INFORMATION SEEKING BEHAVIOUR OF COLLEGE STUDENTS: A COMPARATIVE STUDY OF ST. EDMUND'S COLLEGE, SHILLONG AND PACHHUNGA UNIVERSITY COLLEGE, AIZAWL

A Dissertation submitted in partial fulfilment of the requirement for the Degree of Master of Philosophy

In

Library and Information Science

Submitted by

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DECLARATION

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I, Esther Lalruatpuii, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form based of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not submitted by me for any research degree in any other University/Institute.

This is being submitted to Mizoram University for the degree of Master of Philosophy in Department of Library and Information Science

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CERTIFICATE

This is to certify that the thesis entitled "Information Seeking Behaviour of College Students: A Comparative study of St. Edmund's College, Shillong and Pachhunga University College, Aizawl" submitted by Esther Lalruatpuii for the award of Master of Philosophy in Library and Information Science is carried out under my guidance and incorporates the students bona fide research and this has not been submitted for the award of any degree in this or any other university or institute of learning.

Date: (Dr. S.N. Singh)
Place: Supervisor

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Dated_____   (Esther Lalruatpuii)

                                                                                        M.Phil Scholar

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Chapter 1

1.1 Introduction

Information can be said as one of the basic needs of every person's life. Its presence or absence can affect one's life. Information can be ideas, facts, data and imaginative works of the human mind which are communicated formally or informally in any form. Information is one of several basic resources that are needed and utilized by human beings for their development and prosperity. The exact nature of information is not easy to describe. Perhaps the most explicit definition in the literature defines information as a 'recorded experience that is used in decision making'. Information is universal and has become a part of everyone's life. It is required even for a common purpose and it may be in any form of information required for daily work, call from friends, weather forecasts etc. Every person needs to update himself for his knowledge for various reasons and he tries to collect information required for him from different sources. Generally academicians, professionals, scientists and researchers need information to update their subject knowledge and they refer the published and unpublished resources for obtaining information. Thus, information can be obtained from different library through consulting books, journals, newspapers, thesis, case studies, project reports etc. Information is power and has immense benefit to the knowledge society (Singh, U. N, & Prasad, H. N, 2013).

The dependency on information in every sphere of intellectual activity has increased day by day. Technological advances have made information a new basic resource of matter and energy. Information is an aggregation or processing of data to provide knowledge and intelligence. Information is a power which plays a vital role in the development and progress. It is, therefore necessary that the information generated at any point be procured, organized and disseminated expeditiously to the users for its optimum use.

Next to matter and energy, all pervasive information is a basis component in this universe. It is formed through sense perception, data, memory, experience, or by observation or interaction with the outside world. It is inherent in images, symbols, signals, signs and values that interact with the mind. It is physically stored in graphic form, in electrical

signals, magnetic patterns, or in the form of electrical pulses. Though a conceptual entity, it can be recorded, stored and transmitted in the form of signs, signals and symbols.

Information is power which is a vital source for human beings for living a prosperous life on the earth. Information is all around and is utilized in all walks of life right from purchasing a pin to writing a research article by the human beings irrespective of caste, creed and gender, rich or poor, educated and uneducated. Thus the information helps against social imbalance. It is the supreme asset than all other movable and immovable asset that the people hold on earth. In the contemporary world people are valued as rich and poor not because of their assets; but they are valued as information rich and information poor. The information rich people are those who are highly skilled in identifying their information needs and apply seeking behaviors so as to access the information from both online and traditional resources successfully and satisfying their information needs. The information poor people are lacking in their skills in getting their information needs be satisfied. Thus we are no strangers to the power of information. Our very lives depend on it. (Fazlur, Rahiman S.A, 2014)

Information has now become one of the basic needs of human being in every aspect. There is no field of human activity in the world wherein information is not an important component. It has an important role in decision making, planning and in every developmental activity. In this highly competitive environment, those who possess right information at the right time will only succeed. Information professionals are always keen on finding out why and how users seek information, for enhancing their information provision.

The technological advancements and innovations that took place over the years have transformed libraries from a mere storehouse of print materials into gateways to the universe of information. Libraries are no longer stagnant reservoirs of books/documents. Information Communication Technology (ICT) has brought a radical changes in the way in through which libraries gather, preserve and disseminate information. Hence, with ICT, electronic cataloguing, electronic online public access catalogues (OPACs), electronic acquisition and serials control, electronic circulation functions, electronic distribution of commercial publications, electronic availability of raw data, multimedia information delivery systems,

digitized collections and online textbooks are all now practicable with a higher degree of user satisfaction (Ajayi, 2002; Abels et al., 1996).

Information plays a vital role in education as well as social and economic development of a country. It is an important resource in the creation, maintenance and development of knowledge. Many type of user like educationist, technician, manager, executives, economist, social worker, etc. require information today. The world has now moved from the industrial revolution into the information revolution. The rapid development of technology, and the fast pace of the modern world has created an increasing awareness of the importance of information and the need for professionals, dedicated to studying and understanding.

The increase in information available on the web has affected information seeking behavior. Information is the product of human in action it may be abstract or concrete when an individual is able to think about the variety of image and sensations which flash across his/her memory retains some piece of knowledge. Information is an important input or basic resource to link between varieties of intellectual activities in the practice of any subject. Information is an ingredient, which is very much required for decision making in every walk of life. In fact information-seeking behavior has been linked to problem solving behavior, which is nothing but information processing. Information is a part of all human experience. Acquiring and processing information are fundamental aspects of life itself. (Medepalli Venkatasubbarao, 2013)

In the rapidly moving world of the information age, information seeking behavior is increasingly multi-faceted, on demand, real-time and diverse. Despite the emergence of the Internet and the availability of a wide variety of search engines that can seek information with increasing speed and accuracy, people are turning to their school, public, and academic libraries more frequently and in larger numbers than ever before. Libraries are urgently attempting to reinvent themselves and fully embrace the challenge of meeting the needs of their users in a climate of rapid change where information seekers have many options, less patience and use different kinds of information and communication technology. As academic libraries become fully immersed in the twenty-first century, they are beginning to realize that to meet the best of user needs, they must first look at user preferences.

Understanding user information seeking behavior within the library context will help better inform libraries about reference user preferences. (Chow and Croxton, 2012)

1.2 Significance and Scope of the Study

In the present educational scenario, advent of Information and Communication Technology (ICT) into education such as Internet, Television, Mobile Learning Technology, Computer etc have contributed much in sharpening the reading habits of students. This situation requires studying how best the students' information seeking behavior, especially, reading habits in the current changing learning environment are influenced. The study will identify the information need, information seeking process, and level of satisfaction

Primarily the scope of present study is limited to information needs and seeking behaviors of college students of St. Edmund's College, Shillong and Pachhunga University College, Aizawl with special emphasis on use of sources and services to its users among the students from Bachelor of Arts and Bachelor of Commerce. The two colleges have been selected as they both are the premier institution of their respective states (Meghalaya and Mizoram) as well as they could be stated as one of the best college of the state.

1.3 Literature Review

Balasubramanian, P & Shanmugam, A.P (2018) study the online information seeking behaviour of scholars of Manomaniam Sundaranar University, Tirunelveli, Tamil Nadu and find that three fifth of the respondents access the Internet from the university Library. Google serves as the main search engine for more than 75% of the respondents.

Jeyaprakash, S (2017) study the information seeking behavior and use pattern of faculty members under Bharatiar University affiliated colleges and find out that majority of the private college and government college faculty members use the library for their preparation of lecture and for browsing internet. It is clear that more number of college faculty members are aware of internet services, question bank, OPAC and barcode transaction services. E-mail usages followed by online enquiry are also familiar among the college faculty members. **Lalwani, Suresh L (2017)** studies the information gathering behavior of the faculty members of management colleges in Gujarat. The study found that their purpose of

information seeking was to keep up with latest development in the field and evolving innovative ideas/techniques. Textbooks are the important resources for teaching and research papers & e-journals are important resources for research.

Patade Nandkishar Sitaram (2017) study information need and information seeking behavior of research scholars of Swami Ramanand Teerth Marathawada University and find out that the basic purpose of information need of the research scholars is related to their research activities.It was also found from the study that IT based facilities are complementary to the research scholars for information gathering.**Rajesh Kumar Das and Anwesha Jadab (2016)** study information seeking behavior of students of law in digital environment at University of Dhaka and find out that student with higher preference for information seeking were found to the use of electronic legal information sources than print. **Ujin Vanaja, D (2016)** study information seeking behavior of fishermen community in Kanyakumari and Thoothukudi districts and find out that the information and dissemination systems helps to acquire them new skills and adopt latest technology, which in turn helps to improve their socio-economic conditions.

Deepak Uphadaya (2015) Impact of Information Communication Technology on Information needs and Information Seeking Behavior of Users of Indian Institute of Management Libraries in India and find that most of the users first prefer their main library for required information then look other options for seeking information. The users also prefer to use both versions print as well as electronic to use/ obtain their required information. **Samreen (2015)** study information seeking behavior of PG students in Zakir Hussain Engineering and Technology College and Faculty of Law in AMU and find out that most of the students and faculty seek their information need by visiting library daily as well as through internet. The study also observed that the students faced problem in seeking their information need because of lack of time and inadequate sources of the library. **Lalrinenga, C (2015)** study information seeking behavior of students of School of Earth Science and Natural Resources Management and School of Life Sciences, MZU and find out that students visit library when they felt urgent need and most of the students visit library to fulfill their course curriculum requirement.

Baladhandayutham, A (2014) study online information seeking behavior of Scholars of Madurai Kamaraj University and find that most of the respondents use internet for getting subject specific information and that most of the research scholars mostly access online reference materials weekly. **Khandare, Dhanishtha (2014)** study information seeking behaviour of users of management institute libraries in Pune and observed that students and faculty mainly consult the textbooks, reference books, newspaper and periodicals from their libraries. He also found that most of the faculties visit libraries for reading books and research work. **Murugan, C (2014)** study information seeking behavior of tapioca cultivators in Salem district and find out that tapioca growers obtain information from Radio, Television, Newspaper, Agricultural Journals and Agricultural Documentary films.

Wellstead, Peta (2014) study information seeking behaviour and processes of New Zealand men during periods of life-stress and find out that when New Zealand men were experiencing a major stressful life event many of them were unfamiliar with likely sources of information and help. The men were also unclear about appropriate path-ways they could use in order to gain assistance. The pathways were either blurred or in many cases concealed by their own lack of knowledge of resources or help that might be available. They were also reluctant to seek out what they knew to be available due to their perceptions of what was normal behavior of men. **Roy, S; Shibu and Boby, M.D (2011)** have investigated the information seeking behaviour of the academics of University of Kerala in the changed library scenario that library system of the University is well used during different stages of research and they used the library for academic purpose.

Sheela, V and Shivaram, J (2011) conducted a survey on information seeking behaviour of Karnataka State Open University library students as well as staff which shows that the first three preferences given by the learners for seeking information are textbooks, periodicals and newspapers. It is also observed that majority of learners sought information for updating their knowledge and research work. Journals appear to be the most popular source for current awareness purpose. Distance education learners used several methods to seek information but they preferred to discuss with their colleagues. **Gowda, Vasappa and Shivalingaiah, D (2010)** study information seeking patterns of researchers in the University Libraries in Karanataka. The study reveals that the research scholars depend upon their

respective university library as their channel of information which is followed by internet facility. The research scholars prefer to gather research articles which serve their research purposes and prefer to visit the library to borrow books. Further the web pages are their preferred mode of communication. The research scholars visit less frequently and spent less time in the library.

Ya-Ling Lu (2010) study children's information seeking in coping with daily-life problems of 641 fifth and sixth-grade students from an urban public elementary school in Taiwan. The study found that in coping with daily-life problems, nearly two-thirds of the participating children would seek information; that sixth graders were more likely to do so; and that gender did not make information seeking more (or less) probable in this coping context. The study also reveals that some major reasons for children's information seeking in this coping context, for example, to solve problems, to escape, and to find a transition. **Padmamma, S and Sunita Radhik (2010)** study the information seeking behaviour of undergraduate students in the engineering college libraries. The study indicates that a majority of the students use library regularly and also use internet as one of their sources of information. The study also indicates that most users are satisfied with the information available on the internet and also have good feeling about printed sources. Staff and students require orientation and training to use and access information. Students feel that the library sholud extend the working hours and give more importance to internet services for the benefits of students.

