information source is its remote accessibility.

The present study highlights the regularity in using the internet by faculty members and students of nursing institute in Mizoram. This study employs 4 different levels of regularity i.e. daily, once a week, once a month and rarely to identify various regularity of internet usage.

Table 4.8 Internet usage

Sl. No	Internet browse	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Daily	130 (71%)	35 (21%)	165 (47%)
2	At least once a week	28 (15%)	135 (79%)	163 (46%)
3	At least once a month	11 (6%)	NA	11 (3%)
4	Rarely	15 (8%)	NA	15 (4%)
	Total	184	170	354

(Source : Data based on questionnaire)

The results of the present study indicate that among faculty respondents of nursing institutes majority of them i.e. 130 (71%) were browsing the internet on daily basis while 28 (15%) of them browsed the internet once in a week, while 15 (8%) rarely browsed the internet and only 11 (6%) browsed the internet once a month.

The study also shows that majority of the students i.e. 135 (79%) are browsing the internet once a week while 35 (21%) students were accessing internet daily.

Majority of the student respondents are hosteller and mobile phone is not permitted in these hostels which contributes largely to the decline of using the internet for seeking information in the virtual domain.

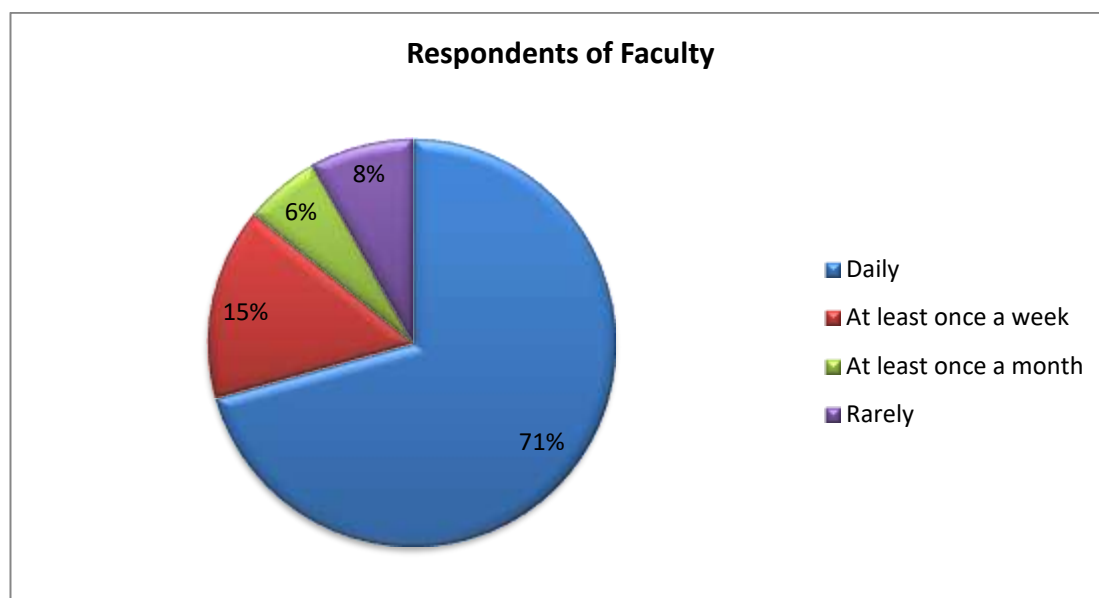


Figure 4.8 Internet Usage

4.10 Purpose of Internet Usage

Internets are used for a wide variety of purpose in the present information society. Internet provides ample service in the fields of national security, education, finance, entertainment, farming etc.

The present study highlights the major purpose of using internet by faculty members and students of nursing institutes in Mizoram. This study undertakes various possible purposes for the students to use the internet, namely: Education, Entertainment, News, Health Sport.

Table 4.9 Purpose of Internet usage

Sl. No	Internet usage	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Education	113 (61%)	149 (87%)	262 (74%)
2	Entertainment	16 (9%)	NA	16 (5%)

3	News	14 (8%)	13 (8%)	27 (8%)
4	Health	28 (15%)	8 (5%)	36 (10%)
5	Sports	13 (7%)	NA	13 (4%)
	Total	184	170	354

(Source : Data based on questionnaire)

Table 4.9 depicts that among the teaching community of nursing institutes in Mizoram majority of the respondents 61% employ internet service for seeking information relating to their education while 15% of the respondents use the internet primarily to find information relating to their health, 9% of them use mainly for Entertainment, 8% of the respondents use the internet heavily for entertainments and 7% of the respondents use the internet mainly for obtaining news relating to sports.

In the case of the student respondents 87% of them employ internet service for obtaining information necessary for their education while 8% of them use the internet mainly for obtaining News and only 5% of the respondents use the internet to find information relating to their personal health.

In the overall scenario, majority of the total respondents i.e. 74% use internet for education, 36 (10%) used the internet for health, 27 (8%) used the internet for news, 16 (5%) used the internet for entertainment while 13 (4%) used the internet for obtaining information relating to sports.

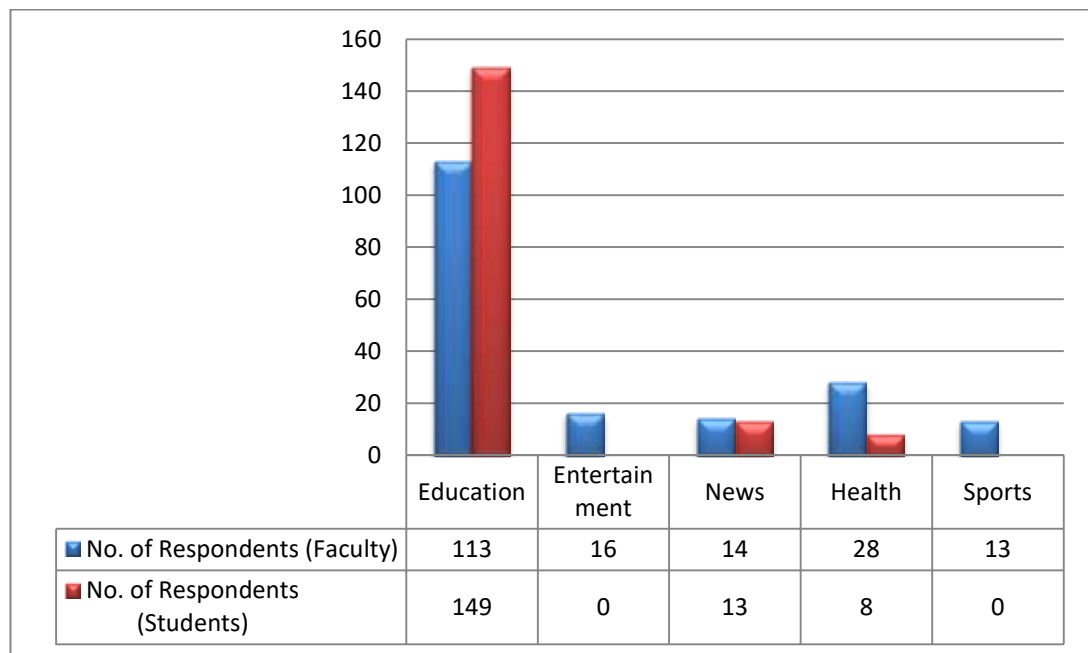


Figure 4.9 Purpose of Internet Usage

4.11 Device mainly used to access Internet

One could argue that learning these days is challenging without a device to complete assignments and be prepared for examinations. Because they facilitate faster information access, enhance communication, and make learning more participatory, devices play a critical role in education. Devices are used by teachers for lesson planning, class management, online assessments, and slide or video presentations. They are used by students to attend online classes, conduct research, analyse digital materials, and work together on projects. They facilitate participatory learning and develop future-ready digital skills. All things considered, gadgets improve instruction, increase student interest, and assist educators and learners in acquiring critical digital abilities for modern society.

Table 4.10 Device mainly used to access internet

Sl. No	Device	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Mobile Phones	79 (43%)	63 (37%)	142 (40%)
2	Laptop (Personal)	53 (29%)	21 (12%)	74 (20%)
3	Desktop (Personal)	15 (8%)	12 (7%)	27 (7%)
4	Computers (Provided by the institute)	37 (20%)	74 (44%)	111 (31%)
	Total	184	170	354

We can clearly see from the above table that majority of the faculty i.e.79 (43%) used Mobile Phones for accessing internet usually for teaching purpose. 53 (29%) used Laptop while 37 (20%) used the institute Computers and 15 (8%) used personal Desktop for teaching and learning.

Regarding the student responses most of the students 74 (44%) are using Computers provided by the institute and 63 (37%) respondents are using mobiles phones for accessing internet regarding their studies while 21 (12%) respondents are using personal laptop for accessing internet and 12 (7%) of the respondents are using personal Desktop for accessing the internet.

In the overall context, the vast majority of all responders both the faculties and students 142 (40%) are using mobile phones for accessing internet regarding teaching and learning, 111 (31%) of the responders are using Computers which is provided by the institute because most students live in hostel and are unable to carry their phones with them at all times, and faculty members spend the majority of their time at work. Additionally, 74 (20%) of the respondents are using personal laptop and 27 (7%) are using personal Desktop for accessing internet.

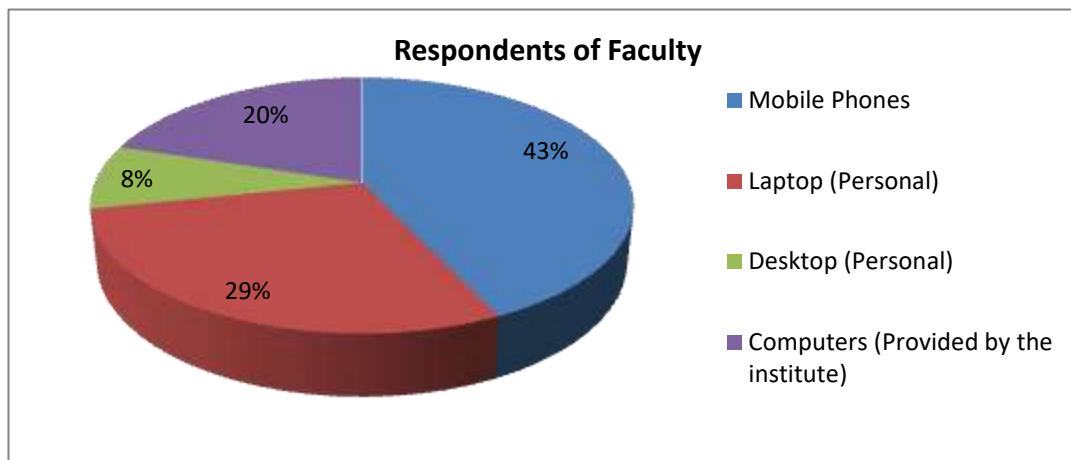


Figure 4.10.1 Device mainly used to access internet

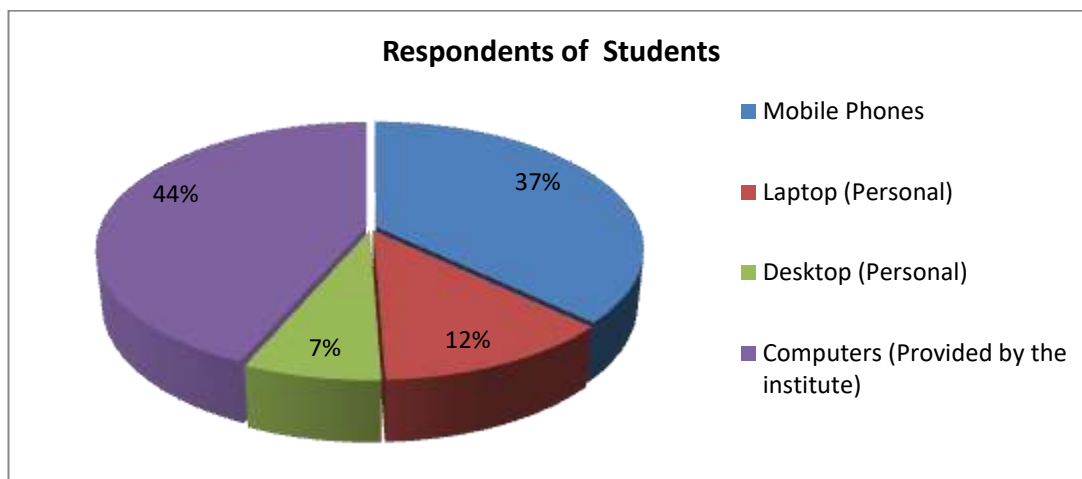


Figure 4.10.2 Device mainly used to access internet

4.12 Types of Information Need

Paramedical and Nursing faculty in Mizoram need information related to nursing science such as curriculum, competencies, and updated teaching methods. They require resources on research publications and projects for academic growth and collaboration. Knowledge about job prospects is important both for guiding students and for their own career advancement. Faculty must also stay informed about professional values and ethics, ensuring integrity and responsibility in nursing education. They also need information on the general administration of the institute, including quality assurance mechanisms, regulatory guidelines, and institutional governance.

Table 4.11 Types of information need

Sl. No	Types of Information	No. of Respondents (Faculty)	No. of respondents (Students)	Total
1	Information relating to nursing science	85 (46%)	64 (38%)	149 (42%)
2	Information relating to research publications and projects	27 (15%)	41 (24%)	68 (19%)
3	Information relating to job prospects	18 (10%)	37 (22%)	55 (15%)
4	Information relating to professional values and ethics	30 (16%)	12 (7%)	42 (11%)
5	Information relating to general administration of the institute and functioning of classes	24 (13%)	16 (9%)	40 (11%)
	Total	184	170	354

The above table shows that most of the faculty 85 (46%) needs information relating to their teaching i.e. nursing science, 30 (16%) needs information that is related to professional values and ethics and 27 (15%) need information relating to research publications and projects while 24 (13%) of the faculty needs information that is related to general administration of the institute and functioning of classes while 18(10%) need information relating to job prospects.

The above table also highlight the types of information needs by the nursing students in Mizoram as majority of the students 64 (37%) are needed information relating to nursing science, 41 (24%) are needed information relating to research publications and projects for their research and projects. Regarding job prospects 37 (21%) require information and 16 (9%) require that is relating to general administration of

the institute and functioning of classes while 12 (7%) of the students require that is relating to professional values and ethics.

Out of 354 respondents from Paramedical and Nursing institutes in Mizoram, 149 (42%) majority of the respondents needed information regarding nursing subjects, 68 (19%) require for research publications and projects, 55 (15%) needed Information for job prospects and 42 (11%) need information relating to professional values and ethics while 40 (11%) need information relating to general administration of the institute and functioning of classes.

Figure 4.11.1 Types of information need

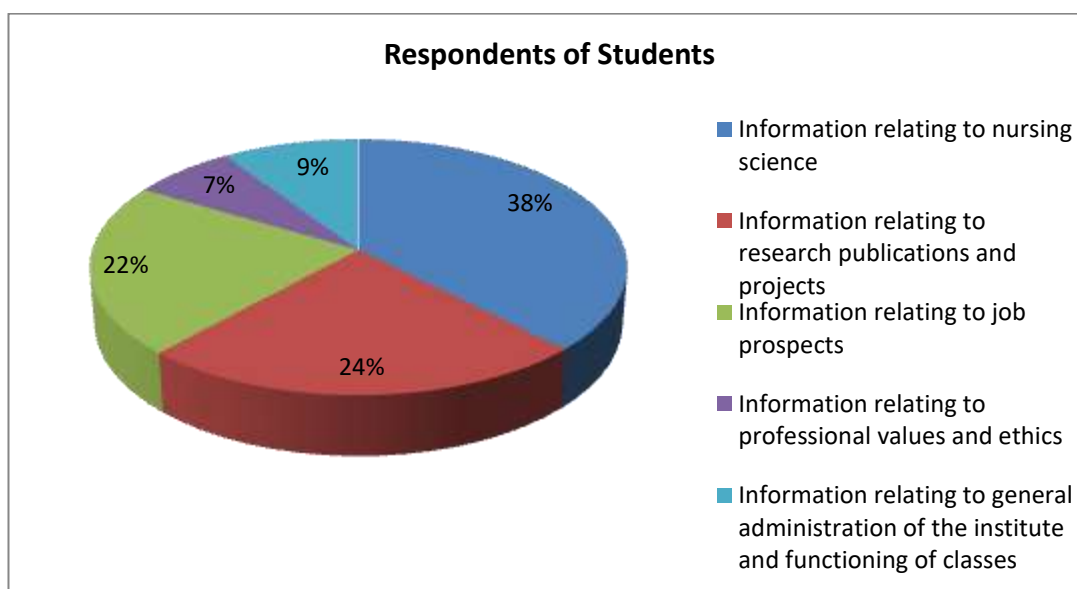


Figure 4.11.2 Types of information need

4.13 Change in Information Needs

In nursing institutions, the information needs of both teachers and students keep changing as they move into new semesters and years. In the early semesters, students need more information on basic nursing sciences, anatomy, physiology, and fundamental skills, while teachers focus on building strong foundations. In the middle semesters, both teachers and students require information on clinical practices, case studies, and research methods. By the final semesters, the focus shifts towards advanced nursing care, research publications, management, job

opportunities, professional ethics, and preparation for real-world practice. Teachers also require updated information on administration and advanced pedagogy as they guide students into professional roles.