David Nicholas et al., (2009) study digital information seeking behaviour in context and find that undergraduates and postgraduates were the most likely users of library lonks to access scholarly databases. **Mahawar, K.L; Verma, Shilpi and Saha, Chhaya (2009)** conducted a study on the information seeking behaviour of the geologists. The study describes that most of the geologists used to find their information through conferences, seminars and mainly internet. They also used of formal and informal communication channels. They are consulting with colleagues, using journals or books, employing abstracting services, recieving preprints or reprints, attending conferences and their associated preferences in terms of channel. **Fatima, Nishat and Ahmed, Naved (2008)** in studying the information seeking behaviour of the students at Ajmal Khan Tibbya College,

Aligarth Muslim University described that the usage of the college library, its resources and services needs to be increased. Student oriented information resources such as text books, references materials, journals, internet facility, database etc should be facilitated. The library should provide initial orientation workshops and ongoing seminars for students to train them in using resources so that utilization of sources and services are maximized.

Gonzalez-Teurel, A and Abad-Garcia, M.F (2007) study information need and uses in Spain and shows that the study of information needs and uses in Spain still fall shorts of being a consolidated area, as evidenced by both the low volume of publications and the means of disseminating the research, given the high proportion of conference papers as opposed to journals articles. With regard to the content of the works analyzed, it is clear that there has not been yet a change in the orientation towards a user-oriented model. **Singh, K.P and Satija, M.P (2007)** conducted a study on information seeking behaviour of agricultural scientists. The study shows that the agricultural scientitsts seek diverse information from varied sources for different purposes thus making it difficult to maintain support for the idea of single mode of formal information channel. However, the scientific journals have been ranked first for obtaining specific information and keeping up-to-date. The users tend to use information sources which are personally known to them and also easily accessible, regardless of the quality of information.

George, Carole et al., (2006) studies graduate students information seeking behavior and the result is that graduate students often begin to seek information by meeting with their professors, library as well as Internet although students continue to use print resources. **Joanne E. Callinan (2005)** study Information seeking behavior of undergraduate biology students: A comparative analysis of first year and final year students in Unidersity College Dublin and find that there are differences in the extent to which sources of information are used by students in different years of their studies. **Nicola J. Gray et al., (2005)** study health information seeking behaviour in adolescence: the place of the Internet and reported that the Internet was the main primary general information source and Internet health information was regarded generally as salient.

Neo Patricia Mooko (2005) study the information seeking behaviors of rural women in Botswana and the study investigates the information need and information seeking behavior

of rural women residing in three non-urban villages in Botswana. The total population of the study was divided into two groups, opinions leaders and women residing in the three villages. The women residing in the villages were either single heads of households or married. The family situations that led them to seek information included health, agriculture, employment, family violence and basic needs for the family. In addition, the women needed information on government aided funding, welfare subsidies and policies, and training. The sources of information used inluded village nurses, community welfare officers, and traditional doctors, other women in the villages, village chiefs and aricultural demonstrators. **Padmamma, S; Vijayakumar, M and Vasudevan (2002)** conducted a study of the information seeking behaviour of 84 Vishweshvariah Iron & Steel Limited (VISL) scientists which shows that roughly one-third of the scientists visit the information centre to satisfy the information needs of research activity, about 31% scientists opined that the education of the dependents is one of the factors which hinders their information seeking behaviour. **Ching-Chih Chen (1994)** conducted a study to find the information needs of physicists. In his study he concluded that they used a small number of journals. Time and location played an important role in their information seeking behaviour.

Sasikala, C (1994) conducted a survey on information seeking behaviour of 436 managers from 20 industrial organisations in Andhra Pradesh. The managers were grouped in 3 levels: Senior (30), Middle (138) and Junior (268). The survey shows that managers only occassionally visit libraries, they try to satisfy their information needs from other sources as also from libraries. Managers need data type information mostly and then descriptive information on specific topics. They collect information for keeping abreast of current knowledge solving immediate practical problems and additional information relating to job. **Gautam (1991)** study the information needs and seeking behavior of physics and chemistry teachers of university and colleges of Gwalior as well as Chambal division reported that to a large extent they were dependent on information sources provided by libraries for the fulfillment of their own information needs.

Kumar, Krishan (1990) study the information seeking behavior of sociologists and summarized that sociologists did not seem to be using indexing and abstracting services, reviewing journals as much as one would expect. The reason for the low use of secondary

sources was attributed to the lack of training/ framing in methodology for doing search of information. Researchers consult the informal channel source such as consulting peers, and supervisors or colleagues for seeking information. **Warner et.al (1973)** examined information needs, information seeking strategies of urban residents in Baltimore. It was found that an individual's awareness of a problem and his ability to explain the nature his problems to others, related directly to his socio-economic status

1.4 Research Gap

From the literature available, it could be found that a great deal of works has been carried out in information needs and seeking behavior. No study has yet been found concerning to the comparative study of St. Edmunds College, Shillong and Pachhunga University College, Aizawl and therefore, to bridge the gap, the proposed study, "Information needs and information seeking behavior of college students: a comparative study of St. Edmund's College, Shillong and Pachhunga University College, Aizawl" has been framed.

1.5 Research Design

1.5.1 Statement of the Problem

The present study aims at analyzing the information needs and information seeking behavior of college students with particular reference to St Edmund's College, Shillong and Pachhunga University College, Aizawl. The study traces out the information needs of the students, the strategies that the students apply during their information seeking process and their level of dependency at the libraries. The information seeking behaviors of the students determine the level of satisfaction of information needs that they perceived. The study is carried out in order to establish a good library system to serve students effectively and to make them eligible to make use of the library resources.

1.5.2 Objectives

The objectives of the study are:

1. To find out the information needs of the students of St. Edmunds College, Shillong and Pachhunga University College, Aizawl.
2. To identify the methods followed by the students to keep in touch with the latest developments in their field.
3. To determine the use of formal and informal sources of information by the students in both the colleges.
4. To compare the availability of information sources and services in both the colleges.

1.6 Research Methodology

Since the study has been designed to ascertain the information needs and seeking behaviors of college students of St. Edmund's College, Shillong and Pachhunga University College, Aizawl, the survey method supported by questionnaires have been used to collect the data pertinent to the present work. The questions are framed in such a way that the answers can be given by checking yes or no; or by selecting one of the possible answers provided in the questionnaires.

Sample comprised of College students of St. Edmund's College, Shillong and Pachhunga University College, Aizawl. The questionnaire as a survey instrument was administered to a population comprising of College students only. The total number of questionnaire distributed was 200, 100 questionnaires from each college among the students from Bachelor of Arts and Bachelor of Commerce. From St. Edmund's College, Shillong out of 100 questionnaires, 80 students have responded and from Pachhunga University College, Aizawl out of 100 questionnaires 74 students have responded making the total response rate of 77%.

1.7 Chapterization

The present study is divided into five chapters.

Chapter-1 of the study constitutes the introduction including significance and scope of the study, review of literature, research gap, research design comprising of statement of the problem, objectives of the study, research methodology and references.

Chapter-2 of the study constitutes the overview of St. Edmunds College, Shillong and Pachhunga University College, Aizawl, about their college history and about their college library.

Chapter-3 of the study constitutes information need and information seeking behavior which includes concept of information, definition of information, attributes of information, approaches to information, types of information, concept of information need, definition of information need, identification of information need, information seeking behaviour-models, factors affecting information seeking behavior, information user and user needs, conclusion and references.

Chapter-4 of the study deals with the data analysis and findings with tables and graphs for better understanding. The data analysis includes the analysis by gender, analysis by department, analysis by semester wise respondents of the students, analysis by frequency of visit to the library, analysis by purpose of visit to the library, analysis by purpose of seeking of information, analysis by problem faced while seeking of information, analysis byformal sources of information used, analysis by informal sources of information used, analysis by satisfaction level of library collection, analysis by use of Internet, analysis by sources of accessing Internet, analysis by regularity of using Internet, analysis by problem faced while using Internet analysis by types of library services used, analysis by seeking the help of the staff, analysis by consulting of other library and findings.

Chapter-5 of the study contains conclusion and suggestions.

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Chapter 2

St. Edmund's College, Shillong and Pachhunga University College, Aizawl: An Overview

2.1 ST. EDMUND'S COLLEGE, SHILLONG

St. Edmund's College is one of the premier institutions of the North East of India and Meghalaya in particular. Since 1923, till the present date, St. Edmund's College has maintained its excellence by regularly introducing new courses, updating its infrastructure, achieving the highest academic records and maintaining discipline of the students.

2.1.1 ABOUT THE COLLEGE

The Christian Brothers were invited to Shillong in 1915 and St. Edmund's College began in 1916. It was, however, in 1923 that the College was ready to start Inter-Arts and Inter-Science classes, and affiliation to Calcutta University, for these courses was received in 1923. The first classes of the University section of St. Edmund's College opened in 1924. Bro. J E McCann was the first Principal of the College (he was also the Principal of the School at this time). Bro. I.O' Leary was the first Principal of the College (separate from the School).

From 1924 to 1936, St. Edmund's College was a junior college for Intermediate Arts and Science. At that time, the college offered English, Alternative English, Latin, History and Maths, Geography, Physical Chemistry for Arts and Science respectively. Today, St. Edmund's College has made commendable progress and has opened up different departments of various disciplines including Electronics, Computer Science, Biochemistry, Biotechnology, Bachelor of Social Work, Environmental Science and B.C.A. In 2010, the Higher Secondary Section has been segregated into a separate section within the College. In 2011 they introduced Post Graduate courses with admission to the Masters Degree in Social Work.

Along with academic excellence, the college has also worked towards the development of the personalities and potential of the students. Many programmes have been introduced in the college to draw out the potential and prowess of students and to help bring them to the forefront. St. Edmund's College is proud to have been the mold of several eminent personalities who have carved a name for themselves in the field of politics, academics, medicine, engineering, bureaucracy, and judiciary.

The College celebrated its Platinum Jubilee in 1999. Over the period the College has endeavored to instill in its students a love for excellence, integrity, concern for one's fellow human beings and the preservation of the environment in an atmosphere conducive to the awareness of God. The College creates an environment where the all-round development of the individual is promoted with dignity, principally through right relationships with God, with others and with the whole creation.

The college offers undergraduate courses in B.A, B.Com, B.Sc, BCA and BSW degrees and postgraduate course in MSW. The college has 19 teaching Departments, covering in the fields of Arts, Science and Commerce and two other training programmes. (http://sec.edu.in/history.php)

Table 2.1 Departments in St. Edmunds College

Sl. No	Stream	Name of Departments
1	Arts	Bengali, English, Economics, Geography, Hindi, History, Khasi, Nepali, Political Science, Sociology
2	Science	Biochemistry, Botany, Environmental Science, Chemistry, Computer Science, Electronics, Mathematics, Physics, Zoology
3	Commerce	Bachelor of Commerce
4	Professional	Bachelor of Social Work (BSW), Master of Social Work (MSW), Bachelor of Computer Application (BCA)

Source: College Website

2.1.2 COLLEGE LIBRARY

The College library is located at the heart of the campus. It has a collection of 50000 books which comprises of general reference, course books and leisure reading. The main objective of the library is to cater to the needs of students and faculty. The library have subscribed to different journals magazines and newspapers as shown in Table 2.2.

Table 2.2 No. of Library Subscriptions

Sl. No	Name of Subscription	Number of Subscription
1	National and International Journals	48
2	Magazines	28
3	Newspapers	9

Source: Survey Data

Services provided by the library:

- Internet facility
- Xerox facility
- E-resources subscribed under the N-list programme
- Member of British Council library
- Library is open from 8am to 4pm on all working days.

Entry to the library is allowed with a valid identity card. Each student can issue 4 books for a period of fourteen days. A fine of 2 rupees per day is charged for books kept beyond the due date. Reservation of books is allowed. If a book is lost, students /faculty have to replace with a new book. Teaching faculty can issue upto 20 books and permitted to keep for one whole session. Students /faculty are to enter their details in the gate register for records. (http://sec.edu.in/library.php)

2.2 PACHHUNGA UNIVERSITY COLLEGE, AIZAWL

2.2.1 ABOUT THE COLLEGE

Pachhunga University College is the Constituent College of Mizoram University. The college is accredited A+ (CGPA-3.51) in 2016 and also selected as College With Potential for Excellence .The college caters Undergraduate degree course in Arts, Science and Commerce. The college also has 6 add on courses and UGC-Community College- Diploma in Mushroom Cultivation.

The college was established on 15th August 1958 as 'Aijal College' to become the first institution of higher education in Mizoram. It was founded and managed by a group of Mizo elders among which Mr. Pachhunga, a leading entrepreneur of the day, was the major benefactor, and after his demise the college was renamed Pachhunga Memorial College.