Table 4.12 Change in information needs

Sl. No	Response	No. of Respondents (Faculty)	No. of respondents (Students)	Total
1	Yes	181 (98%)	162 (95%)	343 (96%)
2	No	3 (2%)	8 (5%)	11 (4%)
	Total	184	170	354

The table shows that majority of both the teaching faculty and students 343 (96%) needs of information is changed due to several reasons while only 11 (4%) of the faculty and students need do not change.

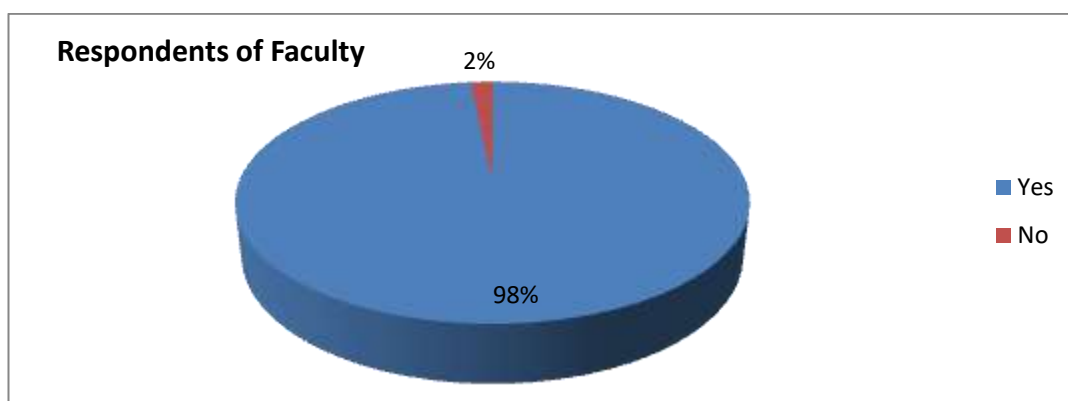


Figure 4.12.1 Change in information needs

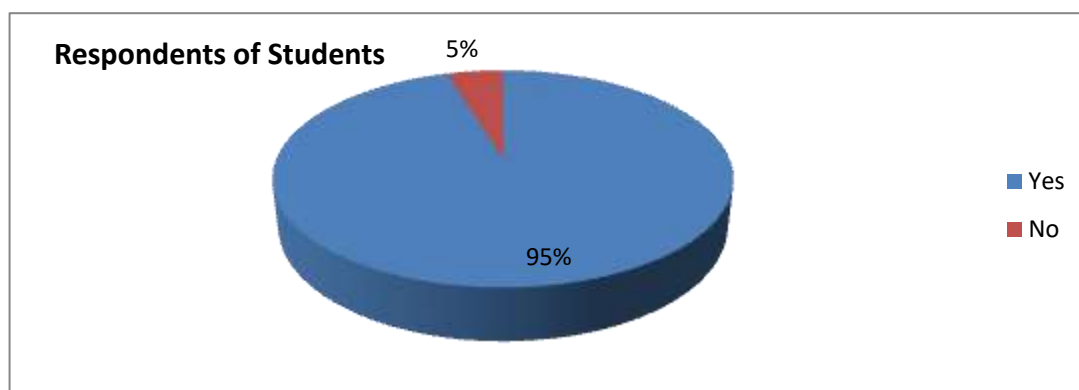


Figure 4.12.2 Change in information needs

4.14 Causes of Change in Information Needs

The information needs of teachers and students in nursing change due to several factors. As students progress from one semester to another, they move from learning basic sciences to advanced clinical practice and research, which requires new types of information. Advances in nursing science, medical technology, and digital tools also create the need for updated knowledge. Research and evidence-based practice demand continuous access to journals and publications. Towards graduation, students focus more on job opportunities, ethics, and management, while teachers require information on administration and mentoring. Institutional policies, nursing council guidelines and accreditation standards also influence changing needs. Finally, global health issues such as pandemics or emerging diseases lead to new information requirements for both teaching and learning.

Table 4.13 Causes of change in information needs

Sl. No	Factor of Change	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Change in syllabus	47(26%)	49(29%)	96(27%)
2	Work role & Academic role	56(30%)	34(20%)	90(25%)
3	Emergence of new technological tools	37(20%)	41 (24%)	78(22%)
4	Intervention of new discoveries in the subject	12(7%)	26(15%)	38(11%)
5	Introduction of new policies in the institute	32(17%)	20(12%)	52(15%)
	Total	184	170	354

Most of the faculty 56 (30%) changed information needs for lecture and academic role as teachers also needs up-to-date day by day in this technological advancement era. As the students syllabus also changed by semester/year wise 47 (26%) needs to meet the new topic and prepare for lecture. Due to emergence of new technological tools 37 (20%) of the faculty members needs to update and faced the changing era. Due to introduction of new policies in the institute 32(17%) of the faculty faced changing of information need while 12 (7%) of the faculty changed their information due to the intervention of new discoveries in the subject.

Majority 49 (29%) of the students change information need because of new syllabus in each semester/wise as the subject is added or vast. 41 (24%) students also change information needs due to rapid growth of technology as they have to avail and access as it comes. Due to the changing of seminar/workshop and academic rules 34 (20%) of the students changed their information need while 26 (15%) of students change required information due to intervention of new discoveries in the subject and 20 (12%) change information because of introduction of new policies in the institute.

The data shows that 96 (27%) of the respondents change their information need due to new syllabus provided by INC and MNC. 90 (25%) of the respondents need is changing because of making new academic rules and work rules. Because of rapid advancement of new technologies 78 (22%) change information needs while due to introduction of new policies in the institute 52(15%) respondents have to change their need and 38 (11%) need to change their requirement because of new discoveries in the subject.

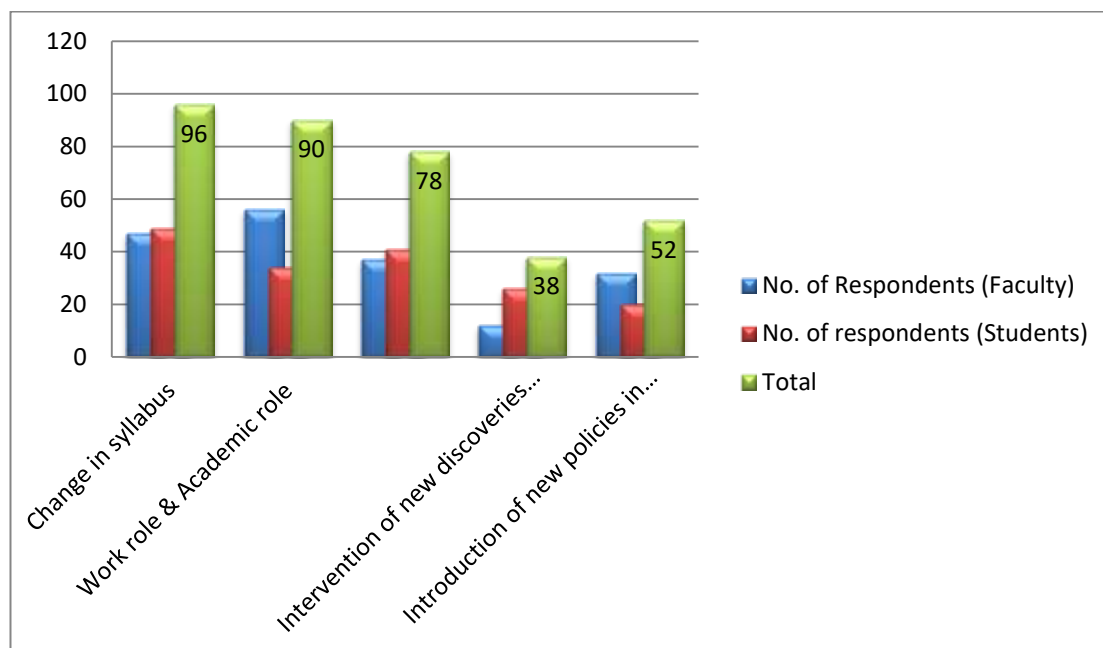


Figure 4.13 Causes of change in information needs

4.15 Source of Information mainly used

Nursing faculty and students use different sources of information to support teaching, learning, and research. The main sources include Original, first-hand information i.e. Primary sources (e.g., research studies, clinical records) and Interpretation or analysis of primary data i.e. Secondary sources (e.g., textbooks, reviews, databases).

Table 4.14 Source of information mainly used

Sl. No	Type of Information source	No. of Respondents(Faculty)	No. of Respondents (Students)	Total
1	Primary Source	112 (61%)	72 (42%)	184 (52%)
2	Secondary Source	72 (39%)	98 (58%)	170 (48%)
	Total	184	170	354

The above table shows that most of the faculty 112 (61%) prefer using the Primary Source that comes directly from the original time, person, or event being studied for accessing their information needs, information that has not been filtered, interpreted, or analyzed by others yet such as research studies, clinical records while 72 (39%) of the faculty members prefer and used Secondary Source that interprets, analyzes, summarizes, or comments on information originally presented elsewhere (in a *primary source*) or accessing the requirement materials.

Majority of the students 98 (58%) prefer Secondary Source for accessing materials as secondary source is easier to understand and more accessible than primary sources for most of the students. Unlike raw data or original documents, secondary sources summarize and interpret information, making it simpler for learners to grasp key ideas. It also save time, since it condense large amounts of material into manageable texts, and they often combine multiple perspectives for a broader understanding. While 72 (42%) of the students prefer Primary Source for accessing materials as they are more difficult to understand for students and Primary sources usually contain complex language, old terms, or raw data that require careful interpretation. It also provide little background information, which somehow makes it hard for students to integrate ideas.

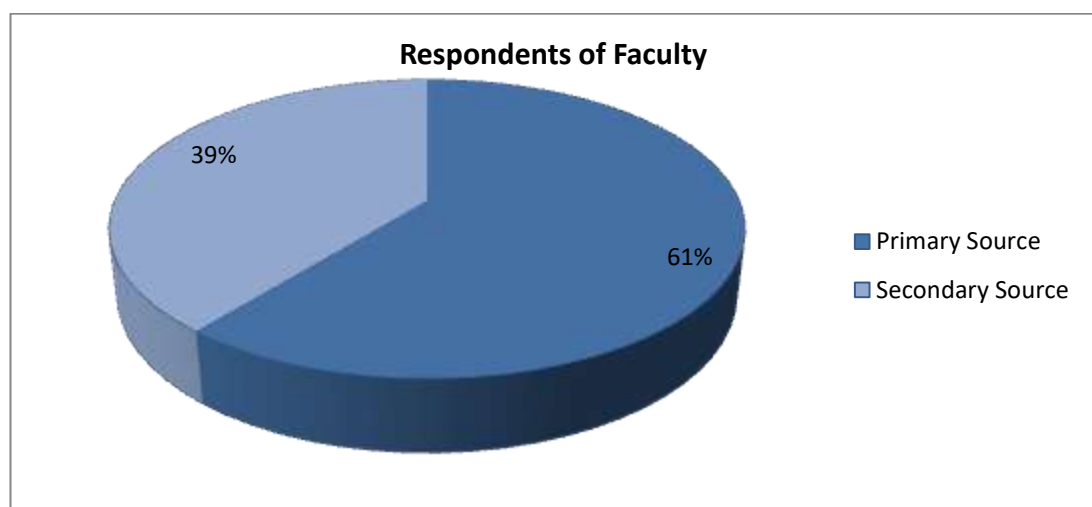


Figure 4.14.1 Source of information mainly used

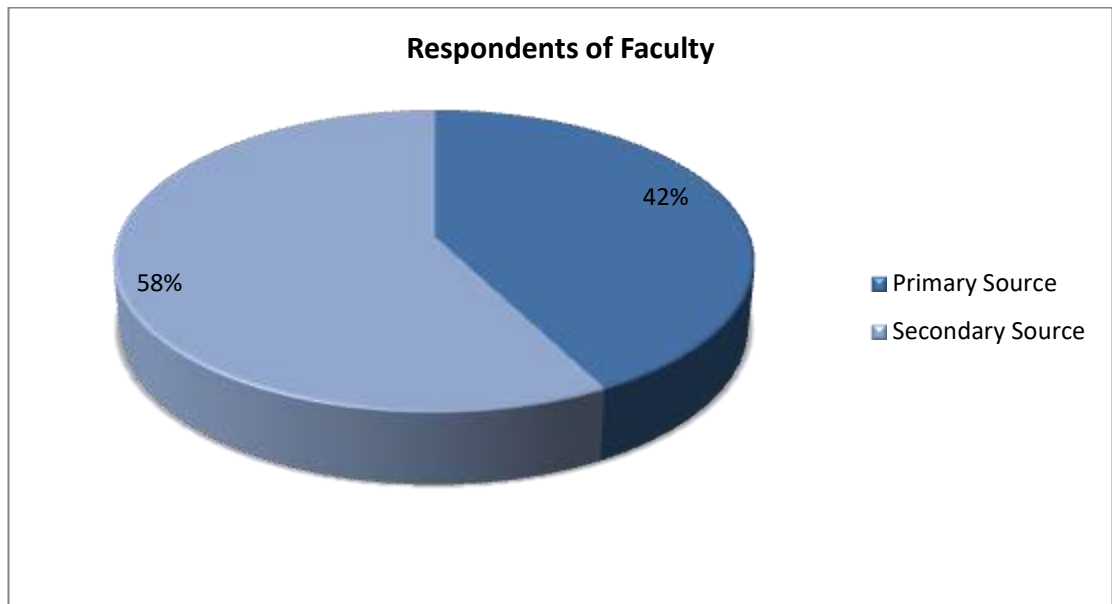


Figure 4.14.2 Source of information mainly used

4.16 Use of Primary Source of Information

The use of primary sources of information in nursing is very important as they provide original, first-hand evidence that helps in accurate learning and professional growth. Primary sources such as research articles, clinical trial reports, patient records, case studies, theses, dissertations, and conference proceedings give nurses direct access to authentic data. Nursing students use them for assignments, projects, and research work, while faculty depend on them for teaching, publishing, and updating knowledge in their field. These sources also strengthen evidence-based practice, as they provide raw facts and outcomes without interpretation. In patient care, primary sources like patient histories and diagnostic reports guide correct decision-making. Thus, the use of primary sources in nursing ensures reliability, authenticity, and advancement in both academic and clinical practice.

Table 4.15 Use of primary source of information

Sl. No	Type of Information source	No. of Respondents (Faculty)	No. of respondents (Students)	Total
1	Journal Articles	39 (21%)	62 (37%)	101 (29%)
2	Conference Proceedings	34 (19%)	36(21%)	70(20%)
3	Technical Reports	48 (26%)	27 (16%)	75 (21%)
4	Government Gazettes	63 (34%)	45 (26%)	108 (30%)
	Total	184	170	354

Majority 63 (34%) of the faculty access Government Gazettes as a source of information as they provide official, authentic, and legally binding information related to healthcare and nursing practice. 48 (26%) of the faculty access technical reports, in nursing, technical reports provide valuable data on health programs, disease control measures, community health surveys, and evaluation of nursing practices. 39 (21%) access Journal Articles as they provide up-to-date, peer-reviewed, and evidence-based knowledge on various areas of nursing practice. 34 (19%) access conference proceedings as they provide the latest findings, innovative practices, and emerging trends before they appear in textbooks or journals.

62 (37%) of nursing students access journal articles as students gain access to research studies, case reports, clinical guidelines, and review articles that help them understand both theoretical and practical aspects of nursing. 45 (26%) used Government Gazettes because they help them understand changes in curriculum, eligibility criteria, examination systems, and professional guidelines issued by the Indian Nursing Council (INC) or State Nursing Councils. 36 (21%) used Conference Proceedings because it helps in learning about new techniques, healthcare policies, and evidence-based practices before they are published in textbooks or journals while 27 (16%) access technical reports as it provide valuable material for dissertations,

project work, and assignments, especially in areas like community health, disease prevention, and nursing practices.