The college was provincialized by the Assam Government in 1965 and the college became Pachhunga Memorial Government College (PMG).The college was renamed Pachhunga College in 1977. On April 19, 1979 the North Eastern Hill University (NEHU) adopted and upgraded it as its only constituent college to become a pace-setting institution. The college eventually received its fourth name Pachhunga University College (PUC). With the establishment of Mizoram University, the entire management was handed over to the new university on July, 2001. The academic programme include, apart from effective class room teaching, internal semester test for semester system students (introduced in 2011-12 academic session) two terminal exams, periodic class tests, seminars, assignments, remedial courses, field studies etc. The college also promotes students exposure through study tours and excursion inside and outside the State. The college is a student centric centre. Students' welfare is the number one priority inside the college. The college is also the leader among all college in terms of research activities and publications. The college is also selected under "Star college scheme" by the Department of Biotechnology in 2012. The college caters undergraduate courses in 21 subject areas of Arts, Science and Commerce streams. (https://pucollege.edu.in/page/about-the-college)

Table.2.3 Departments in Pachhunga University College

Sl. No	Stream	Departments
1	Arts	Economics, Education, English, Geography, History, Mizo, Philosophy, Political Science, Psychology, Public Administration, Sociology
2	Science	Biotechnology, Botany, Chemistry, Environmental Science, Geology, Mathematics, Physics, Statistics, Zoology
3	Commerce	Bachelor of Commerce (B.Com)

Source: College Website

2.2.2 COLLEGE LIBRARY

Pachhunga University College started as a Private Night College in 1958 which is also the year of establishment of the library with Mr. Lalmakthanga as the Librarian. The first separate library building was set up in 1960 with a mere two cupboards of books which soon grew to be one of the best college library in the whole North-East Region. It was known for its collection which consists of rare books and a good reference section. Unfortunately in 1981 due to insurgency of the locals the library which was built up for more than twenty years with a collection of 25000 books was burnt down to ashes. The College Library then took its rebirth in 1984-85, since then the collection of books have been growing steadily along with its staff and building. Due to natural calamity and also with the need for extension, the library building was dismantled in 2010 and is rebuilt with a well planned architecture which is now occupied and is functioning in full swing since 12th July, 2013. The new library is now equipped with new furniture worth Rs. 46,08,140/- (Rupees Forty Six Lakhs Eight Thousand One Hundred and Forty Only). It has become the centre of attraction for the students as well as teachers and it hopes to move forward in building a modern library which is well equipped, user friendly and resourceful such that researchers of different university can get maximum benefit from it.

The new library building was designed and planned based on the 11th Plan Fund allocation of Rs. 280 Lakhs. The works was awarded to NBCC Ltd. Govt. of India Enterprise under Ministry of Urban Development. The Administrative Approval and Expenditure Sanction of

Rs. 2,69,77,900/- based on Delhi Plinth Rate (DPAR 2007) which was accorded on 18th June, 2009. The library has a total number of 57972 book collection. It has also subscribed to many different journals and newspapers as shown in Table 2.4

Table 2.4: No. of Library Subscriptions

Sl. No	Name of subscriptions	No. of subscriptions
1	Journal (National and International)	54
2	Newspaper (National and Local)	10

Source: Survey Data

Activities:

User Orientation is organized every year so as to give information literacy to students thereby enabling them to get maximum benefits from the different information sources available in the library. Wi-Fi connectivity is also provided to the students within the library. Bulletin Boards are made available outside the library to provide Current Awareness Services (CAS) to users by displaying newly acquired titles.

An annual budget is prepared to allocate the amount to be spent by the departments for purchase of books. Each department gives a list of books to be purchased by the library. The college also invites book dealers to organize book exhibitions on campus. The faculties are allowed to recommend the books that are exhibited for subsequent purchase by the college.

Other Features:

- Library automation
- OPAC
- Electronic Resource Management package for e-journals: N-List (INLIBNET)
- Library Website: Library Information and Question Database is provided on College Website
- In-house/remote access to e-publications: Wi-Fi internet and provision of hyper link to different free online journals
- Total number of computers for public access: 03

Specialized Services Provided by the Library:

- Reference: A Reference Section is provided.

- Reprography: The library has photocopier services

- Information deployment and notification: Books as 'New Arrivals' and Journals As 'Newly Subscribed' are displayed in a library bulletin board.

- Reading list/Bibliography compilation: Provided to the faculty.

- In-house/remote access to e-resources: Provided via Wi-Fi facility on the campus.

- Feedback obtained through 'Suggestion Box' is analyzed and necessary improvements are made in the services.

Support Provided by the Library Staff:

The library staffs issue/receive books to/from students and staff through the circulation section. In case of any difficulty in finding the required Information, help is provided by the library staff. They also provide reprographic facilities. Orientation Program is conducted to the users to give information literacy. Recalls of books are done from time to time. Bay guides are provided for easy searching and fixed position is allocated for each book.

Special Facilities Offered by the Library to the Visually/Physically Challenged Persons:

- Ramp is provided for easy movement of wheelchair to the different floors of the Library

Working hours: The library is made accessible on all working days including vacation from 9:30 a.m. to 5:00 p.m.

(https://pucollege.edu.in/page/about-library)

References:

St. Edmunds College, Shillong sec.edu.in

Pachhunga University College, Aizawlhttps://pucollege.edu.in

Chapter 3

Information Need and Information Seeking Behavior

3.1 Concept of Information

The discipline of Information Science has as its object called 'Information'. Many attempts have been made to define information, but not a single agreeable definition comprehending all its aspects has been arrived so far. The term "information" has been derived from two Latin words *"Formatio"* and *"Forma"*. Both the term convey the same meaning of giving shape to something and/ or forming a pattern.

Information is recorded or communicated knowledge gained by man through experience, observations and experiments. It has been growing in ever increasing volume and rate, particularly since the dawn of the twentieth century. Dictionary define information as an action or fact of being told of something, news, intelligence or knowledge.

3.2 Definitions of Information

Webster's Third International Dictionary defined information as:

a) Facts or figures ready for communication or use as distinguished from those incorporated in a formally organized branch of knowledge.
b) The process by which the form of an object of knowledge is impressed upon the apprehending mind so as to bring about the state of knowledge.

The Chambers Twentieth Century Dictionary (1972) defines, "information means intelligence; given knowledge". According to the New Webster Dictionary of English Language (1984), "information is news or intelligence communicated by words or in writing; facts or data; knowledge derived from reading or instructions gathered in any way".

The Random House Dictionary of the English Language (1983) - "Information is communicated or received concerning a particular fact or circumstances; any knowledge gained through communication, research, instruction".

In *Information Science*, the concept of information has been defined in many different ways. In the cognitive viewpoint of information science, Belkin defines: "the information associated with a text is the generator's modified (by purpose, intent, knowledge of recipient's state of knowledge) conceptual structures which underlines the surface structure (e.g.: language) of that text".

The widely known Information Theory of Shannon and Weaver (1949) defined the term information as "information is stimulus that reduces uncertainty and a purely quantitative measure of communicative exchanges".

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".

Bateson (1972) who had been in the process of finding a mathematical definition for information for two decades defined it as "any difference that makes a difference to a conscious human mind".

Miller (1968) defines information as "any stimuli we recognize in our environment".

Kuhlthau (1993) descried the information need, which is often understood information science, "as evolving from a vague awareness of something missing and as culminating in locating information that contributes to understanding and meaning".

Ingwersen (1995) as information being "the resulted of a transformation of the generator's cognitive structures (by intentionality, model of recipients' state of knowledge, and in the form of signs), and "on the other hand information is something – a structure- which, when perceived, may affect and transform the recipients state of knowledge".

Dervin & Nilan (1986) "something constructed by human beings".

Turnor (1988) "Information is a key resource that can bring about change & improvement in the society".

3.3 Attributes of Information

Our understanding of the basic nature of information is clouded by the fact that the word is used in a variety of different context as under:

- **Information as a commodity**: Information like any other commodity is meant for consumption. When information is used as a commodity, it often assumes economic value. Thus information is a commodity that can be traded and can, in fact, be bought and sold to make profit.

- **Information as energy**: Those who view information as energy regard it as a quantifiable physical entity. It can be said that the information is transmitted by, or embedded in, ordinary forms of energy.

- **Information as communication**: Information is often considered to be synonymous with communication. When one person is communicating with another, the person initiating the exchange of data is moving or transferring his or her understanding of the data (together with the actual data) to the other person (the receiver). When the data are received the person becomes informed. Being informed, therefore, is the result of communication, or information transfer.

- **Information as facts**: Information is often thought to be the same as fact. Fact is information based on real occurrences. When the term information is used in this way, it does not necessarily mean that there is any implied or actual use of the facts although one actually wonders about day to day facts (old or new), for some purpose. The fact may or may not be of immediate concern. Unless the facts are placed in context, it remains just a fact and nothing else.

- **Information as data**: Information is often thought to be the same as data. Data are the product of symbols that are organized according to established rules and conventions. A data may have meaning or may not.

- **Information as knowledge**: Information is often used interchangeably with knowledge. Knowledge implies a state of understanding beyond awareness. It represents an intellectual capability to extrapolate beyond facts and draw original conclusions. Knowledge must be deduced, not simply sensed. What we 'know' or think is often called 'information'.

3.4 Approaches to Information

According to Rajan, "No universally accepted definition of information has yet crystalized; perhaps it will never be crystallized". However, Wersig and Neveling suggested the following to information:

- **The Structural Approach**

  In this approach, information is viewed as structures of thw world of static relations between physical objects which may be perceived or not:

- **The Knowledge Approach**

  This approach records knowledge that is built on the basis of perception of the structure of the world. But the problem with this approach is that the term information may erroneously be used for the term 'knowledge'.

- **The Message Approach**

  The mathematical theory of communication uses this approach. It is concerned with the transmission of symbols representing a message.

- **The Meaning Approach**

  In this approach the semantic contents of a message are accepted as information.

- **The Effect Approach**

  This approach says that information occurs only as a specific effect of the process.

- **The Process Approach**

  According to this approach the process of information occurs in the human mind when a problem and useful data are brought together.

3.5 Types of Information

Information can be categorized on the basis of its use and purpose for which it is used. J.H. Shera has categorized information into six types as under:

- Conceptual Information
- Empirical Information
- Procedural Information
- Stimulatory Information

- Policy Information

- Directive Information

The conceptual information relates to ideas, theories, and hypothesis about the relationship which exists among the variables in the area of problem Empirical Information relates to data and experience of research which may be drawn from oneself or communication from others. Procedural information is the data of investigation which are obtained, manipulated and tested, it is essentially methodological and it is derived from scientific attitude. Stimulatory information is a type of information which is motivated by oneself or environmentally derived. That type of information which is focused on the decision making process is known as policy information, whereas information which is used for coordination and for enabling effective group activity is grouped under directive information.

3.6 Information Need: Concept

The concept of information need is embedded in the studies of users, use and uses which form one of the most extensive and amorphous area of research in Library and Information Science. The word 'information need' has proved to be an elusive one, difficult to define, isolate and measure. Needs, demands and wants have been used interchangeably although they may not be identical. Need is further complicated by the necessity to distinguish among expressed, unexpressed, or unfelt needs, the latter being the most difficult to identify.

An information need is a requirement that drives people into information seeking. An information need evolves from an awareness of something missing, which necessitates the seeking of information that might contribute to understanding and meaning (Kuhlthau, 1993). Belkin, Oddy and Brooks (1982) see information as a method used to solve problems. A problem is regarded as an inadequate state of knowledge, better known as an Anomalous State of Knowledge (ASK). Information seeking is used to resolve the 'inadequacy' which can manifest itself as a gap, shortage, uncertainty or incoherence.

Devadason and Lingam (1997) distinguish between expressed, unexpressed and dormant information needs. Dormant needs are described as needs of which a user is still

unaware, potentially activated by an information service provider. Smith (1991) classifies information needs as being either general or specific: general information refers to current information on topics of interest, while specific information involves finding solutions; and problem solving. Information, however, should not be seen as a need itself, but rather as a construct or tool used to satisfy primary human needs.

Information need is seen as a subjective, relative concept existing only in the mind of the experiencing individual. Krikelas has defined information need as 'recognition of the existence of uncertainty and described it as something which prevents an individual from making progress in a difficult situation or as the gap individuals may perceive in their pictures of the world which they may try to fill with inputs from messages'.