It can clearly see that from the above table most of the faculty and students 108 (30%) preferred Government Gazettes as it contain acts, rules, notifications, and amendments related to nursing education, professional practice, service regulations, and healthcare policies. 101 (29%) used Journal articles because it serve as a vital academic and professional information source for both nursing students and teachers, supporting learning, teaching, and evidence-based practice. Respondents of 75 (21%) access Technical Reports since it contain statistical data, recommendations, and practical applications, technical reports are highly useful in linking nursing education with evidence-based practice and healthcare planning. Respondents of 70 (20%) used Conference Proceedings as it act as an important academic and professional information source that supports learning, teaching, and evidence-based practice for both nursing students and teachers.

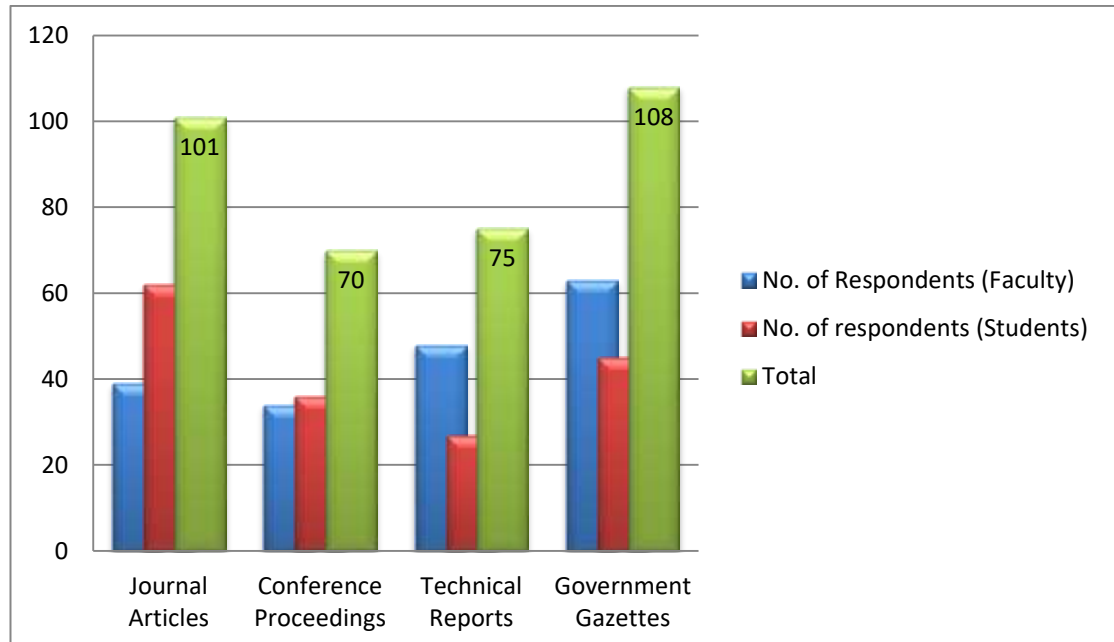


Figure 4.15 Use of primary source of information

4.17 Use of Secondary Source of Information

The use of secondary sources of information in nursing plays a vital role in both academic and clinical settings. Secondary sources include textbooks, review articles, systematic reviews, meta-analyses, encyclopedias, nursing handbooks, and subject guides. These sources provide summarized, interpreted, and simplified versions of original research, making it easier for nursing students and faculty to understand complex topics. They are especially useful for quick reference, teaching, and preparing lectures, as they save time and effort compared to analyzing raw data. In evidence-based practice, secondary sources help nurses stay updated with consolidated knowledge from multiple studies. They also guide learners by presenting background information and theoretical frameworks needed to build a strong foundation in nursing education. Therefore, secondary sources are widely used in nursing to support learning, teaching, and decision-making in a more accessible way.

Table 4.16 Use of secondary source of information

Sl. No	Type of Information Source	No. of Respondents (Faculty)	No. of respondents (Students)	Total
1	Books	57 (31%)	61 (36%)	118 (33%)
2	Encyclopedias	27 (15%)	29 (17%)	56 (16%)
3	Dictionaries	46 (25%)	30 (18%)	76 (22%)
4	Indexing databases	21 (11%)	19 (11%)	40 (11%)
5	Reviews	33 (18%)	31 (18%)	64 (18%)
		184	170	354

Majority 57 (31%) of the faculty access Books since books cover topics in depth and with clarity, they remain an essential tool for effective teaching, academic growth, and the professional development of nursing educators. 57 (31%) used Dictionaries as it help teachers stay updated with new medical terms, drug names, abbreviations, and evolving nursing terminology. 33 (18%) of faculty prefer book review as for

nursing teachers, book reviews act as a guide in choosing textbooks, reference materials, or supplementary readings for teaching and curriculum development. 27 (15%) used Encyclopedia. Encyclopedia is a comprehensive reference works that provide summarized, well-organized, and reliable information on a wide range of topics. 21 (11%) access Indexing databases as it is a highly valuable tools that provide organized access to scholarly articles, research papers, and academic publications.

Most of the students 61 (36%) used books since books present well-structured and comprehensive information, they are an essential tool for effective learning. 33 (18%) of the students used book review as it supports effective selection of study materials and evidence-based learning for nursing students. 30 (18%) of students access Dictionaries because dictionaries are very useful for understanding complex medical terminology, abbreviations, drug names, and technical vocabulary found in textbooks, journals, and clinical practice. 29 (17%) are using encyclopedias as it serve as a valuable secondary source that supports basic understanding, accuracy, and quick reference for nursing students. 19 (11%) accessing Indexing databases because they are an essential secondary source of information for academic growth and professional development in nursing education.

The overall table shows that majority of the respondents 118 (33%) used book as a source of information as book is one of the most fundamental and reliable resources in nursing education and practice. 76 (22%) of the respondents used Dictionaries as dictionaries serve as a practical secondary source of information that ensures clarity, accuracy, and confidence for nursing students and professionals alike. 64 (18%) prefer book review because it provides awareness of current trends and new developments in nursing knowledge. 56 (16%) of respondents use encyclopedias because it act as a useful secondary information source that supports clarity, accuracy, and continuous learning for both nursing students and professionals. Respondents of 40 (11%) access Indexing databases as a secondary source of information for nursing professionals and students as it provide bibliographic details such as author names, titles, abstracts, keywords, and publication information of scholarly articles.

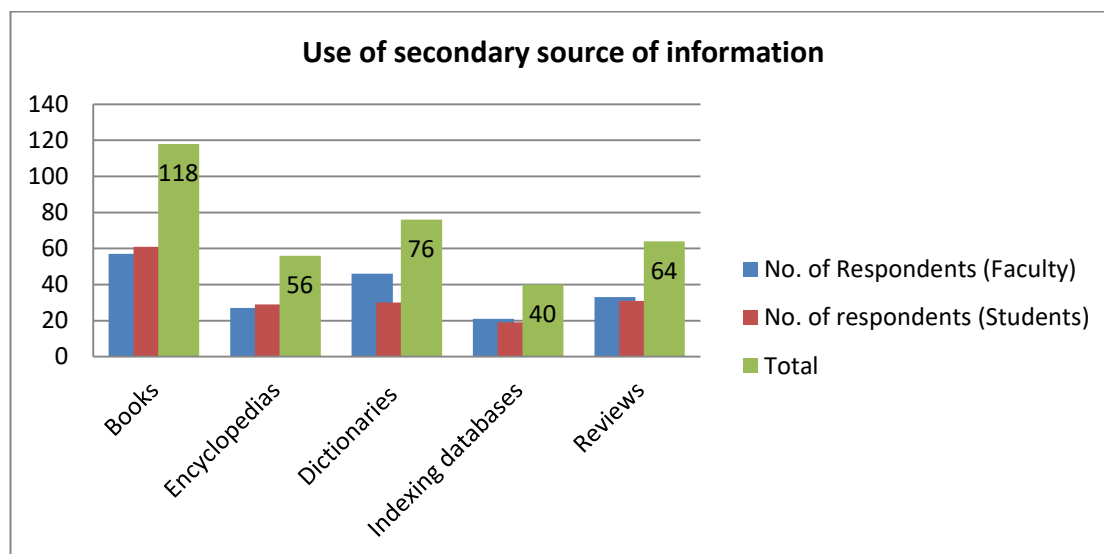


Figure 4.16 Use of secondary source of information

4.18 Preferred information resources for teaching and learning

Internet has held an important place in the modern information seeking methods. This importance is increasingly indicated in the teaching learning process of modern education ecosystem which is surrounded by technological implication an all its spheres.

The present study throws lights on the preferences of the respondents regarding various format of source of information namely Print Resource, Web based text resource and multimedia resources.

Table 4.17 Preferred formats of information

Sl. No	Preferred format	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Print Resources	74 (40%)	98 (58%)	172 (49%)
2	Web-based Text resources	48 (26%)	60 (35%)	108 (30%)
3	Multimedia Resource	62 (34%)	12 (7%)	74 (21%)
	Total	184	170	354

(Source : Data based on questionnaire)

Data shown that among the faculty members of nursing institutes in Mizoram majority of the respondents i.e. 40% preferred print resources, 34% of the respondents preferred multimedia resources and only 26% preferred web-based text resource.

As far as student respondents are concerned 58% of the respondents prefer to utilize print resources while 35% of the respondents prefer web-based text resources and only 7% of the respondents prefer to use multimedia resources in the process of information seeking.

In the overall case, majority of the total respondents i.e. 49% preferred Print resources for teaching and learning, while 30% of the total respondents preferred web-based text resource and only 21% of the respondents prefer to use multimedia resource in their teaching learning process.

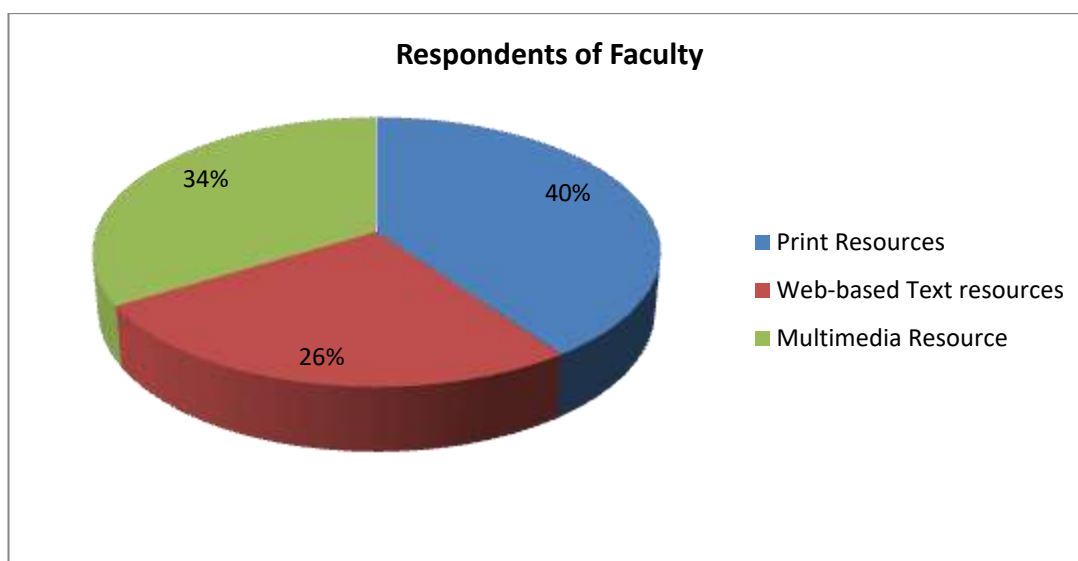


Figure 4.17.1 Preferred formats of information - Faculty

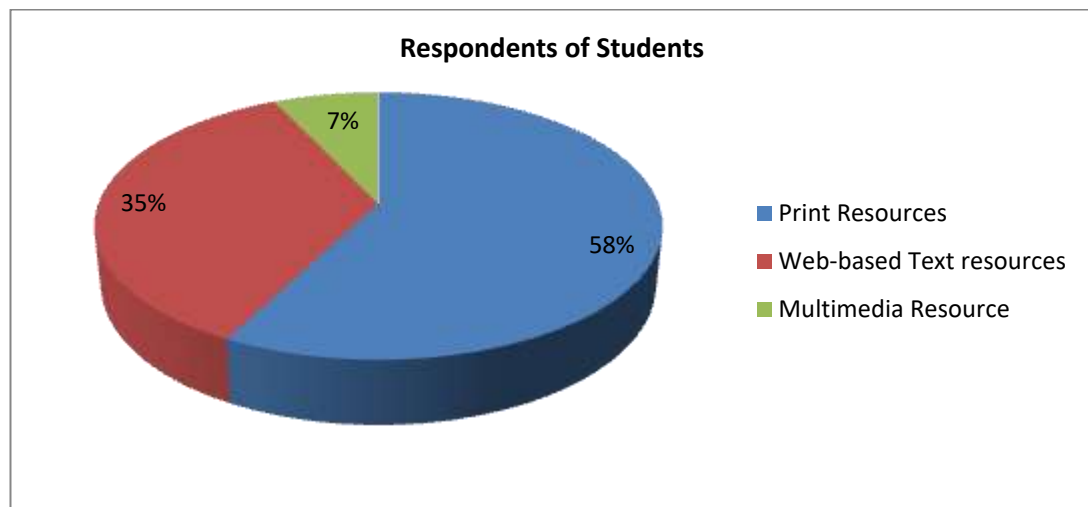


Figure 4.17.2 Preferred formats of information - Students

4.19 Types of online resource mainly used for seeking information

In the modern era of healthcare education, the use of online resources has become an integral part of teaching and learning. Nursing, being both a science and an art, requires constant updating of knowledge to keep pace with the latest advancements in patient care, clinical practice, and research. Teachers and students in the nursing fraternity depend heavily on online resources not only to seek information but also to strengthen their evidence-based practice.

Table 4.18 Online resource mainly used

Sl. No	Online Resource	No. of respondents (Faculty)	No. of respondents (Students)	Total
1	Online Journals	62 (34%)	27 (16%)	89 (25%)
2	E-Books	47 (26%)	52 (30%)	99 (27%)
3	Blogs/Webpages	28 (15%)	43 (25%)	71 (20%)
4	Online Databases	15 (8%)	13 (8%)	28 (7%)
5	Social Networking Sites	32 (17%)	35 (21%)	67 (18%)
	Total	184	170	354

Faculty of 62 (34%) are mostly used Online Journals for teaching, 47 (26%) of the faculty used E-Books while 32 (17%) used several Social Networking Sites and 28 (15%) used Blogs/Webpages for teaching and 15 (8%) used Online Databases for teaching.

Majority of the students 52 (30%) used E-Books online resource, 43 (25%) access Blogs/Webpages for learning, 35 (21%) of the students used different Social Networking Sites to access information and 27 (16%) used Online Journals while 13 (8%) used Online Databases for accessing required information.

In the overall case, majority of the faculty and students 99 (27%) access E-Books for teaching and learning, 89 (25%) used Online Journals and 71 (20%) used Blogs/Webpages while 67 (18%) used Social Networking Sites for teaching and learning and 28 (7%) used Online Databases.