3.7 Information Need: Definition

Information need has been defined as the state of needing anything that individual perceives as information. Belkin defined information need as a condition or situation that exists when the internal sense runs out.

Defining the 'information need' requires a definition of the term 'need'. Moreover the dictionary meaning of the closely related terms like requirement, want, demand has to be analyzed in order to have a true perspective of the information need. Line has made an attempt to define these terms as under:

Need: What an individual is ought to have for his work, his research, his education, his recreation etc. In the case of a research, a needed item of information is one that would further his research. There may be an implied value judgment in the way, the term is used. A need may or may not be identified as a want. A need is a potential demand.

Want: What an individual would like to have whether or not the want is actually translated in to a demand on the library. Individuals may need an item they do not want, or want an item they do not need (or even ought not to have). A want like a need is a potential demand.

Requirement: It can be mean what is needed, what is wanted or what is demanded, and can therefore be usefully employed to cover all three categories. Many studies of needs have in fact been studies of requirements.

Demand: What an individual asks for; more precisely a request for an item of information believed to be wanted (when satisfied, the demand may prove not to be a want after all). Individuals may demand information; they do not need and certainly need or want information they do not demand. Demand is partly dependent on expectation, which in turn depends partly on existing provision of library and information services. A demand is a potential use.

Use: What an individual actually uses. A use may be a satisfied demand, or it may be the result of browsing or accident. A use usually represents a need of some kind. Use can be partial indicators of demand, demand of wants, and want of needs.

3.8 Identification of Information Need

According to Girja Kumar the information need may be expressed as input-output model. The basic components of the system are:

a) Problem,
b) Problem solving process, and
c) Solution.

The problem is analyzed to determine information needs. It is indicative of the uncertainty in knowledge. Solution results in resolving of the situation by filling the gap in the knowledge. The model set-forth by him can be illustrated as below:

Input	→	Process	→	Output
Problem	→	Problem Solving Process	→	Solutions
Information needs	→	Search process	→	Information Needs Fulfilled
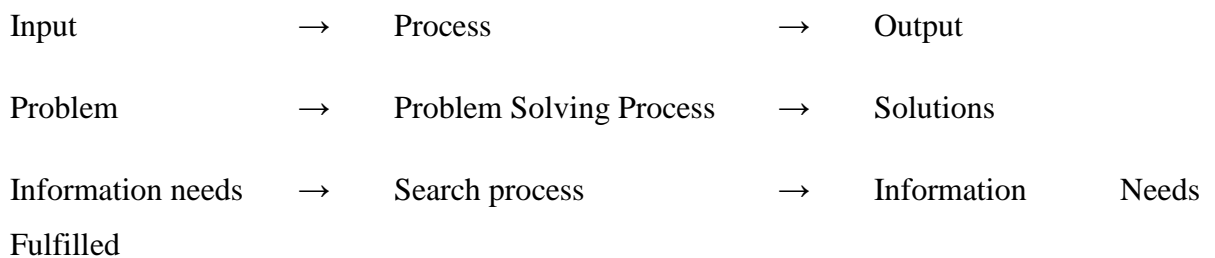
Tague has presented the following types of information needs:

- Social or pragmatic information needs- required for coping with day-to-day life.
- Recreation information needs- information satisfying the traditional and cultural interests of individuals.

- Professional information needs- information required operating competently within a business or professional environment.
- Educational information needs- information required satisfying academic requirement as an institution.

Brittain has pointed out about an information need, which may refer to the:

- need expressed by the user; or
- need that a user cannot express; or
- present or immediate need; or
- future or deferred or potential need.

The information need of the users have to be satisfied by libraries and the information centers through their services. The information needs relate to as follow:

- Which information is needed i.e. the subject or theme. It presupposes that any and all information about the requested subject will somehow satisfy the information need.
- The other approach is rather different. It might be called a situational approach: given a user wanting information on a certain subject, what we can do to satisfy this need? What does he or she want to know, at which level of detail and abstraction, etc. this specifies the intrinsic characteristic of information, whatever the subject may be.

3.9 Information Seeking Behavior

When a need is felt for anything, more often than not, people take action in order to satisfy that need. Different strategies or modes of action are resorted too. The same applies for the satisfaction of information needs. An individual realizes that he needs information, he knows that in all probability the information will not come to him on its own, therefore he has to go out seeking it.

Information seeking behavior is the application of attitudes through set of actions in order to achieve desired information need. When attitudes and actions are collaborated the

performance emerges. Based on the level of performance, the satisfaction level of the acquired information is determined.

Ching-Chih Chen has defined information seeking as follows, "Information seeking patterns are the paths pursued by the individual in the attempt to resolve a need."

According to Girja Kumar, "Information seeking behavior is mainly concerned with who needs what kind of information for what reasons; how information is found, evaluated and used, and how their needs can be identified and satisfied." According to him the following process takes place in the information seeking behavior:

- Identifying objective.
- Defining need.
- Accessing information system.
- Establishing sources of information.
- Information acquisition.
- Use of information.
- Satisfaction/ dissatisfaction.

The present era is the era of information and knowledge revolution. Many electronic resources are available in the library. The increase information available on the web has affected information seeking behavior. Innumerable types of information, in a large variety of containers and in many different locations, are all available in one place. Information seeking behavior is the purposive seeking for information as a consequence of a need to satisfy some goal. In the course of seeking, the individual may interact with manual information system such as newspaper or library and with computer based system such as the web. Information seeking is the process or activity of attempting to obtain information both human and technological contexts. The increase in information available on the web has affected information seeking behavior. Information is the product of human in action, it may be abstract or concrete when an individual is able to think about the variety of image and sensations which flash across his/her memory retains some piece of knowledge. That piece of intellectual activities in the practices of any subject, information acts as a backbone for any dynamic and efficient research programmer.

3.10 Information Seeking Behavior Models

Many models have been framed in order to explain the information seeking process. A model is a framework for thinking about a problem and may evolve into a statement of the relationships among theoretical propositions. Some of the models that have been developed so far are given below:

3.10.1 Wilson's Model (1981):

Wilson's model has its origin in 1981. The main aim of this attempt was not so much 'model building', but mainly describing interrelationships between concepts (Wilson 1981). Wilson labels his models 'information behaviour models' to distinguish them from the 'information search models' as they are understood by information retrieval researchers. These models are more concerned with user behavior surrounding the actual initiation of information-seeking and have a broader perspective of the information search than the use of computer-based information retrieval systems. The aim of Wilson's 1981 model was to outline the various areas covered by what he proposed as 'information-seeking behaviour' as an alternative to 'information needs'.

Wilson's first 1981 model shows that part of information seeking behaviour may involve other people through information exchange. The information perceived as useful may also be passed on to other people as well as by the person seeking the information a threefold view of information-seeking. Although Wilson's model only draws attention to gaps in research it continues to serve as a framework in present research with as much validity as at the time of its conception.

Information

Satisfaction or non-satisfaction

Need

Information Use

Information Seeking Behaviour

Information Exchange

Demands on Information System

Demands on other Information System

Success

Failure

Other People

Information Transfer
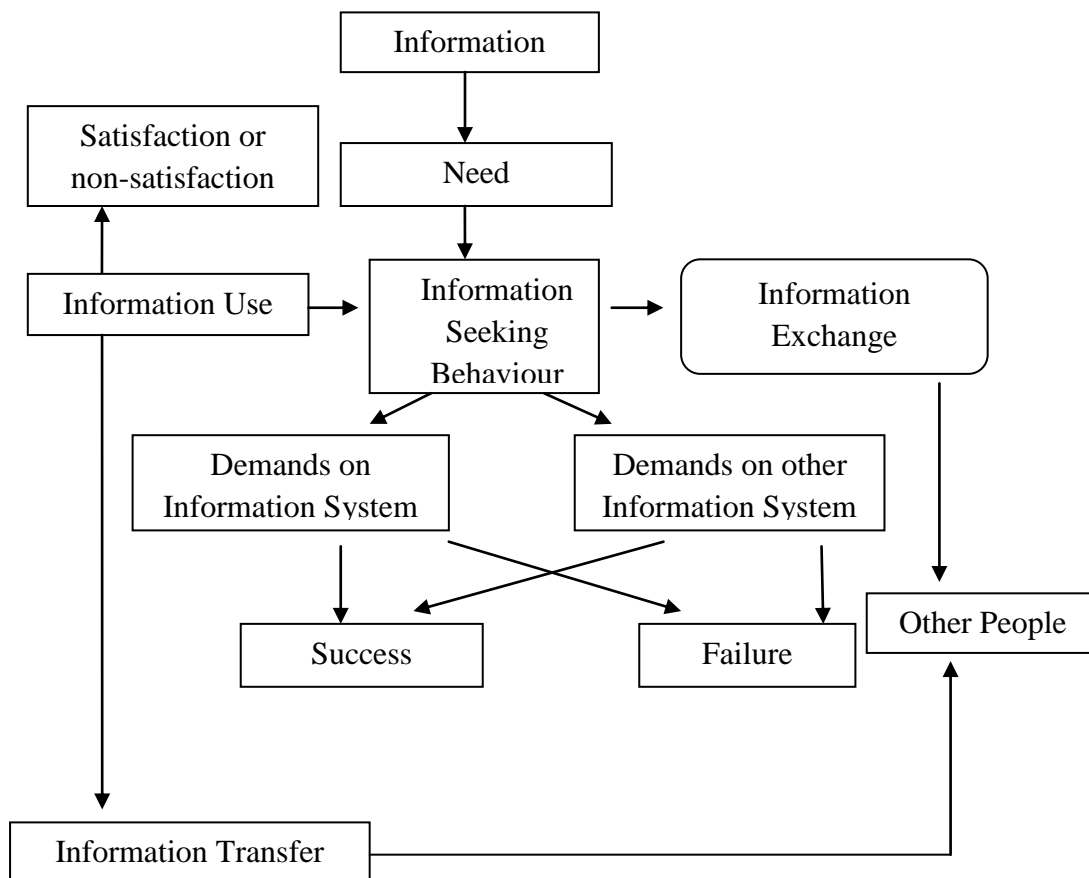
Fig. 3.1 Wilson's Model, 1981. (Source: Wilson T.D., 1999)

3.10.2 Wilson 1996 model of information behavior:

Wilson made major revisions to his 1981 model of information behaviour, in his 1996 model. He drew upon research from a variety of fields other than Information Science. These fields include decision- making theory, psychology, innovation, and health communication and consumer research. The model pictures the cycle of information activities, from the rise of the information need (context of information need) to the phase when information is being used (information processing and use).

The basic framework of Wilson's 1981 model remains in the 1996 model. The ,intervening variables' now represent the information seeking barriers, that is psychological, demographic, role-related or interpersonal, environment and source characteristics.

The 1996 model now also identifies 'information-seeking behaviour' (in the fifth group of concepts in the figure), namely passive attention, passive search, active search and ongoing

search. The suggestion is that the impact of the intervening variables may support and prevent information use while information seeking behaviour consists of more types of information-seeking behaviour than identified in the 1981 model. If information needs are to be satisfied, 'information processing and use' becomes an essential part of the feedback loop shown at the bottom of the model.