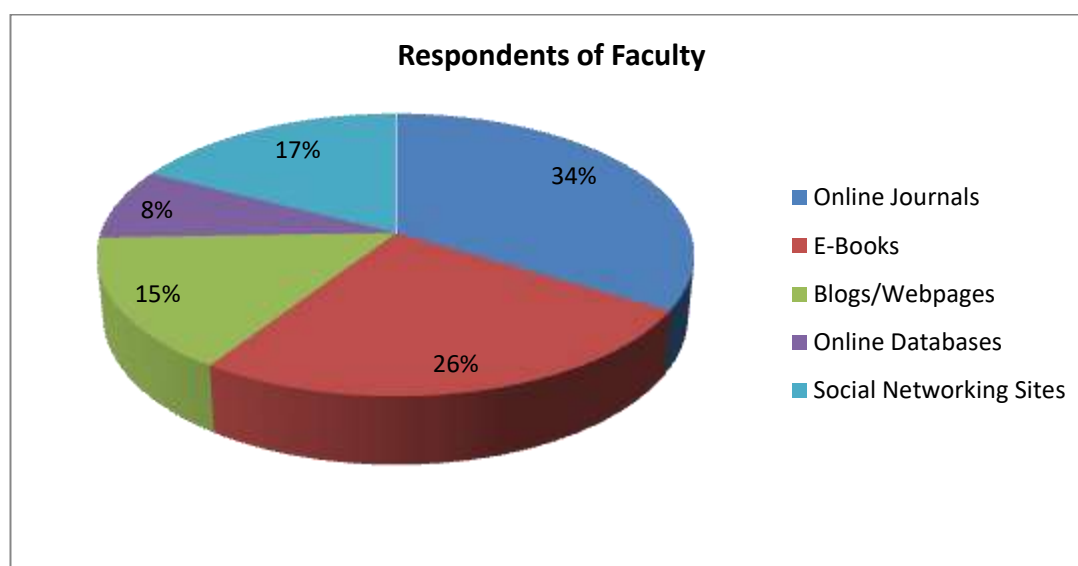


Figure 4.18.1 Online resource mainly used Faculty

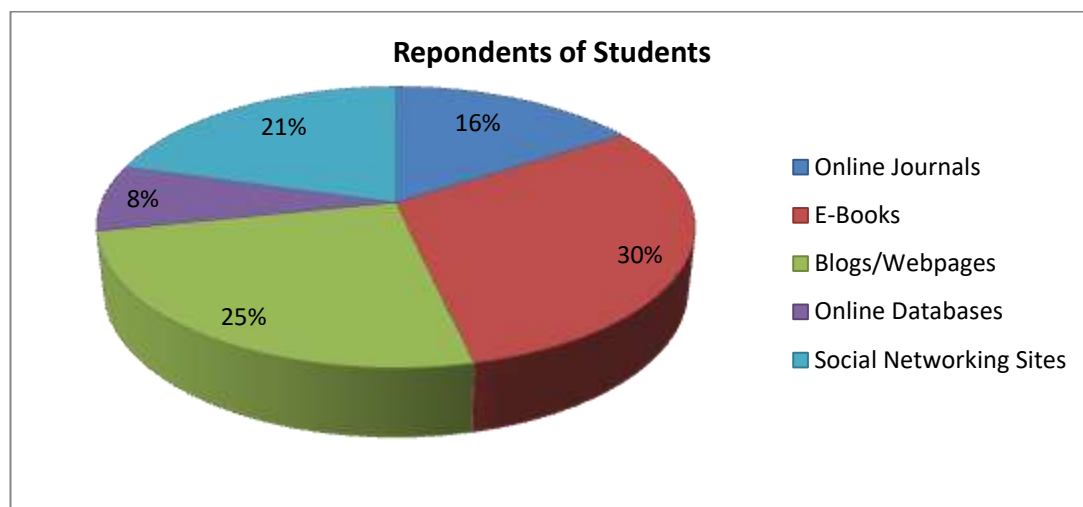


Figure 4.18.2 Online resource mainly used by Students

4.20 Use of online database

Online databases are very important for paramedical and nursing students and faculty in Mizoram as they provide updated, reliable, and evidence-based information for learning, teaching, and clinical practice. They help students prepare for exams, assignments, research projects, and case studies, while faculty members use them for curriculum development, research, and professional growth. Since traditional library resources in Mizoram are limited, online databases save time, improve digital literacy, and connect learners and teachers with global nursing and healthcare knowledge, thereby strengthening both education and patient care.

Table 4.19 Online database used

Sl. No	Online Database	No. of respondents (Faculty)	No. of respondents (Students)	Total
1	PubMed Central (PMC)	27 (15%)	16 (9%)	43 (12%)
2	Medline Plus	38 (21%)	32 (19%)	70 (20%)
3	Directory of Open Access Journals (DOAJ)	30 (16%)	45 (26%)	75 (21%)
4	Science Direct Open Access	42 (23%)	20 (12%)	62 (18%)

	(Elsevier)			
5	Bio Med Central (BMC Nursing)	23 (12%)	23 (14%)	46 (13%)
6	Global Health Observatory (GHO)	24 (13%)	34 (20%)	58 (13%)
	Total	184	170	354

The above table clearly shown that 42 (23%) of the faculty used Directory of Open Access Journals (DOAJ) for teaching, 38 (21%) used MedlinePlus and 30 (16%) used Directory of Open Access Journals (DOAJ) while 27 (15%) used PubMed Central (PMC), 24 (13%) used Global Health Observatory (GHO) and 23 (12%) used BioMed Central (BMC Nursing).

Majority of the students respondents 45 (26%) access Directory of Open Access Journals (DOAJ), 34 (20%) used Global Health Observatory (GHO), while 32 (19%) used MedlinePlus for learning, 23 (14%) used BioMed Central (BMC Nursing) and 20 (12%) used ScienceDirect Open Access (Elsevier) and 16 (9%) used PubMed Central (PMC).

Majority of the respondents 75 (21%) access Directory of Open Access Journals (DOAJ) for learning, 70 (20%) used MedlinePlus. ScienceDirect Open Access (Elsevier) is used by 62 (18%) and 58 (13%) used Global Health Observatory (GHO) while 46 (13%) used BioMed Central (BMC Nursing) and 43 (12%) used PubMed Central (PMC).

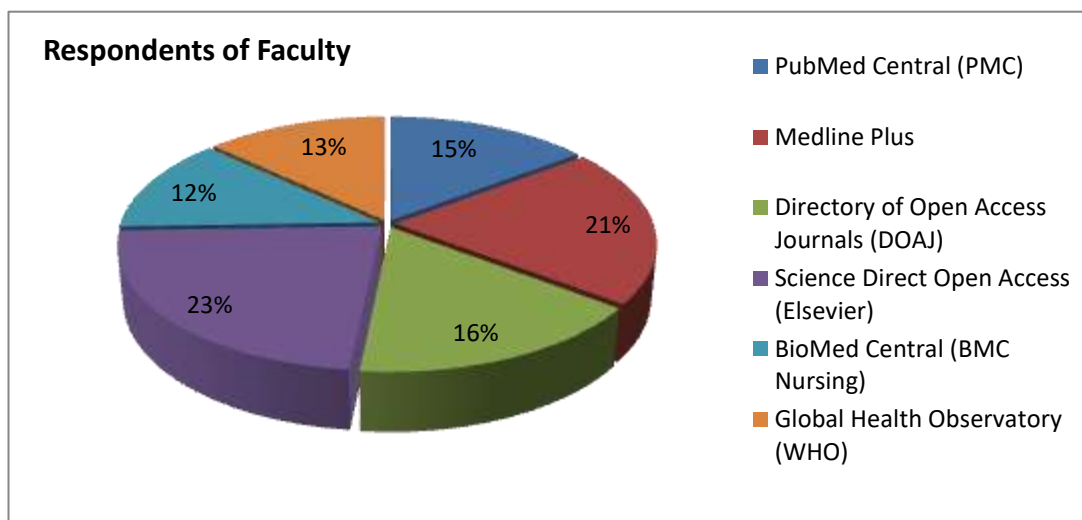


Figure 14.19.1 Online database used by faculty

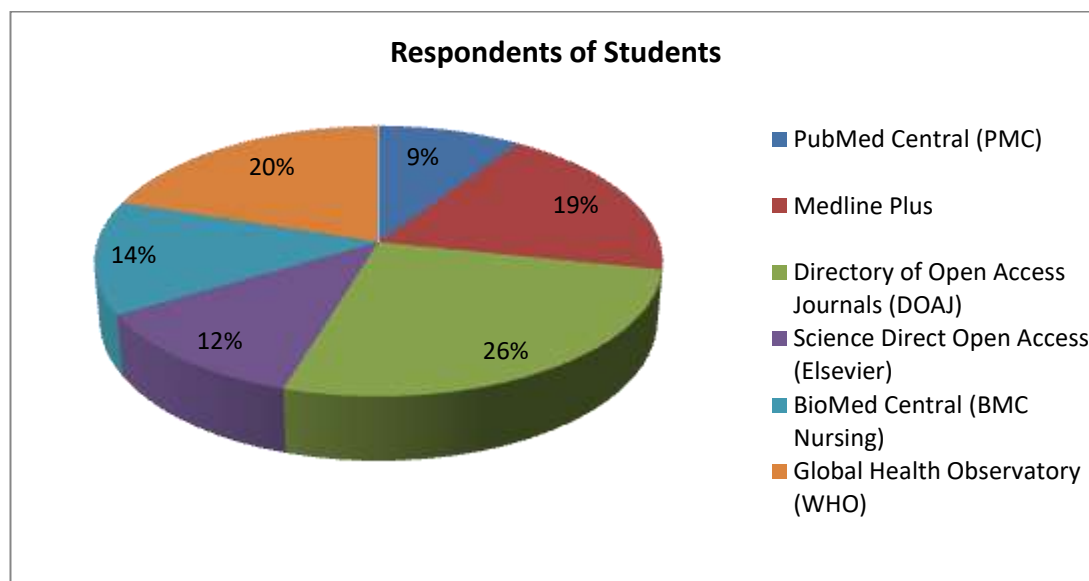


Figure 14.19.2 Online database used by students

4.21 Purpose of Information Seeking

In the teaching learning process information play the vitality of role played by information is equal for both teacher and learner. However, the purpose of information seeking tends to variate according to individual needs. There are several may be several purpose for both teacher and learner to need an information but the present study is restricted to information need pertaining to academic activities.

Table 4.20 Purpose of Information Seeking

Sl. No	Purpose	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	For preparing class lectures/Assignments and class presentations	128 (70%)	78 (46%)	206 (58%)
2	For updating knowledge	26 (14%)	49 (29%)	75 (21%)
3	For writing dissertation and other Research work	16 (9%)	31 (18%)	47 (13%)
4	For writing articles,	14 (7%)	12 (7%)	26 (7%)

	preparing for seminar and conferences			
5	For doing Ph.D	NA	NA	NA
	Total	184	170	354

(Source: Data based on questionnaire)

Data represented through the above table shows that among the faculty members majority of the respondents 70% sought information for preparing for class lectures, assignments and class presentations while 14% of them seek information for keeping up to date knowledge and 9% of the respondents seek information regarding to their research work and 7% of the respondents seek information for writing articles and conference papers.

In the case of the student respondent's majority of them i.e. 46% seek information to prepare for their classes while 29% of them seek information to update their knowledge, 18% of the respondents seek information for writing dissertations and other research works and only 7% of the students taken into study seek information for writing articles and other seminar and conference papers.

In the overall case, 58% of the total respondents seek for preparing for class, 21% seek for updating knowledge, and 13% seek for doing Research work while only 7% seek for writing paper and presenting paper.

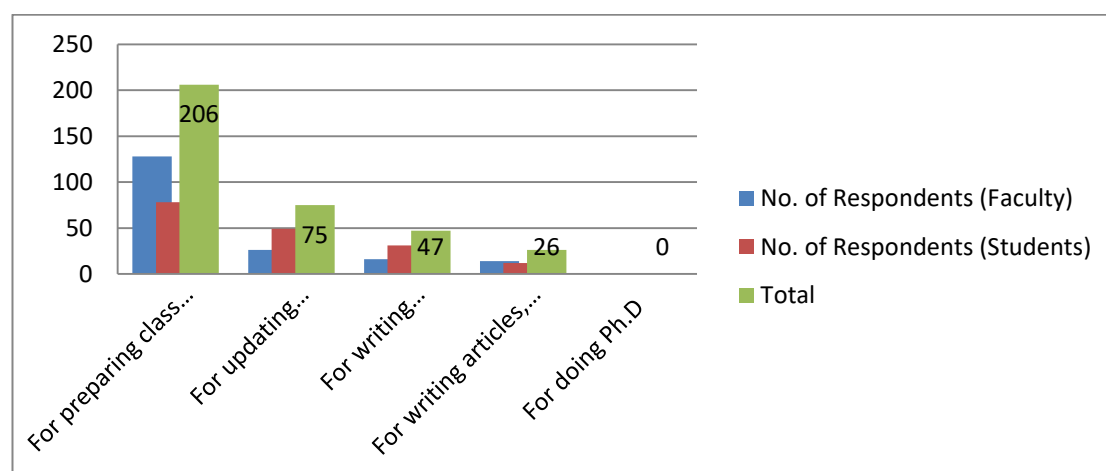


Figure 4.20 Propose of information seeking

4.22 References Seek in Institution Libraries

The term 'References seek' in this context refers to the type of information resources pursued by the library clientele. Identification of the type of materials sought by the users in a library is essential to find out development strategy of the library and users need.

The present study highlights the types of material sought by the faculty members and students of nursing institutes in their respective library.

Table 4.21 References in Library

Sl. No	References	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Text books	110 (60%)	51 (30%)	161 (45%)
2	Periodicals	5 (3%)	11 (6%)	16 (5%)
3	Government Publications	7 (4%)	NIL	7 (2%)
4	Reference books	62 (33%)	108 (64%)	170 (48%)
	Total	184	170	354

(Source: Data based on questionnaire)

Among the faculty members of the institute it is found that majority of the respondents i.e. 60% up looking for textbooks in the library while 33% of the respondents are looking for reference books and 4% are upto government publications whereas only 3% of the respondents are searching for peroidicals as source of information.

In the case of student respondents, majority of them i.e. 64% are upto reference books while 30% of the respondents are searching for textbooks and only 6% of the respondents are upto periodicals for their information need whereas there are no students who are upto government publications for seeking information.

In the overall scenario, majority of the respondents 170 (48%) are accessing Library for Reference books, 161 (45%) were seeking text books while 16 (5%) were seeking Periodicals and 7 (2%) were seeking Government Publications.

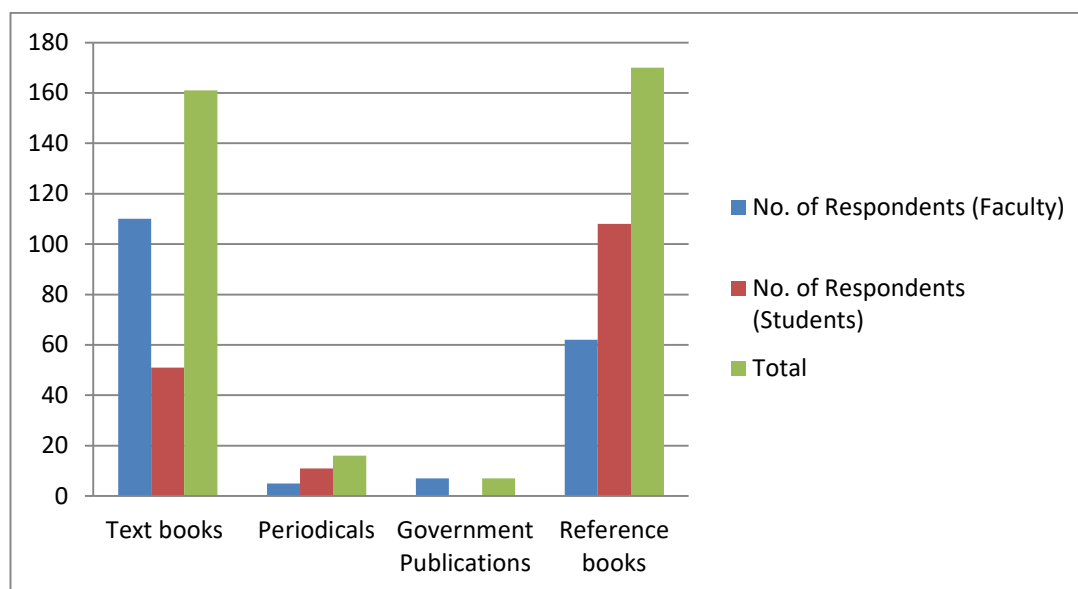


Figure 4.21 References in Library

4.23 Tools used to locate documents

The library employs different types of medium to locate its documents. Awareness in using these instruments for locating desired information is an indicator of well aware library users.

The present study highlights the usage level of various tools in a library which is used by the faculty members and students taken for the present study.

Table 4.22 Tools used for accessing required documents

Sl. No	Tools	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Library OPAC/Web OPAC	49 (27%)	26(15%)	75 (21%)
2	Online Journal Finders	53 (29%)	34(20%)	87 (25%)
3	Query from library	61 (33%)	75(24%)	136

	staff			(38%)
4	Book Reviews	12 (7%)	NIL	12 (3%)
5	Indexing and abstracting database	9 (5%)	35(21%)	44 (12%)
	Total	184	170	354

(Source : Data based on questionnaire)

Data indicated in the above table shows that among the faculty members majority of the respondents i.e. 33% uses query from the library staff in order to locate their desired document while 29% of the respondents are using online journal finders. 27% of the respondents are using OPAC facilities provided by the libraries while 7% of the faculty respondents are using book reviews and only 5% of the respondents are using indexing and abstracting database.

Among the student respondents majority i.e. 24% of them take queries from the library staff to locate their desired documents and 21% of the respondents are using indexing database while 20% of them are using journal finders whereas only 15% of the students are using OPAC facilities and there are no student respondents who use book reviews.

In the overall case, majority of the respondents 136 (38%) are taking queries from the library staff, 87 (25%) of respondents are accessing online journal finders while 75 (21%) are OPAC facilities and 44 (12%) are using indexing database and only 12 (3%) are using book reviews.

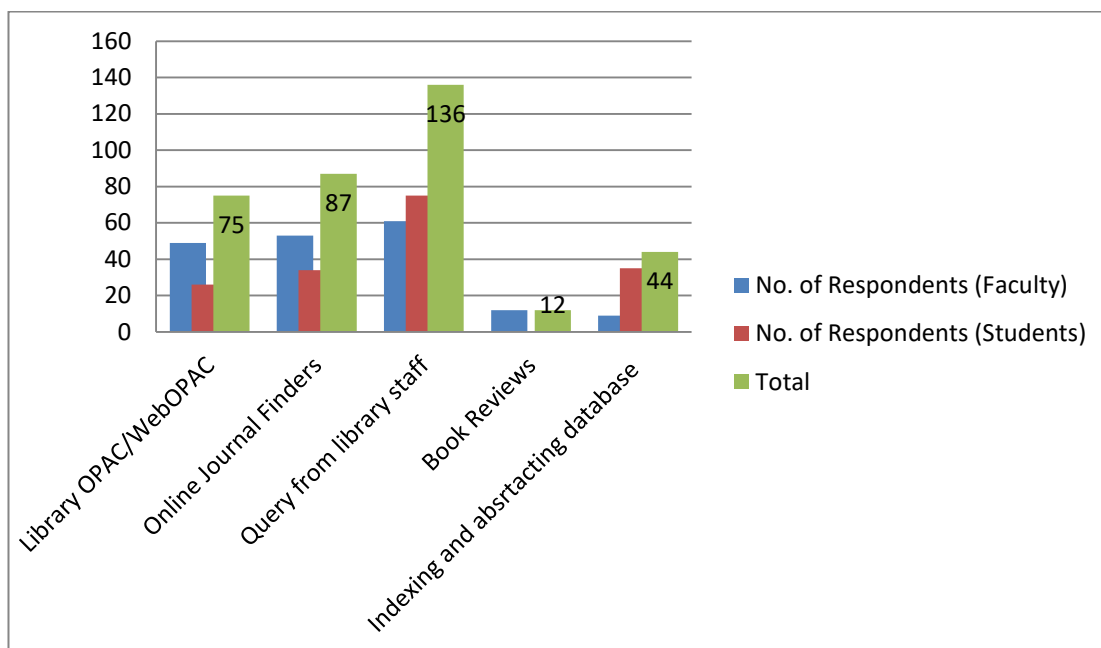


Figure 4.22 Tools used for accessing required documents

4.24 Informal Communication used to Seek information

Informal communication is widely used by Paramedical and Nursing Faculty and Students to seek and share information. Students often ask quick questions in classrooms, consulting library staffs, or during clinical postings without following formal procedures. Group chats on WhatsApp or similar platforms help in sharing notes, duty schedules, and reminders. Faculty also uses short conversations, phone calls, or informal emails to provide guidance and feedback. This form of communication makes learning more approachable, timely, and supportive in healthcare education.

Table 4.23 Informal Communication

Sl. No	Tools	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Queries from colleagues & experts	47(25%)	52(31%)	99 (27%)
2	Consulting the	25(14%)	15(9%)	40 (11%)

	institution library staff			
3	Sharing documents among friends	31(17%)	62(36%)	93 (26%)
4	Using files and record notes maintain by self	81(44%)	41(24%)	122 (34%)
	Total	184	170	354

The majority of faculty 81 (44%) typically keep and record notes due to their many specializations used files and maintaining notes by themselves. 47 (25%) share information and discussion with colleagues and experts, while 31 (17%) shared materials with friends and 25 (14%) consults the library staffs.

Most of the students 62 (36%) shared information with friends i.e. exchanging books/borrowing books and 52 (31%) taking queries from classmates and teachers, while 41 (24%) maintaining files and record notes by themselves and 15 (9%) consults the library staffs when needed.

It has shown that most of the faculty and students 122 (34%) using files and record notes maintaining by themselves as they are required to maintain files, diaries, and records by themselves as part of their academic and clinical responsibilities. 99 (27%) of Nursing Students and Professionals often raise queries with colleagues and experts to clarify doubts about clinical procedures, patient care, and academic tasks. Such interactions promote knowledge sharing, teamwork, and the application of expert guidance in practical situations. 93 (26%) sharing documents with friends for support learning and exam preparation. Additionally, 40 (11%) consulting the institution library staff locate textbooks, journals, research articles, and reference materials needed for their studies and clinical work.

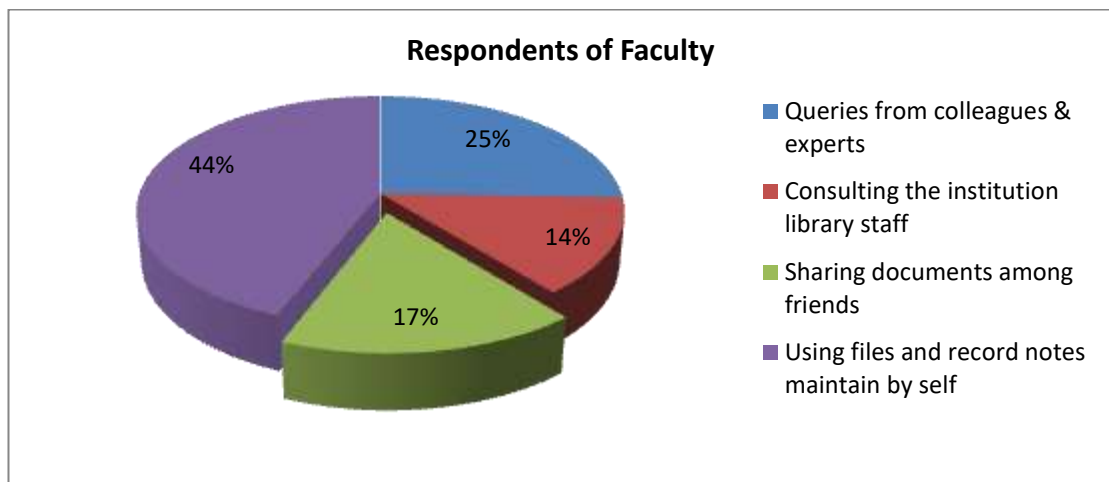


Figure 4.23.1 Informal Communication

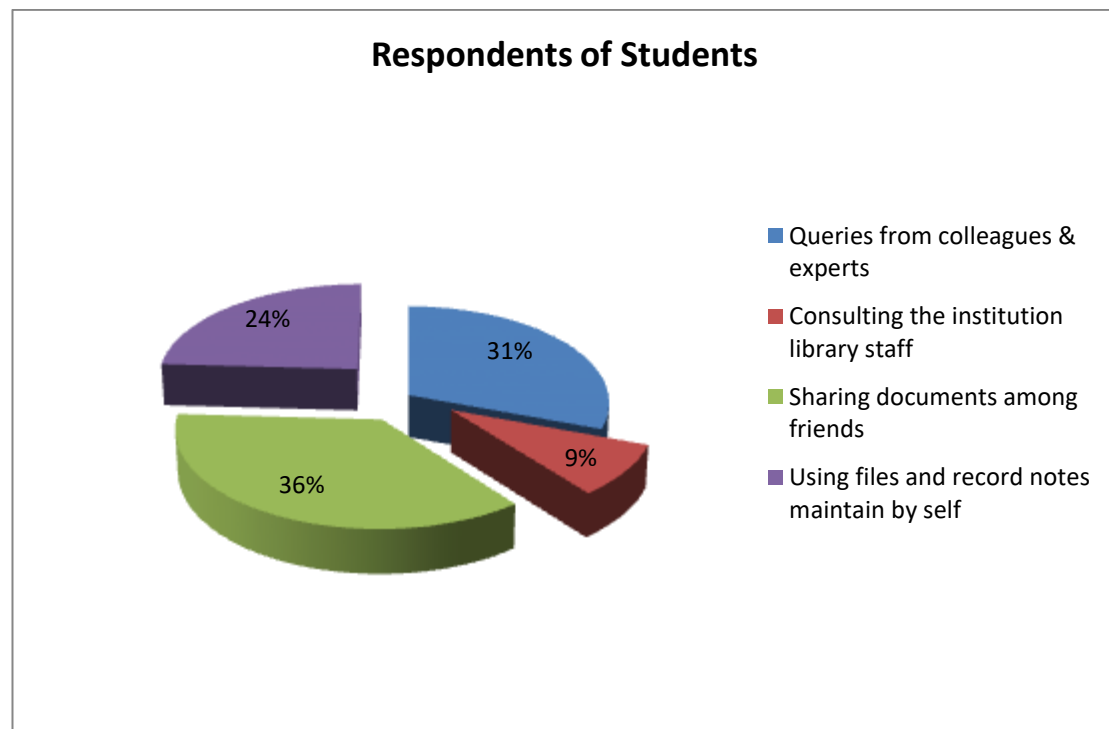


Figure 4.23.2 Informal Communication

4.25 Problems faced while Seeking Information

There are varieties of problems which can be faced while seeking information. There are problems which can be encountered while searching in both traditional and electronic domain.

The present study brings about the quantitative representation of various problem faced by the respondents while in pursuit of their desired information.

Table 4.24 Problems faced by respondents

Sl. No	Problems	No. of Respondents (Faculty)	No. of Respondents (Students)	Total
1	Material is not available	67 (35%)	59 (35%)	116(33%)
2	Library staff are unwilling for service	NA	NA	NA
3	Information inaccuracy	10 (5%)	11 (7%)	21(6%)
4	Lack of time	11 (6%)	32 (19%)	43(12%)
5	Information is too vast	NA	NA	0
6	Obsolete information	39 (20%)	16 (9%)	55(16%)
7	Insufficiency of computers	14 (7%)	31 (18%)	45(13%)
8	Poor Internet connectivity	53 (27%)	21 (12%)	74(21%)
	Total	184	170	354

(Source : Data based on questionnaire)

Non availability of information source is the main problem faced by faculty members i.e. 35% which is followed by poor internet connectivity (27%) the problems of obsolete information sums up to 20% while insufficiency of computers is 7% which is followed by the problem of time constraint i.e. 6% and only 5% of the respondents have problem relating to information inaccuracy.

In the case of students respondents, majority of them are facing the problem of material absence while 19% of the respondents are having lack of time. 18% of the students are facing the problems of computer insufficiency and 12% are facing the problem of poor internet connectivity while 6% of the students are facing the problem of information inaccuracy.

In the overall scenario most of the respondents i.e. 116 (33%) are facing problem while seeking information due to unavailable of material, 74 (21%) were facing

problem due to poor internet connectivity, 55 (16%) were facing problem saying that some of Information materials are old and is not usable. Due to Insufficiency of computers 45 (13%) were facing problem, and because of short and lack of time 43 (12%) are unwilling to access Information which are required. And also due to Incomplete information materials 21 (6%) are facing problem.

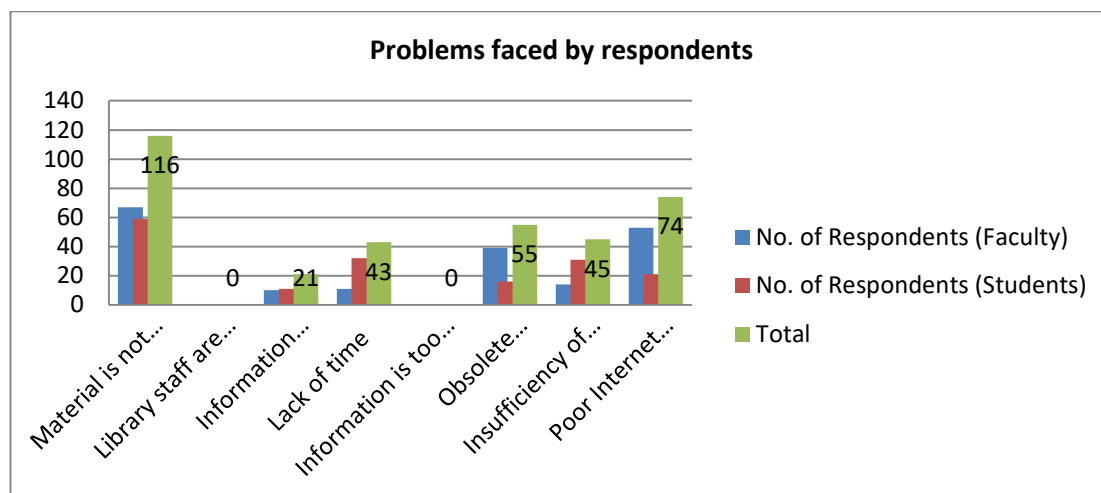


Figure 4.24 Problems faced by respondents

4.26 General Findings of the Study

- It is found that majority of the respondents 93% are female and 7% are male. While among the students all the respondents 100% are female. Nursing as a profession or a field of study is highly regarded as the share for female members of community. (Table 4.2)
- Regarding the academic qualification of the faculty, majority 101 (55%) holds Master Degree while 83 (45%) holds Bachelor Degree in. The study found that among the respondents, none of the faculty members from any of the nursing institute in Mizoram holds Doctoral Degree in Paramedical and Nursing field. (Table 4.3)
- Among the 17 institutes, majority of the faculty respondents are Tutor 142 (77%) followed by Asst. Professor 40 (22%) and Demonstrator 2 (1%). (Table 4.4)
- On spot verbal communication of the students respondents the rate of enrollment in General Nursing & Midwifery (GNM) course is relatively high

due to lower essential academic qualification for its registrations as well as increasing number of GNM institution in Mizoram. 47% are studying General Nursing & Midwifery (GNM) while 29% of the respondents are enrolled for B.Sc (Nursing) course and 24% are studying Auxiliary Nursing and Midwife (ANM) course. (Table 4.5)

- Library visit among the nursing faculty members is relatively low. Spot observation and personal interview with the faculty members shows that most of the teacher community opted to purchase their own books rather than visiting the library to acquire book to assist them in the teaching process. It is also found that most of the faculty members are short of time to visit the library in their daily hectic schedule. (Table 4.6)
- Based on the study respondents of 50% are highly satisfied with the library resources while 27% were not satisfied and 23% were moderately satisfied. (Table 4.7)
- Majority of the student respondents are hosteller and mobile phone is not permitted in these hostels which contributes largely to the decline of using the internet for seeking information in the virtual domain. (Table 4.8)
- 47% of the respondents were browsing the internet daily, 46% were browsing the internet once a week and 3% browse once a month while 4% browse rarely. (Table 4.8)

4.27 Findings based on Objective No. 1 : “Understand the Information Seeking Behaviour of faculty members and students”

- Out of 354 respondents from Paramedical and Nursing institutes in Mizoram, 149 (42%) majority of the respondents needed information regarding nursing subjects, 68 (19%) require for research publications and projects, 55 (15%) needed Information for job prospects and 42 (11%) need information relating to professional values and ethics while 40 (11%) need information relating to general administration of the institute and functioning of classes. (Table 4.11)
- The study reveals that majority of both the respondents 343 (96%) needs of information is changed due to several reasons while only 11 (4%) of the faculty and students need do not change. (Table 4.12)

- Respondents of 96 (27%) change their information need due to new syllabus provided by INC and MNC. 90 (25%) of the respondents need is changing because of making new academic rules and work rules. Because of rapid advancement of new technologies 78 (22%) change information needs while due to introduction of new policies in the institute 52(15%) respondents have to change their need and 38 (11%) need to change their requirement because of new discoveries in the subject. (Table 4.13)
- In the overall scenario, majority of the respondents 170 (48%) are accessing Library for Reference books, 161 (45%)were seeking text books while 16 (5%) were seeking Periodicals and 7 (2%) were seeking Government Publications. Table (4.22)
- It is found that most of the faculty and students 122 (34%) using files and record notes maintaining by themselves as they are required to maintain files, diaries, and records by themselves as part of their academic and clinical responsibilities. 99 (27%) of Nursing Students and Professionals often raise queries with colleagues and experts to clarify doubts about clinical procedures, patient care, and academic tasks. Such interactions promote knowledge sharing, teamwork, and the application of expert guidance in practical situations. 93 (26%)sharing documents with friends for support learning and exam preparation. Additionally, 40 (11%) consulting the institution library staff locate textbooks, journals, research articles, and reference materials needed for their studies and clinical work. (Table 4.24)
- In the overall case, 58% of the total respondents seek for preparing for class, 21% seek for updating knowledge, and 13% seek for doing Research work while only 7% seek for writing paper and presenting paper. (Table 4.21)

4.28 Findings based on Objective No. 2: “Assess the present information availability in colleges/institutions under study.”