The 1996 model also presents three relevant theoretical ideas as activating mechanisms to explain user behaviour. In the second and fourth concepts in figure these mechanisms are represented as the stress/coping, risk/reward, social learning theory and 'self-efficacy'. The activating mechanisms are psychological factors which are explained by these different theories and which prompt the user to proceed with the information seeking process.
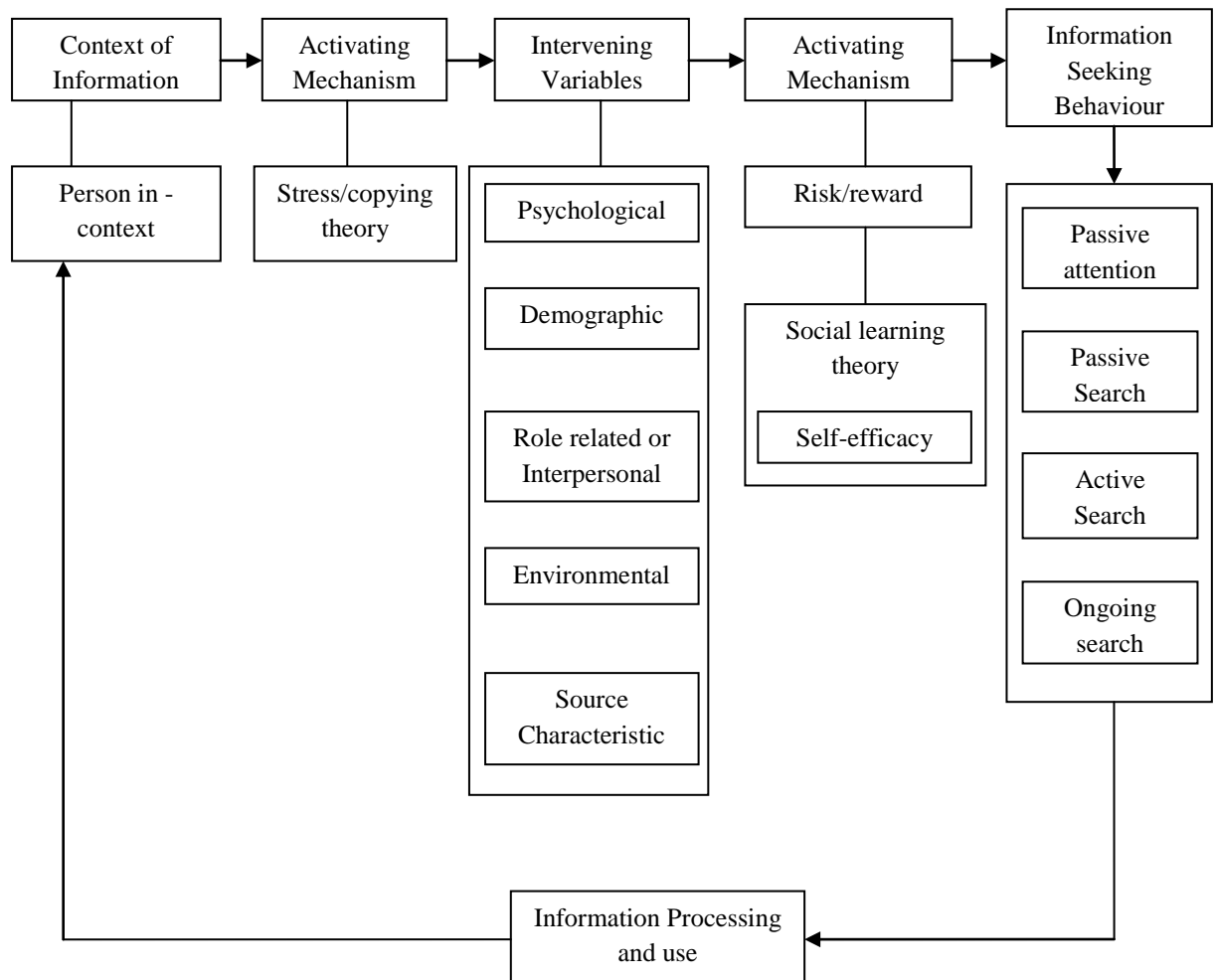
Fig. 3.2 Wilson 1996 model of information behavior (Source: Wilson, T.D., 1999)

3.10.3 Ellis, (1989) and Ellis, Cox and Hall (1993):

Ellis and Co. uses the term 'features' rather than 'stages' in information seeking. The features according to them are:

- **Starting:** the means employed by the user to begin information seeking, for example, asking a knowledgeable colleague.
- **Chaining:** following footnotes and citations in known material or 'forward' chaining from known items through citation indexes.
- **Browsing:** semi-directed or semi-structured searching.
- **Differentiating:** using known differences in information sources as a way of filtering the amount of information obtained.
- **Monitoring:** keeping up-to-date or current awareness searching.
- **Extracting:** selectively identifying relevant material in an information source.
- **Verifying:** checking the accuracy of the information.
- **Ending:** i.e. the tying up of loose ends through a final search.

A stage process version of Ellis's behavioural framework

Fig. 3.10.3 Ellis, (1989) and Ellis, Cox and Hall (1993) (Source: Wilson T.D., 1999)

3.10.4 Kuhlthau's Model

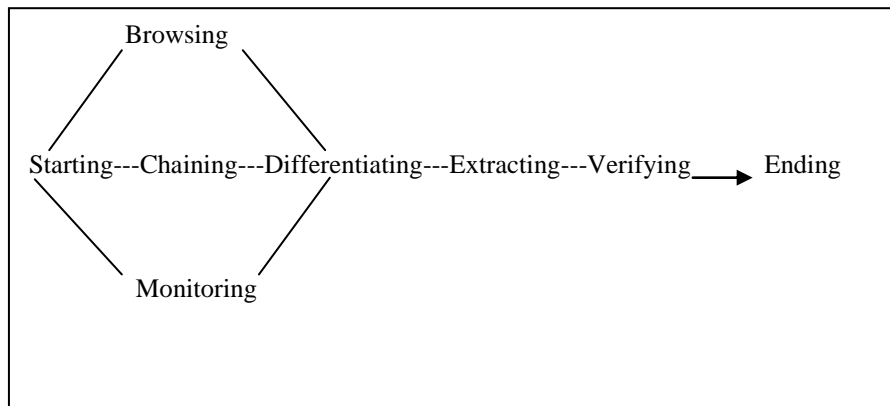Kuhlthau, studying the information seeking behavior of students doing a research assignment, formulated a model depicting common patterns of tasks, feelings, thoughts and actions in six stages:

- **Initiation:** A person becomes aware of a lack of knowledge or understanding making uncertainty and apprehension common.
- **Selection:** A general area, topic or problem is identified and initial uncertainty often gives a way to brief sense of optimism and a readiness to begin the search.
- **Exploration:** Inconsistent, incompatible information is encountered and uncertainty, confusion and doubt frequently increase.
- **Formulation:** A focused perspective is formed and uncertainty diminishes as confidence begins to increase.
- **Collection:** Information pertinent to the focused perspective is gathered and uncertainty subsides as interest and involvement in the project deepens.
- **Presentation:** The search is completed with a new understanding enabling the person to explain his or her learning to others or in some way to put the learning to use.

3.11 Factors Affecting Information Seeking Behavior

Line (1969) defined the factors that affected information requirement of users namely age, experience, background, qualifications, seniority, solitary or team work, persistence, thoroughness, motivation, willingness to accept the help from others, awareness of sources, media of communication and storage, etc. An individual adopt different ways in order to satisfy an information need, and decides on certain course of action and it includes:

- Access to the source.
- Money matters the most which has to be considered
- Time involved is also an important factor
- The source whether it offers the answers to their problem
- Whether they will understand what the source provided as answer

There are other factors also affecting the information seeking behavior such as social, political, geographical, educational etc.

- **Social factors**: a desire for information on such topics like information on fashion, music which may be openly available and looked upon in certain societies while in some societies it may be looked behind closed doors.
- **Political factors**: The dictatorship political system may define the information on defense, freedom of speech and expression as forbidden to a particular group while non-availability of such information may motivate a person to resort to underground means.
- **Geographical factors**: The geographical location of an individual also determines the means adopted by a person for searching information.
- **Educational factors:** The educated and uneducated may seek information differently.

  (shodhganga.inflibnet.ac.in/bitstream/10603/15812/10/10_chapter%205.pdf)

3.12 Information Use and User Needs

As information is an important and valuable resource, it ought to have certain qualities, namely (i) accessibility (ii) comprehensiveness (iii) precision (iv) compatibility (v) timeliness (vi) clarity (vii) flexibility (viii) verifiability, and (ix) quantifiable. The information use and user needs both are directly concerned with users. The users are the ultimate recipient of information in the communication cycle. A user may belong to a user group with identifiable interests and environment. The individual as an user may differ with regard to:

i.   Attitudes, Believes, Values;
ii.   Goals;
iii. Capabilities;
iv.   Communication Attitudes;
v.   Experience and Habit; and
vi.   Cultural Background

The viewpoint of users towards information varies according to the intended use. Although the users in a particular regular environment may have common viewpoints and often share the same priorities in the value of information. The dimension/ extent of use of information are subject to priorities and intended use of the user group. There may be differences in the attitude towards the use of information. Another dimension of the information use is the purpose for which it is being used i.e. (research, planning, or problem solving). The information priorities of a user is the function of intended use at a given time and not dependent on the users discipline. Depending on the role of a user the priorities shift accordingly. For example, a person may be a researcher, today, a planner next day, an information expert another day.

User Needs: Due to complexity of users need and interpretation of the concept of users need and requirements, unanimously accepted opinion about information needs of users in different to device. However, the objectives of the institutions and kind of individuals' needs of the users, for assessing the information needs of the users. User's study is carried out with the following objectives:

- To judge the limitations of library system and services.
- To exploit the resource at the least expenses of among time and energy.
- To enhance to quality of acquisition and collection.

3.13 User Study

It is only in recent years that systematic studies of user community and the information behaviour of various groups have been started. Before that library professional neglected one of the most important components of an information system, namely, the user.

Most of the earlier studies of information needs were based on indirect methods, like citation, counting of recent documents, library issue records, reference records, etc. Later, professionals found that what they required was much more than what these types of studies could reveal. They required a complete picture of the functioning of the entire system of communication and its components. This resulted in the use of more direct methods of studies in information use and information seeking behavior of users. User studies have now

been well accepted and performed by various direct methods. There is considerable accumulation of literature on user studies and more and more is being generated, as can be judge from the reviews appearing on the subject. The establishment of the Centre for Research on User Studies (CRUS) is an evidence of the increasing emphasis on user studies.

User Study is the means for systematic examination of the characteristics and behavior of the users of the systems and services. The user study is directly linked with the effectiveness (performance) of library and information services as they aim at satisfaction of user needs. User studies imply a willingness to relate product or system design to the perceived needs of those for whom the product or system design is intended. The user study is similar to market research survey in order to correlate product with the demand and satisfaction.

The term user study is mainly concerned with studying information processing activities of users. It essentially implies the study of the use of the demand or need of information. The use study means a sort of research activity on the part of librarian which involves psychological and sociological factors in finding the readers or research scholars' choices and varieties of interest. The information needs refer to as assessment or a study on for a sort of relevance or information to a given user and his area of concern and interest and reception interest, likes and dislikes.

Menzel (1966) has categorized the user studies broadly into three categories as under:

- Behavior studies: Studies which are carried out to find the pattern of overall interaction of the user community with the communication system without reference to any specific information receiving event are called information behavior studies.
- Use studies: Studies which are conducted to find out the use of any communication medium such as primary periodical, secondary periodical and other sources are called use studies.
- Information flow studies: The studies which are conducted to find the pattern of flow of information in the communication system is the information flow studies.

The user studies have not been restricted to actual users alone. Studies have also been made of non-users, and such non-users may be those who are unable to use information due to mental, physical and sociological reasons; or those professionals like doctors, dentists,

solicitors, teachers and social workers who may often be unenclosed or unable to visit information centers due to professional demands. User studies have also, therefore, to identify such groups who can be potential users and point out ways and means to react them. User studies are excellent tools for estimating information requirements of a specific group of users. These studies often designed to identify and to analyze how various persons or groups use libraries.

Thus user studies are often investigated as attempts to understand, justify, explain, or expand library usage and consequently to gain more knowledge about the process of communication in so far as libraries and their clientele are concerned.

3.14 Conclusion

Information is vital and everyone needs information for different uses. The way information has been sought can be different from person to person and group to group. In the emerging Information and Communication Technology (ICT) knowledge about the information seeking behavior of people on the web is crucial for those wishing to help them effectively meet their information needs online.

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Chapter 4

Data Analysis and Findings

The purpose of the present study is to find the information seeking behavior of college students from St. Edmunds College, Shillong and Pachhunga University College, Aizawl. In all, 200 questionnaires were distributed among the students and 154 students have responded. The received percentage of questionnaire is 77. After collecting the data from the respondents, the data was entered in the form of table and analyzed in MS-Excel.

4.1 Analysis by Gender

The gender-wise (such as male and female) distribution of the respondents is shown under Table 4.1 below:

Table 4.1 Institute wise respondents

Sl. No	Gender	St.Edmunds College	Pachhunga University College
1.	Male	34 (42.5%)	29 (39.2%)
2.	Female	46 (57.5%)	45 (60.8%)
Total		80	74

Source: Survey data

Table 4.1 represents institute wise respondents. It shows that 42.5% respondents are male and 57.5% respondents are female from St. Edmunds College, Shillong. From Pachhunga University College, Aizawl, 39.2% respondents are male and 60.8% respondents are female.