- It is observed that the vast majority of all responders both the faculties and students 142 (40%) are using mobile phones for accessing internet regarding teaching and learning, 111 (31%) of the responders are using Computers which is provided by the institute because most students live in hostel and are

unable to carry their phones with them at all times, and faculty members spend the majority of their time at work. Additionally, 74 (20%) of the respondents are using personal laptop and 27 (7%) are using personal Desktop for accessing internet. (Table 4.10)

- From the study, it is found that most of the respondents 184 (52%) mainly used Primary Source for accessing required documents while 170 (48%) from the respondents used Secondary information as their source. (Table 4.14)
- It is found that respondents of 30% preferred Government Gazettes as it contain acts, rules, notifications, and amendments related to nursing education, professional practice, service regulations, and healthcare policies. 29% used Journal articles because it serve as a vital academic and professional information source for both nursing students and teachers, supporting learning, teaching, and evidence-based practice. Respondents of 21% access Technical Reports since it contain statistical data, recommendations, and practical applications, technical reports are highly useful in linking nursing education with evidence-based practice and healthcare planning. Respondents of 20% used Conference Proceedings as it act as an important academic and professional information source that supports learning, teaching, and evidence-based practice for both nursing students and teachers. (Table 4.15)
- Majority of the respondents 33% used book as a source of information as book is one of the most fundamental and reliable resources in nursing education and practice. 22% of the respondents used Dictionaries as dictionaries serve as a practical secondary source of information that ensures clarity, accuracy, and confidence for nursing students and professionals alike. 18% prefer book review because it provides awareness of current trends and new developments in nursing knowledge. 16% of respondents use encyclopedias because it act as a useful secondary information source that supports clarity, accuracy, and continuous learning for both nursing students and professionals. Respondents of 11%access Indexing databases as a secondary source of information for nursing professionals and students as it

provide bibliographic details such as author names, titles, abstracts, keywords, and publication information of scholarly articles. (Table 4.16)

- Majority of the respondents 75 (21%) access Directory of Open Access Journals (DOAJ) for learning, 70 (20%) used MedlinePlus. ScienceDirect Open Access (Elsevier) is used by 62 (18%) and 58 (13%) used Global Health Observatory (GHO) while 46 (13%) used BioMed Central (BMC Nursing) and 43 (12%) used PubMed Central (PMC). (Table 4.16)

4.29 Findings based on Objective No. 3: “Analyse the preferred source of information.”

- In the overall case, majority of the total respondents i.e. 49% preferred Print resources for teaching and learning, while 30% of the total respondents preferred web-based text resource and only 21% of the respondents prefer to use multimedia resource in their teaching learning process. (Table 4.17)
- In the findings, majority of the faculty and students 99 (27%) access E-Books for teaching and learning, 89 (25%) used Online Journals and 71 (20%) used Blogs/Webpages while 67 (18%) used Social Networking Sites for teaching and learning and 28 (7%) used Online Databases. (Table 4.18)
- From the findings, to locate required documents by faculty and students for teaching, learning and research purpose, majority of the respondents 136 (38%) are taking queries from the library staff, 87 (25%) of respondents are accessing online journal finders while 75 (21%) are OPAC facilities and 44 (12%) are using indexing database and only 12 (3%) are using book reviews. (Table 4.23)
- Majority of the total respondents 74% use internet for education, 36 (10%) used the internet for health, 27 (8%) used the internet for news, 16 (5%) used the internet for entertainment while 13 (4%) used the internet for obtaining information relating to sports. (Table 4.9)

4.30 Findings based on Objective No. 4: “Investigate major issues and challenges faced by the faculties and students while seeking information.”

- From the analysis, it is found that most of the respondents 116 (33%) are facing problem while seeking information due to unavailability of material, 74 (21%) were facing problem due to poor internet connectivity, 55 (16%) were facing problem saying that some of Information materials are old and is not usable. Due to Insufficiency of computers 45 (13%) were facing problem, and because of short and lack of time 43 (12%) are unwilling to access Information which are required. And also due to Incomplete information materials 21 (6%) are facing problem. (Table 4.25)
- Non availability of information source is the main problem faced by faculty members i.e. 35% which is followed by poor internet connectivity (27%) the problems of obsolete information sums up to 20% while insufficiency of computers is 7% which is followed by the problem of time constraint i.e. 6% and only 5% of the respondents have problem relating to information inaccuracy.(Table 4.25)
- In the case of students respondents, majority of them are facing the problem of material absence while 19% of the respondents are having lack of time. 18% of the students are facing the problems of computer insufficiency and 12% are facing the problem of poor internet connectivity while 6% of the students are facing the problem of information inaccuracy. (Table 4.25)

The next and final chapter 5 deals with suggestions, conclusion and avenues for further study.

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CHAPTER 5

Suggestions and Conclusion

5.1 Introduction

In the context of Mizoram, a state with unique geographical and infrastructural challenges, studying the information seeking behaviour of faculty members and students in paramedical and nursing institutions is particularly significant. These institutions play a crucial role in preparing healthcare professionals for the state, and understanding how their members access and utilize information will help in strengthening library services, enhancing digital resource provision, and improving information literacy training.

After thoroughly examining how faculty and students of paramedical and nursing institutions seek information for teaching and learning, this final chapter, this final chapter reflects on insights gained from respondents and introduces additional perspectives, outlining suggestions from the respondents and the researcher as well.

5.2 Suggestions Received from Respondents - Faculty

Based on the analysis and findings of the study, the following suggestions were made by the Faculty :

1. Collection Development

- Adequate numbers of print resources in the nursing field need to be available in the library.
- Update print collection regularly with latest editions of core textbooks and reference works.
- Involve faculty in selecting both print and electronic resources to match curriculum and research needs.
- Maintain multiple copies of frequently used books to reduce waiting time and ensure wider student access.

2. Access and Infrastructure

- Extend library working hours, especially during exams and research seasons.
- Strengthen internet speed and Wi-Fi connectivity inside the library.

- Ensure adequate computers, printers, scanners, and charging points.
 - Facilitate inter-library loan services for resources not available locally.
 - Digitize important print resources such as dissertations, thesis, rare books, and previous exam question papers.
3. User Training and Capacity Building
- Organize regular workshops on database searching, citation styles, plagiarism prevention, and information literacy.
 - Encourage orientation programs for new students and faculty on library services.
 - More publication related to nursing subjects and other reference books that can generate more knowledge so student nurses will be able to enhance their knowledge in Nursing and current affairs.

5.3 Suggestions Received from Respondents - Students

Based on the analysis and findings of the study, the following suggestions were made by the Students:

1. Collection Development

- More copies of popular textbooks, especially those frequently used for exams and clinical practice.
- Ensure availability of latest editions of standard nursing and paramedical books.
- Provide access to practical manuals, Include clinical guidelines, exam preparation materials, and case study books.
- Strengthen internet and Wi-Fi connectivity within the library to ensure smooth use of online resources.
- Provide sufficient computers, printers, and scanners for Library users.

2. Access and Infrastructure

- Extend library working hours, especially during examinations.

- Improve internet speed and Wi-Fi connectivity within hostels and library.
- Increase the number of computers and charging points for student use.
- Provide printing and photocopying facilities at affordable rates.
- Create a quiet study zone along with group discussion spaces inside the library.

3. User Training and Capacity Building

- Provide short training workshops on how to search databases.
- Organize awareness programs on plagiarism and responsible use of information.
- Introduce peer-led training where senior students guide juniors in using resources.

5.4 Suggestions from the Scholar

Based on the analysis and findings of the study, the following suggestions were made by the Research Scholar :

1. Collection Development

- Weed outdated books and journals that no longer reflect current medical practices.
- Create a single discovery system/OPAC integrating both print and e-resources.
- All the libraries should subscribe Indian and Foreign Journals, magazines and newspapers to meet the needs of the library users.
- Develop institutional repositories to store faculty publications, thesis, and student projects for wider access.

2. Access and Infrastructure

- Adequate infrastructures need to be available for the development of the library for better and effective use of library resources.

- Due to insufficient ICT infrastructure, it is suggested to implement a comprehensive plan, upgrading hardware and software of library facilities.
- Extend library hours during exams and research seasons for better accessibility.
- Encourage inter-library loan facilities to broaden access to resources not available locally.
- Collect regular feedback from faculty and students for continuous improvement.
-

3. User Training and Capacity Building

- Experienced librarians are required in each and every nursing institute's library.
- It is suggested to the library management to organise orientation programme at the beginning of the academic year to the students about the library facilities, services and e-resource access facilities etc.
- Train users in more use of digital literacy tools.

4. Awareness and User Services

- Promote resources through notice boards, WhatsApp groups, or email alerts.
- Offer current awareness services such as alerts for new arrivals, recent journal issues or subject updates.
- To attend more number of Seminars and Conferences to update their knowledge and to implement the same for the upliftment of the library services.
- Conduct training/workshops/seminar on effective search techniques, citation tools, and plagiarism prevention.
- To attend more number of Seminars and Conferences to update their knowledge and to implement the same for the upliftment of the Nursing profession in Mizoram.

5.5 Avenues for Further Research

After having a detailed study on the present research problem the scholar has come across a number of related areas on which research work can be carried out. These areas include :

- Resources and services of Nursing and Paramedical institutions for enhancement of Research by faculty members.
- Study of international databases to promote Research in Nursing and Paramedical field.
- Capacity building programmes for library staff associated with Nursing and Paramedical institutions.

5.6 Strengths of Paramedical and Nursing Institutions in Mizoram

The strengths of nursing and paramedical institutions and their libraries in Mizoram lie in their combined ability to provide specialized education, integrate theory with clinical practice, and offer access to both traditional and modern learning resources. The institutions themselves contribute significantly to healthcare delivery by producing skilled professionals and promoting community-oriented learning. Meanwhile, their libraries act as knowledge hubs that support academic study, evidence-based research, and professional development. Together, they create a strong foundation for the growth of nursing and paramedical education in Mizoram, ensuring that future healthcare professionals are well-prepared to meet the evolving needs of society. The strengths of Paramedical and Nursing Institutions are as follows:

- **Dedicated Focus on Healthcare Education** - Nursing and paramedical institutions in Mizoram have a focused curriculum designed to train students in patient care, public health, diagnostics, and allied health services. Their specialization ensures that students gain both theoretical and practical skills essential for professional success.
- **Integration of Theory and Clinical Practice** - A key strength is the integration of classroom learning with hospital and

community-based clinical practice. Students are regularly exposed to real-life healthcare environments, enabling them to apply their theoretical knowledge in patient care.

- **Skilled and Committed Faculty** - Faculty members in these institutions are trained in specialized areas of nursing and paramedical sciences. They provide academic guidance, research supervision, and professional mentoring, which helps students build confidence and competence.
- **Contribution to Healthcare Services in Mizoram** - Graduates of these institutions form a large part of the healthcare workforce in the state. By training nurses, laboratory technicians, radiographers, and other allied health professionals, these institutions directly contribute to strengthening Mizoram's healthcare system.
- **Opportunities for Research and Professional Growth** - Nursing and paramedical institutions encourage research in areas like community health, maternal and child care, and preventive healthcare. This research focus promotes evidence-based practice and contributes to academic growth.
- **Community-Oriented Learning** - Institutions in Mizoram often focus on community health programs, outreach services, and awareness campaigns. This strengthens the bond between students and society, and prepares them to serve in rural and underserved areas.
- **Employment and Career Opportunities** - Students graduating from these institutions have wide opportunities both in India and abroad. The growing demand for nurses and allied health professionals makes these institutions a gateway to employment and global career development.

5.6.1 Strengths of Paramedical and Nursing Libraries in Mizoram

- **Specialized Collections** - Libraries maintain collections focused on nursing and paramedical sciences

such as nursing care manuals, drug guides, diagnostic handbooks, anatomy and physiology texts, and public health materials. This ensures relevance and easy access for students and faculty.

- **Support for Evidence-Based Learning** -
By providing access to online resources and open-access journals, libraries support evidence-based nursing and paramedical practice.
- **Hybrid System of Resources** -
Some libraries have both print and digital materials, catering to students who rely on textbooks as well as those engaged in research requiring up-to-date journals and e-resources.
- **Academic and Research Support** -
Librarians often guide students in using databases, managing references, and avoiding plagiarism. They also help faculty in preparing course materials and conducting literature reviews for research projects.
- **Dedicated Learning Environment** -
The libraries offer quiet study areas, reference services, and group discussion spaces. This environment helps nursing and paramedical students balance independent learning with teamwork.
- **Encouragement of Lifelong Learning** -
By cultivating habits of reading, research, and independent information-seeking, libraries prepare students for lifelong learning and essential skill for healthcare professionals who must constantly update their knowledge.
- **Preservation of Research and Knowledge** -
Many libraries have thesis, dissertations, and institutional reports, which serve as valuable reference materials for future research.

The strengths of nursing and paramedical institutions and their libraries in Mizoram lie in their combined ability to provide specialized education, integrate theory with clinical practice, and offer access to both traditional and modern learning resources. The institutions themselves contribute significantly to healthcare delivery by producing skilled professionals and promoting community-oriented learning. Meanwhile, their libraries act as knowledge centre that support academic study,

evidence-based research, and professional development. Together, they create a strong foundation for the growth of nursing and paramedical education in Mizoram, ensuring that future healthcare professionals are well-prepared to meet the evolving needs of society.

5.7 Weaknesses of Paramedical and Nursing Institutions in Mizoram

Paramedical and nursing institutions in Mizoram have played a vital role in developing the state's healthcare workforce and strengthening medical education. However, like many institutions in developing and resource-limited regions, they face several challenges that hinder their full potential. These weaknesses range from infrastructural and financial constraints to academic, technological, and administrative issues. Identifying these weaknesses is important so that policymakers, educators, and administrators can address them effectively and ensure stronger, more efficient healthcare education. The weaknesses of Paramedical and Nursing Institutions are as follows :

➤ Limited Infrastructure and Facilities

A significant weakness is the lack of adequate infrastructure in many paramedical and nursing institutions. Some institutes face shortages well-equipped laboratories, simulation centers, and hostel facilities. Without advanced simulation laboratories or modern diagnostic equipment, students may not receive sufficient hands-on training that matches real-life hospital scenarios. This limits the quality of clinical preparation.

➤ Inadequate Library and Learning Resources

Although libraries exist in all institutions, some of them struggle with limited copies of standard references, and inadequate access to international journals. The availability of advanced digital databases is often restricted due to financial constraints. As a result, students may rely more on general internet sources rather than peer-reviewed scientific material.

➤ **Shortage of Faculty Members**

Another weakness is the shortage of qualified teaching faculty. Recruiting and retaining experienced faculty members in specialized fields of nursing and paramedical sciences is challenging in Mizoram. This shortage increases the workload of existing staff, affects the teacher-student ratio, and reduces the amount of time and guidance each student receives.

➤ **Limited Research and Innovation**

Although research is encouraged, many institutions struggle to promote a strong research culture. Lack of research grants, inadequate training in advanced methodologies, and limited access to international literature hinder the research output. Consequently, evidence-based nursing and paramedical practice is not as strong as it could be.

➤ **Weak Industry and Hospital Linkages**

While students gain clinical exposure, there are often gaps in formal partnerships with advanced hospitals, diagnostic centers, or international institutions. This reduces opportunities for internships, specialized training, and real-world exposure to cutting-edge healthcare practices.

➤ **Financial and Budgetary Constraints**

Paramedical and nursing institutions in Mizoram often function under limited funding as some institutes are private un-aided which restricts the expansion of facilities, purchase of new equipment, and subscription to online databases. Budgetary dependence on government grants means that improvements are often slow and inconsistent.

➤ **Digital Divide and Technological Gaps**

Despite growing reliance on e-learning and digital resources, not all students and faculty are digitally literate. Poor internet connectivity in some areas of Mizoram

adds to the problem, limiting the use of online learning platforms, virtual libraries, and global research databases. This creates a gap between students in Mizoram and those in better-connected regions of India.

➤ **Language and Communication Barriers**

Many students face challenges in academic writing and communication, particularly in English, which is the primary language of medical and nursing literature. This weakens their ability to publish research, access international journals, or compete effectively in global examinations.