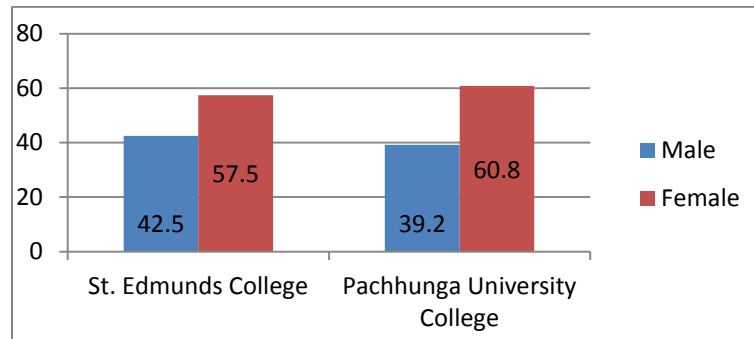The table is supported by Fig.4.1 below to make clarity:

Fig. 4.1: Institute wise respondents

Fig. 4.1 shows that there are 42.5% male respondents and 57.5% female respondents from St. Edmunds College, Shillong while there are 39.2% male respondents and 60.8% respondents from Pachhunga University College, Aizawl which shows the greater difference between both of the respondent category i.e., females have responses more than male respondents from both the colleges.

4.2 Department wise distribution of respondents

The department-wise (such as Bachelor of Arts and Bachelor of Commerce) of the respondents are shown in Table 4.2.

Table 4.2: Department wise distribution of respondents

Sl. No	Department	St.Edmunds College	Pachhunga University College
1	Bachelor of Arts	50 (62.5%)	38 (51.4%)
2	Bachelor of Commerce	30 (37.5%)	36 (48.6%)
Total		80	74

Source: Survey data

Table 4.2 shows the department wise distribution of respondents. From St. Edmunds College there are 62.5% respondents from Bachelor of Arts and 37.5% respondents are from Bachelor of Commerce. From Pachhunga University College there are 51.4% respondents from Bachelor of Arts and 48.6% respondents from Bachelor of Commerce.

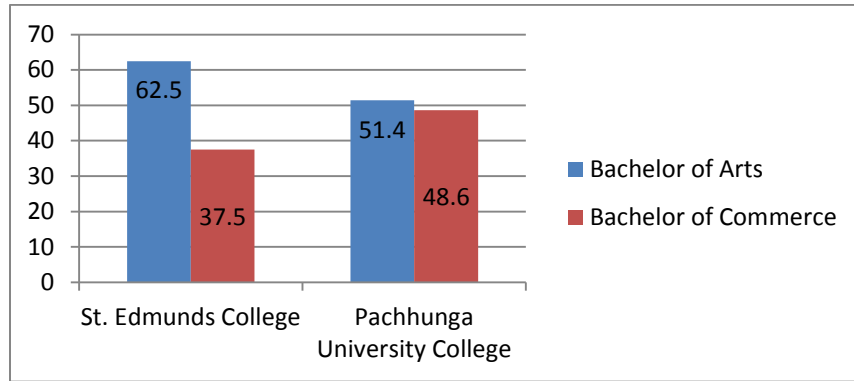The table is supported by Fig.4.2 below to make clarity:

Fig.4.2: Department wise distribution of respondents

Fig. 4.2 shows that from St. Edmunds College, the respondents from Bachelor of Arts 62.5% are more than the respondents from Bachelor of Commerce 37.5%. While in Pachhunga University College, the respondents from Bachelor of Arts 51.4% and respondents from Bachelor of Commerce 48.6% is an average. Hence, by comparing both the colleges, the respondents from Bachelor of Arts are more than the respondents from Bachelor of Commerce.

4.3 Semester wise respondents of the Students

The semester wise respondents of the students (such as BA 1st Semester, BA 3rd Semester, B.Com 1st Semester and B.Com 3rd Semester) is shown in Table 4.3

Table 4.3: Semester wise respondents of the Students

Sl. No.	Semester	St. Edmunds College	Pachhunga University College
1	BA 1st	10 (12.5%)	4 (5.4%)
2	BA 3rd	40 (50%)	34 (45.9%)
3	B.Com 1st	7 (8.75%)	14 (18.9%)
4	B.Com 3rd	23 (28.75%)	22 (29.8%)
Total		80	74

Source: Survey data

Table 4.3 shows the semester wise respondents from both the colleges. The table shows that from St. Edmunds College, there are 12.5% respondents from BA 1st Semester and 50% respondents from BA 3rd Semester. From B.Com 1st Semester there are 8.75% respondents and from B.Com 3rd Semester there are 28.75% respondents. From Pachhunga University College, there are 5.4% respondents from BA 1st Semester and 45.9% respondents from BA 3rd Semester. From B.Com 1st Semester there are 18.9% respondents and from B. Com 3rd Semester there are 29.8% respondents.

The table is supported by Fig. 4.3:

Fig. 4.3: Semester wise respondents of the students
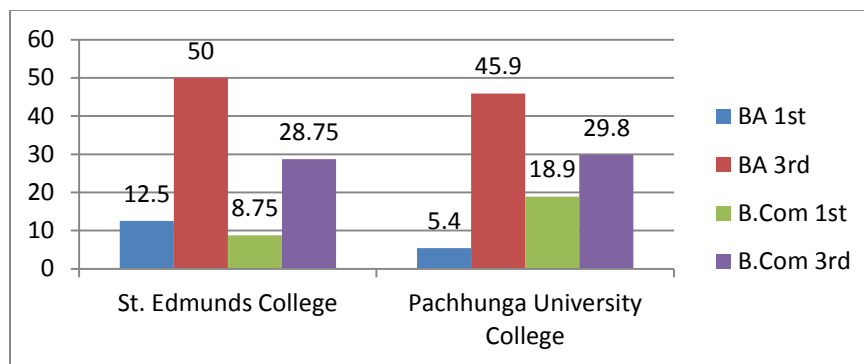
On analyzing the data by showing Fig. 4.3, it is clear that the majority of the respondents from both the colleges are from Bachelor of Arts, 3rd Semester (50% from St. Edmunds College and 45.9% from Pachhunga University College) whereas 5.4% belongs to Bachelor of Arts 1st Semester from Pachhunga University College which is the least among all the semester from both the colleges.

4.4 Frequency of visit to Library

A comparative study on the frequency of visit to library of St. Edmunds College and Pachhunga University College is shown in Table 4.4.

Table 4.4: Frequency of visit to Library

Sl. No	Frequency	St.Edmunds College	Pachhunga University College
1	Daily	4 (5%)	4 (5.4%)
2	Weekly	40 (50%)	32 (43.3%)
3	Monthly	12 (15%)	23 (31%)
4	Rarely	24 (30%)	15 (20.3%)
Total		80	74

Source: Survey data

Table 4.4 shows the frequency of visit to Library and it is clearly shown that the majority of respondents visit library weekly in case of respondents from St. Edmunds College (50%) whereas, the least respondents visit library daily (5%). In case of respondents from Pachhunga University College, the majority of respondents (43.3%) visit library weekly, whereas the least respondents (5.4%) visit library daily.

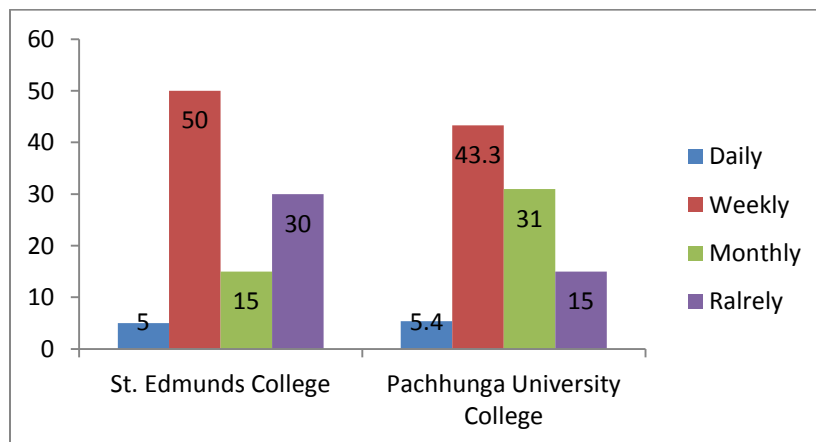The table is supported by Fig 4.4 to make clarity:

Fig.4.4: Frequency of visit to Library

From Fig. 4.4 it is clear that the least respondents from both the colleges have visited the Library daily i.e. 5% from St. Edmunds College and 5.4% from Pachhunga University College. By comparing both the colleges, the majority of respondents from both the colleges have visited the library weekly.

4.5 Purpose of visit to library

There are various reasons for visiting the library. The different purpose of visit to library by the respondents is shown in Table 4.5

Table 4.5: Purpose of visit to Library

Sl. No	Purpose	St. Edmunds College	Pachhunga University College
1	To study	25 (31.25%)	9 (12.2%)
2	To borrow books	30 (37.5%)	37 (50%)
3	Updating knowledge	15 (18.75%)	19 (25.7%)
4	To access Internet	1 (1.25%)	4 (5.4%)
5	Other purposes	9 (11.25%)	5 (6.7%)
Total		80	74

Source: Survey data

While analyzing Table 4.5, the purpose of visit to the Library by the respondents from both the colleges is different. From the total respondents from St. Edmunds College 31.25% visit the library for study purposes, 37.5% visit the library to borrow books, 18.75% visit the library for updating their knowledge, 1.25% visits the library to access Internet and 11.25% visit the library for other purposes.

From the total respondents from Pachhunga University College, 12.2% visit the library for study purposes, 50% visit the library to borrow books, 25.7% visit the library for updating their knowledge, 5.4% visit the library to access Internet and 6.7% visit the library for other purposes.

The table is supported by Fig 4.5 below to make clarity:
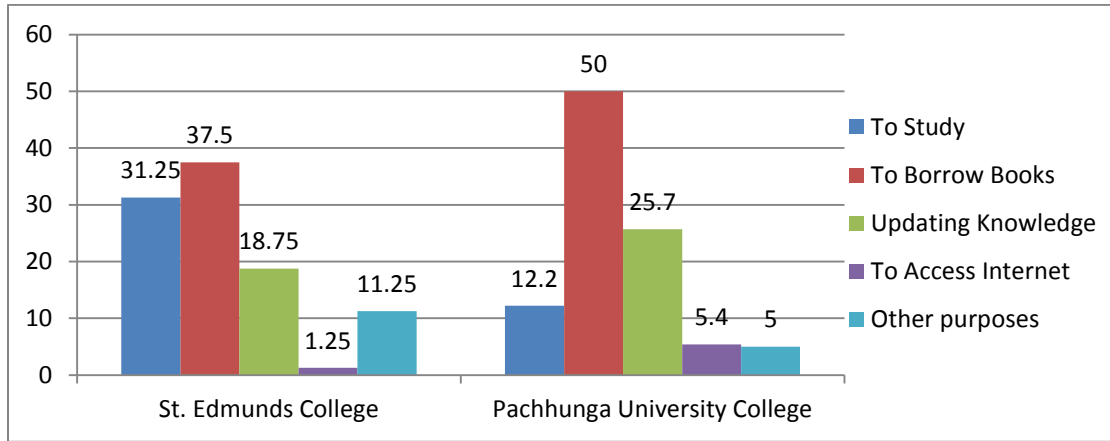
Fig.4.5: Purpose of visit to library

From Fig. 4.5 majority of the respondents from both the colleges have visited the library to borrow books 37.5% from St. Edmunds College and 50% from Pachhunga University College) whereas 1.25% from St. Edmunds College visits the library to access Internet.

4.6 Purpose of seeking information

There are various purposes which makes the students to seek information. It is shown in Table 4.6

Table 4.6: Purpose of seeking of information

Sl. No	Purpose of Seeking Information	St. Edmunds College	Pachhunga University College
1	For career development	19 (23.75%)	28 (37.8%)
2	To keep up-to-date	46 (57.5%)	18 (24.3%)
3	To write assignment/presentation	8 (10%)	23 (31%)
4	Other purposes	7 (8.75%)	5 (6.7%)
Total		80	74

Source: Survey data

Table 4.6 represents the purpose of seeking information by the respondents from both the colleges, which have great difference. From the total respondents from St. Edmunds College, 23.75% seek information for career development, 57.5% seek information to keep up-to-date themselves, 10% seek information for writing assignment or presentation and 8.75% seek information for other purposes. From the total respondents from Pachhunga University College 37.8% seek information for career development, 24.3% seek information to keep up-to-date themselves, 31% seek information for writing assignment or presentation and 6.7% seek information for other purposes.

The table is supported by Fig 4.6 below to make clarity:

Fig. 4.6: Purpose of seeking information
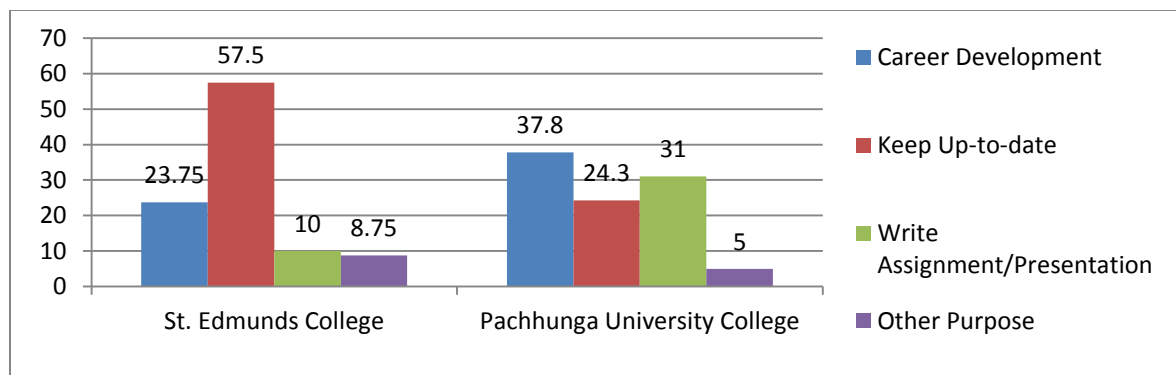
Fig. 4.6 shows that majority of the respondents (57.5%) from St. Edmunds College have seek information for keeping themselves up-to-date. whereas the average respondents from Pachhunga University College have seek information for various purposes.

4.7 Problem faced while searching information

The general problem encountered by the students while searching for information is shown in Table 4.7

Table 4.7: Problem faced while searching information

Sl No	Problem	St. Edmunds College	Pachhunga University College
1	Insufficient study materials	69 (86.25%)	48 (64.8%)
2	Lack of cooperation	7 (8.75%)	10 (13.5%)
3	Slow internet speed	4 (5%)	16 (21.6%)
Total		80	74

Source: Survey data

Table 4.7 shows the problem faced by the students from both the colleges while searching information which is different. From the total respondents from St. Edmunds College 86.25% faced the problem because of insufficient study materials, 8.75% faced the problem because of lack of cooperation and 5% faced the problem because of slow Internet speed. From the total respondents form Pachhunga University College 64.8% faced the problem because of insufficient study materials, 13.5% faced the problem because of lack of cooperation and 21.6% faced the problem because of slow Internet speed.

The table is supported by Fig 4.7 below to make clarity:
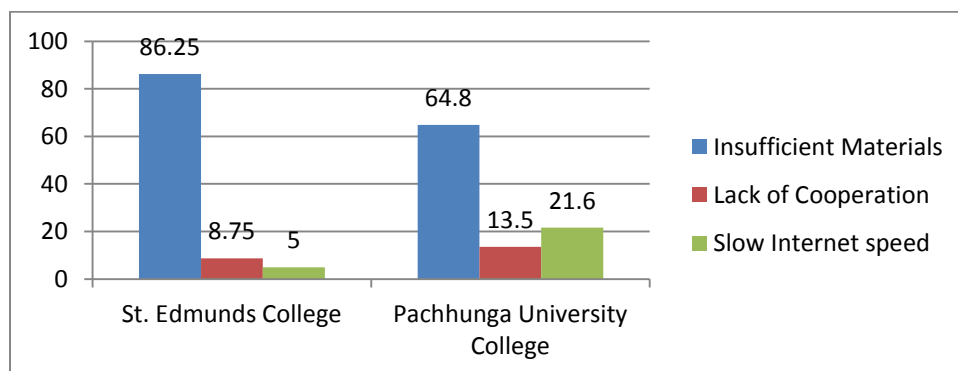
Fig.4.7: Problem faced while searching information

From Fig. 4.7 majority of the respondents from both the colleges have faced the problem due to insufficient study materials (86.25% from St. Edmunds College and 64.8% from Pachhunga University College).

4.8 Formal sources of information used

There are different types of formal sources of information used by the students which can be seen in Table 4.8.

Table 4.8: Formal sources of information used

Sl. No	Formal Sources	St Edmunds College	Pachhunga University College
1	Books	55 (68.75%)	48 (64.8%)
2	Journals/ Periodicals	9 (11.25%)	10 (13.5%)
3	Encyclopedia	7 (8.75%)	5 (6.7%)
4	Abstracts	4 (5%)	4 (5.4)
5	Newspapers	5 (6.25%)	7 (9.4%)
Total		80	74

Source: Survey data

While analyzing Table 4.8, the formal sources of information used by the students from both the colleges are different. Out of 80 respondents from St. Edmunds College, 68.75% respondents use books, 11.25% respondents use journals/periodicals, 8.75% respondents use encyclopedia, 5%respondents use abstracts and 6.25%respondents use newspapers.

Out of 74 respondents from Pachhunga University College, 64.8% respondents use books, 13.5% respondents use journals/periodicals, 6.7% respondents use encyclopedia, 5.4% respondents use abstracts and 9.4% respondents use newspapers.

The table is supported by Fig 4.8 to make clarity:
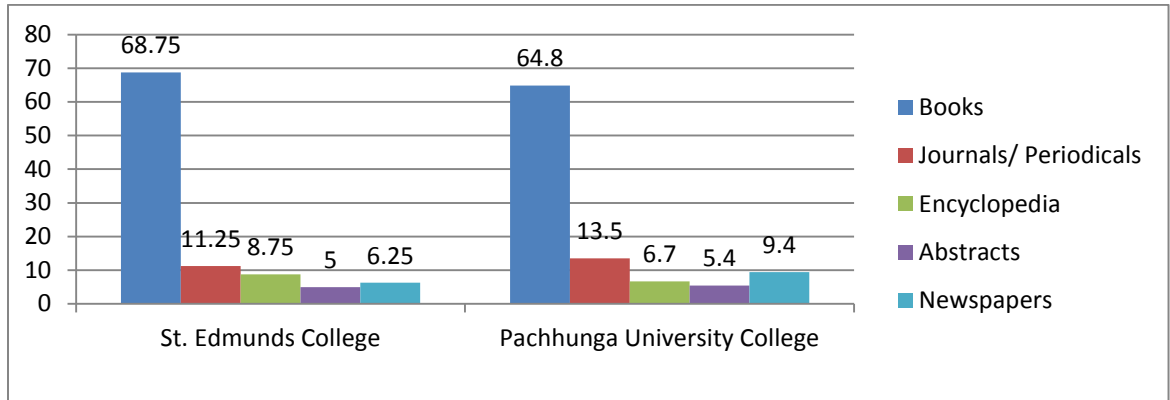
Fig.4.8: Formal sources of information used

From Fig. 4.8 it is clear that most of the respondents from both the colleges have used Books as their formal sources of information (68.75% from St. Edmunds College and 64.8% from Pachhunga University College) and the least number of the respondents from both the colleges have used Abstracts as their formal sources of information (5% St. Edmunds College and 5.4% from Pachhunga University College.

4.9 Informal sources of information used

There are different types of informal sources of information used by the students which can be seen in Table 4.9.

Table 4.9: Informal sources of information

Sl No	Informal Sources	St. Edmunds College	Pachhunga University College
1	Personal experience	9 (11.25%)	10 (13.5%)
2	Internet	54 (67.5%)	58 (78.3%)
3	Television/ Radio	4 (5%)	5 (6.7%)
4	Interaction with others	13 (16.25%)	1 (1.3%)
Total		80	74

Source: Survey data

Table 4.9 represents the informal sources of information use by the students from both colleges which are different. Out of 80 respondents from St. Edmunds College, 11.25% uses their personal experience as their sources of information, 67.5% use Internet, 5% use television/ radio and 16.25% use interaction with others.

Out of 74 respondents from Pachhunga University College, 13.5% use personal experience, 78.3% use Internet, 6.7% use television/ radio and 1.3% use interaction with others.

The table is supported by Fig 4.9 to make clarity:
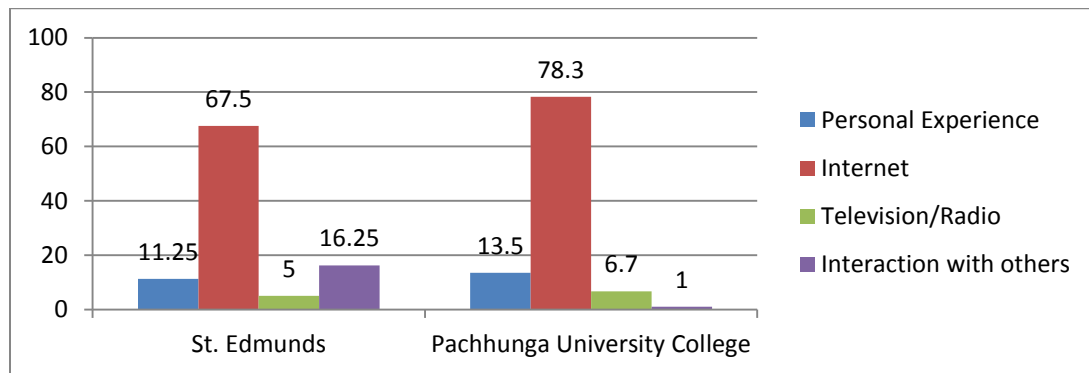
Fig.4.9: Informal sources of information used

Fig. 4.9 shows that majority of the respondents from both the colleges have used Internet as informal sources of information (67.5% from St. Edmunds College and 78.3% from Pachhunga University College. The least respondents from St. Edmunds College (5%) have used Television/Radio as informal sources of information while in Pachhunga University College, the least respondent (1.3%) have used interaction with others as informal sources of information.

4.10 Satisfaction level of library collection

The satisfaction level of the students of their library collection can be different as shown in Table 4.10.

Table 4.10 Satisfactory level of library collection

Sl. No	Category	St. Edmunds College	Pachhunga University College
1	Excellent	50 (62.5%)	40 (54.5%)
2	Good	20 (25%)	24 (32%)
3	Dissatisfied	10 (12.5%)	10 (13.5%)
Total		80	74

Source: Survey data

Table 4.10 shows that maximum number of students i.e. 62.5% respondents are saying that the library collection is excellent in St. Edmunds College, 25% respondents said that the library collection is good, and 12.5% respondents are not satisfied with their library collection.

Out of 74 respondents from Pachhunga University College, 54.5% respondents are saying that the library collection is excellent, 32% respondents said that the library collection is good, and 13.5% respondents are not satisfied with their library collection.

The table is supported by Fig. 4.10 as given below:
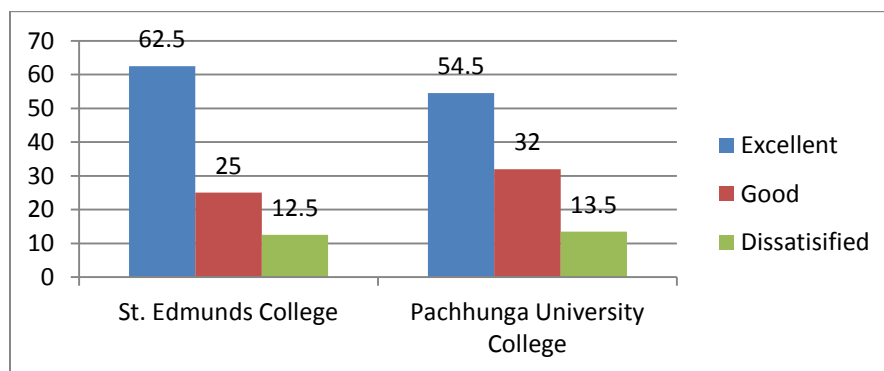
Fig. 4.10: Satisfactory level of library collection

From Fig. 4.10 it is clear that the maximum number of respondents from St. Edmunds College (62.5%) and Pachhunga University College (44.5%) said that the collections in their library are excellent as well as good.

4.11 Use of Internet

The comparative study of the use of Internet by the students from both the colleges is shown in Table 4.11

Table 4.11: Use of Internet

Sl. No	Use of Internet	St. Edmunds College	Pachhunga University
1	Yes	80 (100%)	74 (100%)
2	No	0	0
Total		80	74

Source: Survey data

Table 4.11 represents the use of Internet, and it shows that the total respondents from both the colleges have used Internet.