5.7.1 Weaknesses of Paramedical and Nursing Libraries in Mizoram

Libraries are the heart of any academic institution, especially in fields such as nursing and paramedical sciences where evidence-based learning and constant knowledge updates are vital. In Mizoram, nursing and paramedical libraries play a central role in supporting education and clinical training. However, these libraries also face several challenges that limit their ability to meet the growing demands of faculty and students. The weaknesses range from infrastructural limitations to technological and financial constraints, which affect the quality and accessibility of information resources. The weaknesses of Paramedical and Nursing Libraries are as follows :

➤ **Shortage of Skilled Library Staff**

Some institutions face a shortage of trained librarians with expertise in digital resource management and medical databases. Without proper guidance, students may struggle to navigate catalogues, find journal articles, or use advanced research tools effectively.

➤ **Restricted Access to Journals and Databases**

Many libraries in Mizoram have limited subscriptions to international nursing and healthcare journals. Due to high costs, they often cannot afford access to premium

databases. This restricts the research capacity of both students and faculty, who must instead rely on open-access materials, which may not always be comprehensive.

➤ Lack of Digital Infrastructure

While libraries are transitioning towards hybrid systems, many still lack proper e-library terminals, high-speed internet, scanners, and printers. Students often face difficulties in accessing e-journals or downloading large files due to poor connectivity. This digital divide reduces the effectiveness of e-learning and online research.

➤ Lack of Digitized Institutional Resources

A further weakness is the absence of a digital repository of theses, dissertations, and institutional research papers. Without digitization, past academic work remains underutilized, and students miss opportunities to learn from the research carried out in their own institution.

5.8 Conclusion

The present study on the information seeking behaviour of faculty members and students of paramedical and nursing institutions in Mizoram highlights the dynamic relationship between information needs, available resources, and user practices. It becomes evident that in today's academic and healthcare environment, information is not merely a supporting tool but a core requirement for teaching, learning, research, and professional practice. Faculty members require access to current and authentic sources to design effective curricula, prepare lectures, update their knowledge base, and conduct research in specialized areas of nursing and allied health sciences. Students, on the other hand, actively seek information to complete assignments, prepare for examinations, enhance their clinical skills, and explore career-related opportunities. Both groups demonstrate a dependency on libraries as well as digital resources, though their patterns of use and preferences vary according to academic responsibilities and levels of digital literacy.

The twenty-first century has been marked by the explosion of information, the rapid expansion of digital resources, and the rising importance of evidence-based practice in healthcare. Nursing and paramedical education, being closely tied to health sciences, has undergone significant transformation in terms of teaching methods, learning approaches, and research practices. At the core of this transformation lies the way faculty members and students seek, access, and use information to meet their academic and professional needs. Understanding the information seeking behaviour of the faculty and students of paramedical and nursing institutions in Mizoram is, therefore, essential in order to improve library services, enhance digital literacy, and ensure that the academic environment keeps pace with global healthcare education standards.

The study further reveals that although traditional print resources such as textbooks, manuals, and reference books continue to be widely valued, there is an undeniable shift towards electronic resources. Online databases, e-journals, digital repositories, and academic search engines are increasingly preferred for their accessibility, currency, and comprehensive coverage. However, this transition also brings challenges. Limited awareness about specialized databases, inadequate training in advanced search strategies, infrastructural shortcomings such as slow internet connectivity, and restricted access to subscription-based journals continue to affect the effective utilization of information resources in Mizoram. These constraints highlight the need for stronger institutional support and more proactive measures in resource management.

The suggestions given by both faculty and students indicate a clear demand for a more robust and user-friendly library system. Faculty members emphasize the importance of subscribing to subject-specific databases, updating collections regularly, and offering training sessions to improve research competencies. Students highlight the need for extended library hours, more copies of popular textbooks, access to exam-related materials, and better Wi-Fi connectivity. Both groups stress the importance of awareness programs, digital literacy training, and the integration of print and electronic resources into a single, easily searchable platform. These recommendations underline the necessity of balancing traditional and modern

resources, thereby creating an inclusive information environment that caters to diverse academic needs.

In conclusion, the findings demonstrate that effective information seeking behaviour is shaped not only by individual skills and motivation but also by the quality of institutional support systems. For paramedical and nursing institutions in Mizoram, optimizing both print and e-resources, enhancing infrastructure, and strengthening information literacy initiatives are crucial steps towards fostering academic excellence. By bridging the gap between resource availability and user competency, institutions can create an environment where faculty and students are empowered to engage in lifelong learning, critical thinking, and evidence-based practice. Ultimately, improving information seeking behaviour will not only raise the standard of nursing and paramedical education but also contribute to better healthcare outcomes in the state.

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APPENDICES

Questionnaire

Respected Sir/Madam,

I am Lalhmangaihsangi Sailo pursuing Ph.D Course in the Department of Library & Information Science, Mizoram University under the supervision of Prof. Pravakar Rath. The topic of my research work is **“Information Seeking Behaviour of Faculty Members and Students of Paramedical and Nursing Institution in Mizoram.”**

You are kindly requested to spare your valuable time to fill-up questionnaire for the said purpose. Data will be used for research purpose only.

Thanking You.

Please tick mark into and give your views where applicable.

1. Name of the Institute :
2. Gender
 - i. Male
 - ii. Female
3. Designation of Faculty
 - i. Asst. Professor
 - ii. Tutor
 - iii. Demonstrator
4. Qualification (for teaching faculty only)
 - i. Bachelor Degree
 - ii. Master Degree
 - iii. Doctoral Degree

5. Course (for students only)
- a. B.Sc (Nursing)
 - b. General Nursing & Midwifery (GNM)
 - c. Auxiliary Nursing & Midwifery (ANM)

6. Frequency of Library visit

- i. Daily
- ii. Once in a week
- iii. Twice in a week
- iv. Thrice in a week
- v. Never visit

7. Satisfaction of Library resources

- i. Highly Satisfied
- ii. Moderately Satisfied
- iii. Not Satisfied

8. Do you browse Internet?

- i. Yes
- ii. No

If Yes, how do you browse Internet?

- a. Daily
- b. At least once a week
- c. At least once a month
- d. Rarely

9. What is the purpose of your Internet Usage?

- i. Education
- ii. Entertainment
- iii. News
- iv. Health
- v. Sports

10. Device mainly used to access internet
 - a. Mobile phones
 - b. Laptop (Personal)
 - c. Desktop (Personal)
 - d. Computers (Provided by the Institute)

11. What is the type of information you are mostly needed?
 - i. Information relating to nursing science
 - ii. Information relating to research publications and projects
 - iii. Information relating to job prospects
 - iv. Information relating to professional values and ethics
 - v. Information relating to general administration of the institute and functioning of classes

12. Change of Information Need
 - i. Yes
 - ii. No

If there is change, what is the cause of change in information need?

- a. Change in syllabus
 - b. Work role & Academic role
 - c. Emergence of new technological tools
 - d. Intervention of new discoveries in the subject
 - e. Introduction of new policies in the institute

13. When you are seeking information, which sources of information do you generally try?
 - i. Discussion with colleagues
 - ii. Consult a knowledgeable person in the field
 - iii. Consult supervisor
 - iv. Discussion with librarian or reference staff of library

- v. Review articles
 - vi. Abstracting journals
 - vii. Indexing journals
 - viii. Any other (Please mention)
14. What is the Source of information you mainly used?
- i. Primary Source
 - ii. Secondary Source
15. What is the primary source of information you mainly used?
- i. Journal Articles
 - ii. Conference Proceedings
 - iii. Technical Reports
 - iv. Government Gazettes
16. What is the secondary source of information you mainly used?
- i. Books
 - ii. Encyclopedias
 - iii. Dictionaries
 - iv. Indexing databases
 - v. Reviews
17. What do you Preferred information resources for teaching and learning?
- i. Print Resources
 - ii. Web-based Text resources
 - iii. Multimedia Resource
18. What is the type of online resource you mainly used for seeking information?
- i. Online Journals
 - ii. E-Books
 - iii. Blogs/Webpages

- iv. Online Databases
 - v. Social Networking Sites
19. What do you mostly used in online database?
- i. PubMed Central (PMC)
 - ii. Medline Plus
 - iii. Directory of Open Access Journals (DOAJ)
 - iv. Science Direct Open Access (Elsevier)
 - v. BioMed Central (BMC Nursing)
 - vi. Global Health Observatory (GHO)
20. What is your Purpose of Information Seeking?
- i. For preparing class lectures/Assignments and class presentations
 - ii. For updating knowledge
 - iii. For writing dissertation and other Research work
 - iv. For writing articles, preparing for seminar and conferences
 - v. For doing Ph.D
21. What type of materials you seek in your School/College Library?
- i. Text books
 - ii. Periodicals
 - iii. Government Publications
 - iv. Reference books
22. Which tools do you use to get access to the documents you need?
- i. Library OPAC/Web OPAC
 - ii. Online Journal Finders
 - iii. Query from Library Staff
 - iv. Book reviews
 - v. Indexing and Abstracting database

23. What is the Informal Communication you used to seek for information?
- i. Queries from colleagues & experts
 - ii. Consulting the institution library staff
 - iii. Sharing documents among friends
 - iv. Using files and record notes maintain by self
24. Which problems do you meet while seeking information?
- i. Material is not available
 - ii. Library staff are unwilling for service
 - iii. Information is inaccuracy
 - iv. Lack of time
 - v. Information is too vast
 - vi. Obsolete information
 - vii. Insufficiency of computers
 - viii. Poor internet connectivity
25. Please suggest optimizing both print and e-resources provided by the library regarding Collection Development.
- i.
 - ii.
 - iii.
26. Please suggest optimizing both print and e-resources provided by the library regarding Access and Infrastructure.
- i.
 - ii.
 - iii.

27. Please suggest optimizing both print and e-resources provided by the library regarding User Training and Capacity Building, Awareness and User Services.

- i.
- ii.
- iii.

Date :

Signature

Thank you for your cooperation.

Name : **Lalmangaihsangi Sailo**
Research Scholar
Department of Library & Information Science
Mizoram University, Aizawl
Email : lalmangaihsangisailo@gmail.com

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BRIEF BIO-DATA OF THE CANDIDATE

Name : Lalhmangaihsangi Sailo

Date of Birth : 29th January 1996

Gender : Female

Father's Name : Lalduhawma Sailo (L)

Mother's Name : Lalnipuii

Email : lalmangaihsangisailo@gmail.com

ACADEMIC QUALIFICATIONS:

Examination	Year of Passing	Board/University
Ph.D	On-going	Mizoram University
M.Phil	2021	Mizoram University
MLIS	2019	Mizoram University
B.A (Education)	2017	NEHU
Class XII	2014	MBSE
Class X	2012	MBSE

LIST OF PUBLICATIONS

Journal Publications :

1. Information Seeking Approach of Paramedical & Nursing Professional in Aizawl, Mizoram. *Journal of Advances in Library and Information Science*, 13 (4), 179-185, 2024.
2. Information Seeking Behaviour of the Faculty Members of Nursing Institutons in Mizoram : A Study. *Library Herald*, 62 (1), 56-67, 2024.

Conference/Seminar Paper :

1. Attended and presented a paper entitled “Relevance of Libraries in National Education Policy 2020” at National Seminar on “National Education Policy 2020 A Forward-Looking Vision for LIS Education and Services” organized by Department of Library and Information Science, Mizoram University during 1st - 3rd March, 2023.
2. Attended and presented a paper entitled “E-Resource : A Boon to College Teachers in Mizoram” at National Seminar on “Digitizing Library Services Using Modern Technology” organized by Pachhunga University College Central Library, Aizawl during 27th & 28th June, 2023

Book Chapter :

1. Relevance of Libraries in National Education Policy 2020. In Pravakar Rath, Amit Kumar & Manendra Kumar Singh *National Education Policy 2020 A Forward-Looking Vision for LIS Education and Services*. (pp. 255-261), New Delhi : Today & Tomorrow’s Printers and Publishers. ISBN 9789391734329

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE	: LALHMANGAIHSANGI SAILO
DEGREE	: Ph.D
DEPARTMENT	: Library and Information Science
TITLE OF THESIS	: Information Seeking Behaviour of Faculty Members and Students of Paramedical and Nursing Institution in Mizoram
DATE OF ADMISSION	: 23.08.2022
APPROVAL OF THE RESEARCH PROPOSAL	
1. DRC	: 21.04.2023
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3. SCHOOL BOARD	: 22.05.2023
MZU REGISTRATION NO.	: 1702855
Ph.D REGISTRATION NO.& DATE	: MZU/Ph. D./2045 of 23.08.2022
EXTENSION (IF ANY)	NIL

Head

Department of Library and Information Science

ABSTRACT

**INFORMATION SEEKING BEHAVIOUR OF FACULTY
MEMBERS AND STUDENTS OF PARAMEDICAL AND
NURSING INSTITUTION IN MIZORAM**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR IN
PHILOSOPHY**

LALHMANGAIHSANGI SAILO

MZU REGISTRATION NO.: 1702855

Ph. D. REGISTRATION NO.: MZU/Ph.D./2045 of 23.08.2022



**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF ECONOMICS, MANAGEMENT AND
INFORMATION SCIENCE
SEPTEMBER, 2025**

**INFORMATION SEEKING BEHAVIOUR OF FACULTY MEMBERS AND
STUDENTS OF PARAMEDICAL AND NURSING INSTITUTION IN
MIZORAM**

**BY
LALHMANGAIHSANGI SAILO
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

**SUPERVISOR
PROF. PRAVAKAR RATH**

**Submitted
In fulfillment of the requirement of the Degree of Doctor of Philosophy in
Library and Information Science of Mizoram University, Aizawl**

1. Introduction

Information is a crucial economic resource for human development. For planning, making decisions, and lowering uncertainty, it is a vital tool. The current information environment is impacted by and linked to various information sources that are made accessible through interfaces between ICT (Information Communication Technology) and human. Since information provides facts, experiences, procedures, and processes to follow in order to carry out a plan, it is essential for survival and decision-making at every step of human endeavour. Therefore, information is crucial for human progress, decision-making, professionalism, competence, practices, and efficient service delivery. We live in the era of revolution in knowledge and information. A major concern in the information age is information. It is a crucial aspect of human existence.

Nursing and Paramedical professionals must seek out a lot of information because of their duties. The training, scope of practice, and patient care philosophy of nurses and other professionals can set them apart from other healthcare practitioners. Nurses carry out a variety of tasks, including taking medical histories, conducting diagnostic procedures and tests, interpreting test results, handling treatment based on test results, tending to nursing mothers, operating medical equipment, and monitoring patients to make sure they recover. Additionally, they alert the public about illness outbreaks, early warning signs and symptoms, diet and nutrition, exercise, and staying in shape.

Nurses monitor the manner in which the patient performs and record what they observe. Nurses are counselors. They comprise a majority of hospital clinical personnel and receive more consultations than other medical professionals. Because they deal with human life, providing patient care and carrying out professional duties can be quite challenging, and as a result, they will have to show a high level of professionalism and expertise when handling a patient especially a severe case. This will require nurses to prepare and keep informed on the ethics and trends in the profession. To achieve this they may consult several databases relevant to their profession as they are needed to be updated every day.

Like all other fields, nursing and paramedical education have expanded both horizontally and vertically. Nursing faculty and students across nations now seek information differently as it has altered the methods of information production in this specific sector. Every area of life, including the management of food, health, education, agriculture, etc. needs information. The first step in human life is acquiring knowledge in a variety of ways. Either direct observation or varieties of techniques, including various information sources, channels, etc. are used to gather information. The study of information seeking behavior focuses on the demands of users and there are many motivations to learn, including their behaviour and attitude.

Based on a number of studies, students and medical professionals frequently consult libraries as a source of health information. Other research, however, has revealed that a large number of medical professionals either lacked access to libraries or were reluctant to utilise them. Research has indicated that health sciences librarian's offer nurses useful assistance in retrieving information. Some librarians at medical institutes also offer live electronic referencing assistance, and university libraries provide computer search services that are mediated. Nurses need a wide variety of healthcare data for clinical and educational purposes.

1.2 Need for the Study

Nurses are the first health care professionals for patients and therefore, nursing students need to be familiar about nursing care and new skills. Nursing care encompasses satisfying a patient's and families physical, emotional, intellectual, social, and spiritual requirements. Well-prepared nursing professionals tend to think well of themselves for their capacity to regulate their emotional state and maintain mental hygiene.

Nursing students need to effectively manage the continuous transition as a health care supporter. This can be particularly challenging and the nursing students need to manage their time and ensure effective nursing care practice. When the nursing students work as a health care support worker, they would face stress, depression, anxiety, role conflicts, emotional and behavioural problems, anger and grief. Due to

their poor recognition, less empathy and bias, their attitudes, feelings and evaluation of their own self are estimated low. One's capacity to reflect and deal with life's essential challenges is reduced when they are self-assured and content.

Due to criticism, fear of making mistakes, dread of finishing, and their meek, timid, and reclusive behaviour, nursing students are thus deemed to be excessively sensitive. Nursing students struggle with self-awareness, self-management, social awareness, and relationship management because they are unable to keep an eye on their own emotions and those of others.

The flexibility of the nurses is comparatively low, due to less psychological freedom relating less work others, and unable to face the demands of life. The inability to make reasonable judgment, intellectual and emotional immaturity also leads to poor mental health (Silverman, 1988). Based on the above mentioned challenges of nursing students, the need was felt to explore how they seek information for teaching and learning, emotional intelligence as well as their mental health.

2. Scope of the study

The scope of the research has been focused to the Information-Seeking Behaviour of Mizoram's Nursing and Paramedical Institutions Faculty and Students. This study's focus is limited to Paramedical and Nursing Institutions that are associated with the Mizoram Nursing Council and Mizoram University. These institutions are the backbone of the Nursing and Paramedical profession in Mizoram in which every faculty and student play an important role. Therefore, it is essential that nursing and paramedical faculty members and students need constant information support to develop their knowledge and skills which have a greater impact on students and researchers. Within the constraints of Mizoram's Nursing and Paramedical profession, the current research challenge is quite important. A crucial area for study and teaching is materials. Documents are crucial for users because nursing is founded on books. Both learners and teachers require information on a daily basis for research, assignments, seminar presentation preparation, teaching, and knowledge updating.

Nursing students that have a high sense of self-worth are better equipped to feel confident and deal with life's obstacles, as well as have concern for their patients' needs, adaptable, and joyful.

The scope of the study is confined to the following Paramedical and Nursing Institutions in Mizoram :

1. College of Nursing - Synod Hospital - Established in 1936
2. Mizoram College of Nursing - Established in 1990
3. RIPANS - Established in 1994
4. BN College of Nursing - Established in 2020
5. Aizawl College of Nursing - Established in 2024
6. School of Nursing Christian Hospital, Serkawn - Established in 1923
7. Nursing School Lunglei - Established in 1995
8. Apollo Nursing School - Established in 2005
9. Mission Foundation Movement - Established in 2009
10. School of Nursing, Thingdawl - Established in 2017
11. Blessino Nursing School - Established in 2019
12. Faith Nursing School - Established in 2023
13. Nursing School, Champhai - Established in 2024
14. Health Worker Training Institute, Kulikawn - Established in 1957
15. Auxiliary Nursing Midwife School, Lawngtlai - Established in 2017
16. Auxiliary Nursing Midwife School, Zemabawk - Established in 2021
17. Auxiliary Nursing Midwife School, Mamit - Established in 2021

3. Functions of Nursing Professionals & Students

Davidson (1994) - In order to practice nursing, one must meet performance standards and non-academic abilities that are necessary for enrolment in an educational program. Since these are cognitive, sensory, affective, and psychomotor performance functions, the following physical and emotional criteria will be used to further define the essential eligibility requirements for nursing program participants:

Nursing professionals and students should possess and be able to demonstrate the following :

- **Critical Thinking** - Making clinical decisions only need critical thinking skills. For example, students must be able to identify cause-and-effect relationships in healthcare settings, gather and analyse data to aid in solving issues, and construct or assist in creating nurse care plans. The student must be able to read and apply information in a clinical setting.
- **Interpersonal Skills** - Interpersonal skills adequate to engage with people from diverse social, emotional, cultural, and intellectual backgrounds, including families, communities, and individuals. For instance, nursing professionals must build rapport.
- **Communication Skills** - Proficiency in both written and spoken English is required for contact with others. Interpreting the medical terminology correctly is a requirement, as is the ability to read patient charts and apply information to a clinical context. As an illustration, describe treatment protocols, start health education, record and analyse nursing interventions, and analyse patient-client reactions.
- **Mobility** - Physical capabilities adequate for moving between rooms and navigating cramped areas. For instance: moving about a patient's room, work locations, and treatment areas; making repeated journeys from the workstation to the patients rooms; and being able to withstand the 12-hour clinical experience.
- **Motor skills** - Necessary gross and fine motor skills to deliver nursing care in a safe and efficient manner. For instance, move and position patients or customers, utilise and calibrate equipment, record care, execute skill operations, and administer cardiopulmonary procedures.
- **Hearing** - Aural capacity, adequate to track and evaluate medical requirements and detect a shift in a patient's state. For instance, listen to calls for assistance, examination sounds, emergency signals, and monitor alarms. Listen, comprehend, and use the understandable language.

- **Visual** - The capacity to see well enough to observe and assess is essential for nursing care. To determine the stages of healing, for instance, observe the specimen colour and the replies of the patient or clientele.
- **Tactile** - Sufficient tactile ability for a physical evaluation. For instance, execute palpation, physical examination and/or therapeutic intervention functions, catheter insertions, pulse taking and temperature changes.
- **Weight** - Bearing Strength and Mobility: the capacity to move and raise 45-50 pounds per day. For instance, moving equipment and positioning clients or patients.
- **Cognitive Abilities** - The capacity to plan tasks, make decisions, and be aware of time, place, and people. For instance, students must evaluate patient concerns, prioritise patient treatment, and carry out suitable strategies. The student needs to be capable of provide follow-up assessment services.
- **Temperament and Emotional Control** - Temperament and emotional control possess the capacity for patience, composure, and quick thinking in order to function well under pressure. For instance, high stakes testing, haemorrhage, shock, and cardiac events.
- **Professional Behaviours** - Actions that support the development of a secure and fruitful therapeutic alliance with patients. Giving patients, their families, and the interdisciplinary team members a sense of respect, care, tact, empathy, compassion, and tolerance is one example. Manage several things at once. Give nursing care within a reasonable time span. Take ownership, accountability, and responsibility for one's conduct.

4. **Nursing - Paramedical Course**

Over the course of two to three years, paramedical courses are the type of education that can help improve one's professional experience and profile. As a result, students who are interested in paramedical courses meet the necessary requirements for eligibility, such as earning at least 50% in physics, chemistry, and biology as core topics in their 10+2 from an accredited board. Employment prospects in the paramedical area may be enhanced by this, and the certificate programs will facilitate

rapid career advancement. The paramedical course is divided into two sections such as:

- Paramedical services - Paramedical services are those that are provided by qualified medical experts in specialised fields, enabling better diagnosis, treatment, and therapy. Young aspirants now have more employment options in the state and beyond due to the growing demand for paramedical experts. Without paramedics, the health care sector as a whole will essentially come to a halt.
- Nursing students - Students who engage in nursing college degree programs, which include foundational courses in patient care, medical terminology, and life sciences, are typically regarded as nursing students. In order to advance healthcare, nursing students undergo both classroom education and clinical training in hospitals and other medical facilities. Post-secondary educational programs nursing course leads to certification and a nursing practice licence. Students enrolled in programs for practical nurses or registered nurses (RN's) are typically referred to as nursing students.

5. Limitations of the Study

- The present study is limited to Nursing & Paramedical Institutions of Mizoram.
- The sample size was limited to 354 respondents.
- cAll nursing faculty members and ten students from each institutions had been selected for the study.

6. Statement of the problem

Nowadays, a lot of knowledge is developing day by day as a result of technological improvement. Students exhibit numerous information-seeking behaviors, including gaining access to resources and information. It is crucial that teachers have access to the materials needed by their pupils at the appropriate time and location in this situation. For teaching and lectures, teachers need to keep up daily. Nursing

institutions are essential to the nursing profession because it is their students who will interact with patients. Some individuals may have serious illnesses that require prompt medical attention. This present study attempted to clarify the current information seeking behavior, information needs of the faculties as well as students and to determine the channels or sources of information they prefer. Therefore, given their health issues, it may be claimed that they played the most significant part. Teachers in general need information for lecture preparation, research work, article writing, general studies, updating knowledge and finding new developments in their area of specialization. Knowing the best resources and how teachers get information for their lessons is essential for educating their students. All of these factors encouraged and inspired me to embark on this research problem.

7. Review of Literature

After reviewing thoroughly the most pertinent and up-to-date relevant literatures, it is observed that there have been some research in Information Seeking Behaviour. But no study has been carried out in the proposed area of the study.

8. Objectives

The objectives of the present study are to :

- 1) Understand the Information Seeking Behaviour of faculty members and students.
- 2) Assess the present information availability in colleges/institutions under study.
- 3) Analyse the preferred source of information.
- 4) Investigate major issues and challenges faced by the faculties and students while seeking information.

9. Research Design

- i) **Study Area :** The scope of research encompassed the all Faculty Members and ten Students from each institutions of Paramedical and Nursing Institutions in Mizoram. As previously mentioned, there are seventeen Institutions in Mizoram which 184 are faculty members and 170 students are taken for research. The data collection was restricted to faculties and students of all the institutions.
- ii) **Data Collection :** To acquire a comprehensive understanding of Information Seeking Behaviour of Faculty Members and Students of Paramedical and Nursing Institutions in Mizoram, an extensive literature review was conducted as a foundational step in this study. The researcher collected a variety of documents from online sources, including but not limited to platforms such as Academia, ResearchGate, Google Scholar and Shodhganga, in order to gain deeper insights and enhance comprehension of the subject matter. To achieve the objectives of the study, the following methods have been adopted :
 - a) **Questionnaire :** To collect data, a well-structured questionnaire was circulated to all the faculties and students.
 - b) **Personal interview :** An informal personal interview is conducted and this is another way of gathering information. For the study both face to face interview/discussion and telephone conversation were conducted with faculties, Librarians and Library Professionals/Staffs.
 - c) **Observation :** The observation technique is an essential means of data collection, involving the researcher personally observing specific areas or processes. In addition to other data collection methods, the researcher physically visited all seventeen institutions to conduct firsthand observations and assessed the current Information Seeking Behaviour.

10. Major Findings

- It is found that majority of the respondents are female and Nursing as a profession or a field of study is highly regarded as the share for female members of community.
- Regarding the academic qualification of the faculty, majority of the faculty holds Master Degree, none of the faculty members from any of the nursing institute in Mizoram holds Doctoral Degree in Paramedical and Nursing field.
- Among the 17 institutes, majority of the faculty respondents are Tutor followed by Asst. Professor and Demonstrator.
- Library visit among the nursing faculty members is relatively low. Most of the teacher community opted to purchase their own books rather than visiting the library to acquire book to assist them in the teaching process. It is also found that most of the faculty members are short of time to visit the library in their daily hectic schedule.
- Based on the study respondents of 50% are highly satisfied with the library resources and Majority of the student respondents are hosteller and mobile phone is not permitted in the hostels which contributes largely to the decline of using the internet for seeking information in the virtual domain.
- Majority of the respondents were browsing the internet daily and needed information regarding nursing subjects.
- Respondents of majority change their information need due to new syllabus provided by Indin Nursing Council and Mizoram Nursing Council. Because of making new academic rules and work rules, rapid advancement of new technologies, due to introduction of new policies in the institute and new discoveries in the subject respondents information needs has changed.
- In the overall scenario, respondents are accessing Library for Reference books for teaching and learning.
- It is found that most of the faculty and students were using files and record notes maintaining by themselves as they are required to maintain

files, diaries, and records by themselves as part of their academic and clinical responsibilities.

- In the overall case, majority of the total respondents seek information for preparing for class, followed by; for updating knowledge, for doing Research work and for writing paper and presenting paper.
- It is observed that the vast majority of all responders both the faculties and students are using mobile phones for accessing internet regarding teaching and learning.
- From the study, it is found that most of the respondents preferred Government Gazettes as it contain acts, rules, notifications, and amendments related to nursing education, professional practice, service regulations, and healthcare policies.
- Majority of the respondents used book as a source of information as book is one of the most fundamental and reliable resources in nursing education and practice. Followed by Dictionaries, book review, encyclopedias and Indexing databases.
- In the overall case, majority of the total respondents preferred Print resources for teaching and learning, followed by web-based text resource and multimedia resource in their teaching and learning process. Respondents also access Directory of Open Access Journals (DOAJ) for teaching-learning as well.
- In the findings, majority of the faculty and students access E-Books for teaching and learning, followed by Online Journals, Blogs/Webpages and Social Networking Sites for teaching and learning.
- Most of the respondents are taking queries from the library staffs to locate required documents for teaching, learning and research purpose and internet is mostly used for education purpose.
- Non availability of information source is the main problem faced by faculty members which is followed by poor internet connectivity, obsolete information, insufficiency of computers, time and information inaccuracy.

11. Suggestions and Conclusion

11.1 Suggestions :

➤ Collection Development

- Weed outdated books and journals that no longer reflect current medical practices.
- Create a single discovery system/OPAC integrating both print and e-resources.
- All the libraries should subscribe Indian and Foreign Journals, magazines and newspapers to meet the needs of the library users.
- Develop institutional repositories to store faculty publications, thesis, and student projects for wider access.

➤ Access and Infrastructure

- Adequate infrastructures need to be available for the development of the library for better and effective use of library resources.
- Due to insufficient ICT infrastructure, it is suggested to implement a comprehensive plan, upgrading hardware and software of library facilities.
- Extend library hours during exams and research seasons for better accessibility.
- Encourage inter-library loan facilities to broaden access to resources not available locally.
- Collect regular feedback from faculty and students for continuous improvement.

➤ User Training and Capacity Building

- Experienced librarians are required in each and every nursing institute's library.
- It is suggested to the library management to organise orientation programme at the beginning of the academic year to the students about the library facilities, services and e-resource access facilities etc.

- Train users in more use of digital literacy tools.
- Awareness and User Services
 - Promote resources through notice boards, WhatsApp groups, or email alerts.
 - Offer current awareness services such as alerts for new arrivals, recent journal issues or subject updates.
 - To attend more number of Seminars and Conferences to update their knowledge and to implement the same for the upliftment of the library services.
 - Conduct training/workshops/seminar on effective search techniques, citation tools, and plagiarism prevention.
 - To attend more number of Seminars and Conferences to update their knowledge and to implement the same for the upliftment of the Nursing profession in Mizoram.

11.2 Avenues for Further Research

After having a detailed study on the present research problem the scholar has come across a number of related areas on which research work can be carried out. These areas include :

- Resources and services of Nursing and Paramedical institutions for enhancement of Research by faculty members.
- Study of international databases to promote Research in Nursing and Paramedical field.
- Capacity building programmes for library staff associated with Nursing and Paramedical institutions.

11.3 Conclusion

The study on information seeking behaviour of faculty and students in paramedical and nursing institutions in Mizoram shows that information is central to teaching,

learning, research, and healthcare practice. Faculty members need current resources for curriculum design, lectures, and research, while students seek information for assignments, exams, clinical skills, and career development. Both groups rely on libraries and digital resources, though their usage patterns differ with responsibilities and digital literacy.

While traditional print materials remain important, there is a growing shift toward electronic resources like e-journals and databases. However, challenges such as limited awareness, inadequate search skills, poor internet connectivity, and restricted access to paid journals hinder effective use. Faculty suggest subscribing to specialized databases and offering research training, while students request extended library hours, more textbooks, exam materials, and better Wi-Fi.

The study concludes that effective information seeking depends on both user skills and institutional support. Enhancing infrastructure, improving digital literacy, and integrating print and electronic resources can foster academic excellence. Strengthening information access will not only improve education but also lead to better healthcare outcomes in Mizoram.

12. Chapterisation

The present study is divided into following chapters :

➤ Chapter 1 : Introduction

It contains the definitions, nature, concept, characteristics, factors, theories, models, and the roles, functions, needs of nursing students and faculty. Key elements including scope and limitations, problem statement, objectives, research methodology and literature review are also discussed.

➤ Chapter 2 : Information Seeking approach: Concepts and models with special reference to Nursing institutions

This chapter deals with the concept and models of Information Seeking with reference to all the seventeen Paramedical and Nursing Institutions in Mizoram.

➤ Chapter 3 : Paramedical and Nursing Institutions in Mizoram : An Overview

This chapter explained the details Paramedical and Nursing Institutions in Mizoram with all the infrastructure, library resources and recruitment details, including the library details with photo of school/college building and library.

➤ Chapter 4 : Data Analysis and Findings

This chapter is dedicated to the in-depth analysis and interpretation of data collected from diverse sources. The thorough examination and interpretation of data gathered from various sources is the focus of this chapter. Tables and pie charts were used to display the data in this chapter. In order to communicate complex information and facilitate a better comprehension of the facts, these tables and pie chart representations are needed.

➤ Chapter 5 : Suggestions & Conclusion

Conclusion and Respondent Suggestions with Strengths and Weaknesses of the institutes and libraries are discussed in this chapter with avenues for further research study.