The table is supported by Fig. 4.11 as given below:
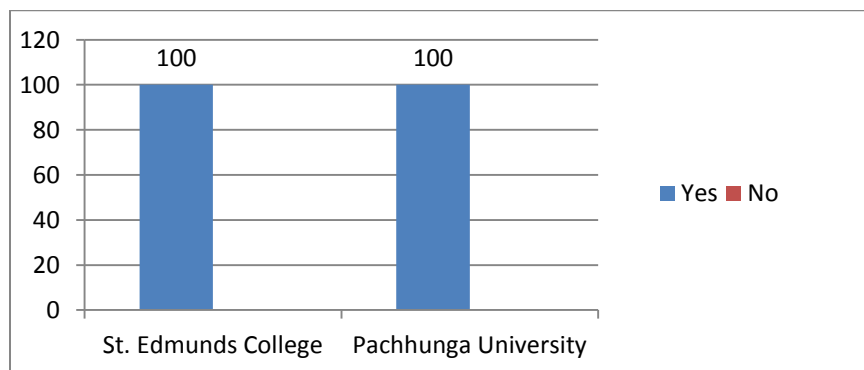
Fig. 4.11: Use of Internet

From Fig. 4.11 it is clear that all the respondents from both the colleges have used Internet and there are no respondents who have not used Internet.

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4.12 Sources used for accessing Internet

There are different sources through which Internet can be accessed. Table 4.12 shows the different sources used for accessing Internet by the students.

Table 4.12: Sources used for accessing Internet

Sl. No	Sources	St. Edmunds College	Pachhunga University College
1	Mobile Phone	75 (93.75%)	59 (79.7%)
2	Home	5 (6.25%)	9 (12.1%)
3	College Library	0	6 (8.1%)
4	Cyber Café	0	0
Total		80	74

Source: Survey data

Table 4.12 shows the sources used by the respondents in accessing the Internet. From the table it can be seen that most of the respondents from both the colleges access Internet through their mobile phone (93.75% from St. Edmunds College and 79.7% from Pachhunga University College).

The table is supported by Fig. 4.12:
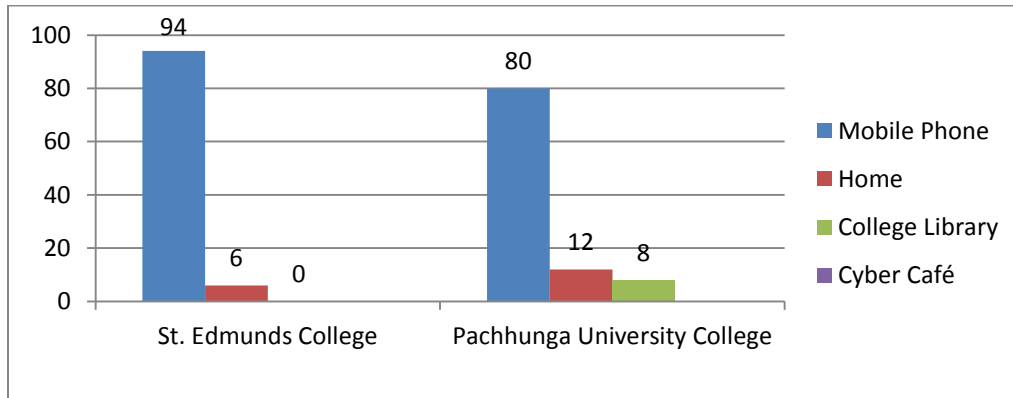
Fig. 4.12: Sources used for accessing Internet

Fig. 4.12 shows that majority of the respondents from both the colleges have used mobile phone for accessing Internet (93.75% from St. Edmunds College and 79.7% from Pachhunga University College). From St. Edmunds College, 6.25% respondents access

Internet from their home while 12.1% respondents from Pachhunga University College access internet from their home. There are no respondents who have access Internet from college library and cyber café from St. Edmunds College, while there are 8.1% respondents from Pachhunga University College have access Internet from their college library.

4.13 Regularity of using Internet

The regularity of using Internet varies differently among the students. Table 4.13 shows the regularity of use of Internet by the students.

Table 4.13: Regularity of using Internet

Sl. No	Regularity	St. Edmunds College	Pachhunga University College
1	Daily	68 (85%)	48 (64.86%)
2	Once/twice a week	5 (6.25%)	12 (16.22%)
3	Rarely	7 (8.75%)	14 (18.92%)
Total		80	74

Source: Survey data

Table 4.13 shows the regularity of using Internet from both the colleges. By taking both the colleges, most of the respondents are using Internet daily. There are more respondents from Pachhunga University College, who have used the Internet once/twice a week as well as rarely.

The table is supported by Fig. 4.13 as shown below:
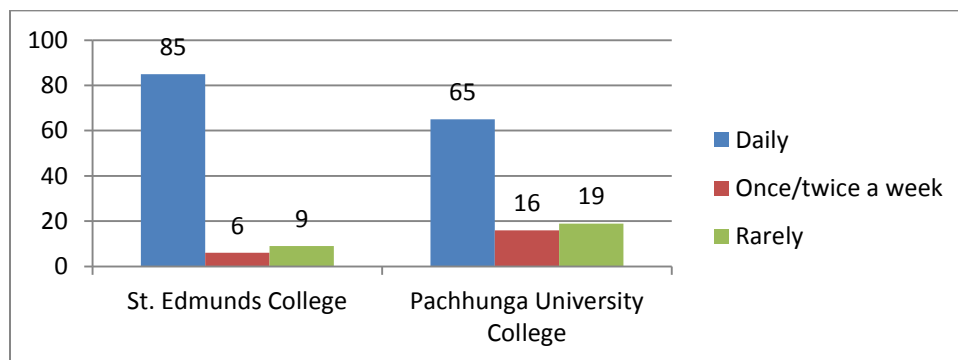
Fig. 4.13: Regularity of using Internet

From Fig. 4.13 it can be seen that majority of the respondents from both the colleges have used Internet daily (85% from St. Edmunds College and 65% from Pachhunga University College). The number of respondents who have used Internet once/twice a month and rarely are more in Pachhunga University College, than the respondents from St. Edmunds College (see Fig. 4.13)

4.14. Purpose of using Internet

The different purposes of using Internet are shown in Table 4.14.

Table 4.14: Purpose of using Internet

Sl. No	Purpose of using internet	St.Edmunds College	Pachhunga University College
1	Education	25 (31.25%)	29 (39.1%)
2	Social Networking	40 (50%)	26 (35.1%)
3	Entertainment	5 (6.25%)	7 (9.4%)
4	Online Gaming	5 (6.25%)	2 (2.7%)
5	Watching/Reading News	5 (6.25%)	10 (13.5%)
Total		80	74

Source: Survey data

Table 4.14 shows the purpose of using internet from both the colleges which is different. Out of 80 respondents from St. Edmunds College, 31.25% use Internet for education purpose, 50% use for social networking, 6.25% use for entertainment, 6.25% use for online gaming and 6.26% use for watching/reading news.

Out of 80 respondents from Pachhunga University College, 39.1% use Internet for education purpose, 35.1% use for social networking, 9.4% use for entertainment, 2.7% use for online gaming and 13.5% use for watching/reading news.

The table is supported by Fig. 4.14 below to make clarity:
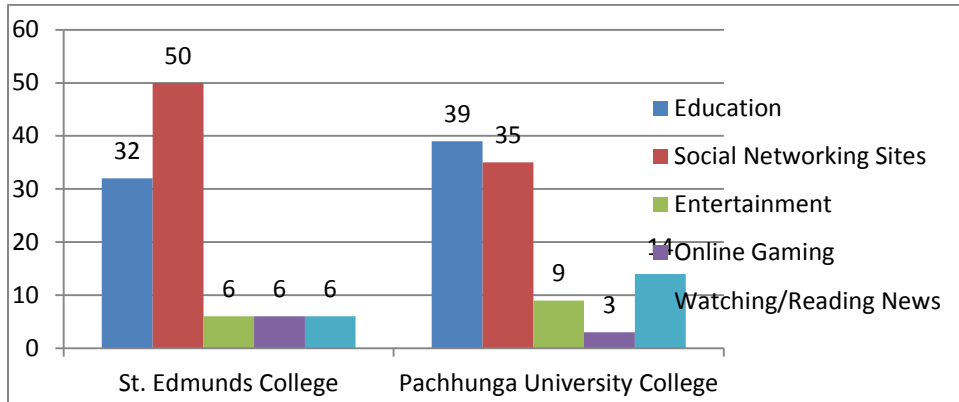
Fig. 4.14: Purpose of using Internet

Fig. 4.14 shows that the highest respondents (50%) from St. Edmunds College use Internet for social networking while in Pachhunga University College, 35.1% respondents use Internet for social networking. From St. Edmunds College, 31.25% respondents use Internet for educational purposes while from Pachhunga Univeristy College, 39.1% respondents use Internet for educational purposes. The other respondents from both the colleges use Internet for different purposes (as shown in Fig. 4.14).

4.15 Problem faced while using Internet

Different problems can be faced while using Internet. The problems faced by the students are shown in Table 4.15.

Table 4.15: Problem faced while using Internet

Sl. No	Problem	St. Edmunds College	Pachhunga University College
1	Slow Internet speed	46 (57.5%)	47 (63.5%)
2	Irregularity of Internet ping	4 (5%)	7 (9.5%)
3	Difficulty in finding	10 (12.5%)	2 (2.7%)
4	Cost of Internet	20 (25%)	18 (24.3%)
Total		80	74

Source: Survey data

Table 4.15 shows the problem faced while using Internet. Out of 80 respondents from St. Edmunds College, 57.5% respondents faced the problem because of slow Internet speed, 5% respondents faced the problem because of irregularity of Internet ping, 12.5% respondents faced the problem because of difficulty in finding and 25% respondents faced the problem because of the cost of Internet.

Out of 74 respondents from Pachhunga University College, 63.5% respondents faced the problem because of slow Internet speed, 9.5% respondents faced the problem because of irregularity of Internet ping, 2.7% respondents faced the problem because of difficulty in finding and 24.3% respondents faced the problem because of the cost of Internet.

The table is supported by Fig. 4.15 for clarity as given below:
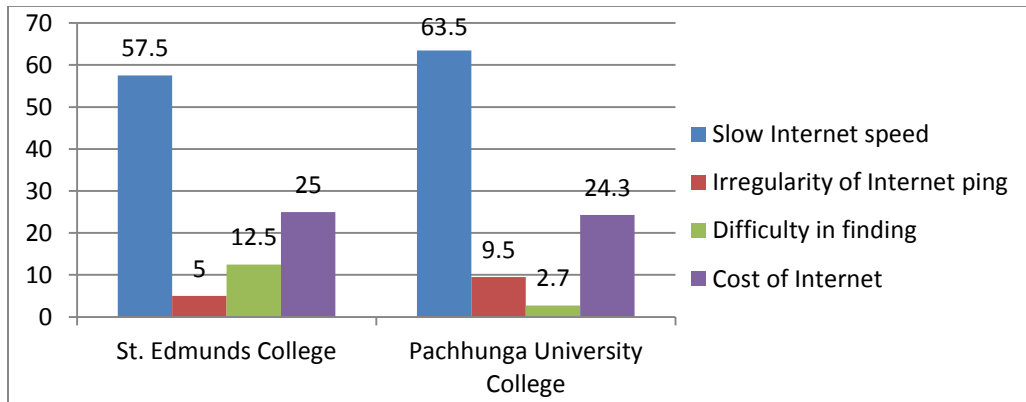
Fig. 4.15: Problem faced while using Internet

Fig. 4.15 shows the different problem faced while using Internet. From the figure it can be seen that the most problem faced by the respondents while using the Internet is slow Internet speed. From St. Edmunds College, 57.5% faced the problem because of slow Internet speed, whereas from Pachhunga University College, 63.5% faced the problem because of slow Internet speed. The other problems faced by the respondents from both the colleges are almost the same as shown in Fig. 4.15.

4.16 Type of library services used

Libraries have provided different services which can be used by its users. The different services used by the students are shown in Table 4.16

Table 4.16: Type of Library service used

Sl. No	Library Services	St. Edmunds College	Pachhunga University College
1	Book loaning service	47 (58.75%)	33 (44.6%)
2	Internet service	12 (15%)	23 (31.1%)
3	Reference service	21 (26.25%)	18 (24.3%)
4	Reprographic service	0	0
Total		80	74

Source: Survey data

Table 4.16 represents the types of library services used by the respondents from both the colleges. Out of 80 respondents from St. Edmunds College, 58.75% use book loaning service, 15% use Internet service, and 26.25 % use reference service. Out of 74 respondents from Pachhunga University College, 44.5% use book loaning service, 31% use Internet service, and 24.3% use reference service.

The table is supported by Fig. 4.16 below to make clarity:
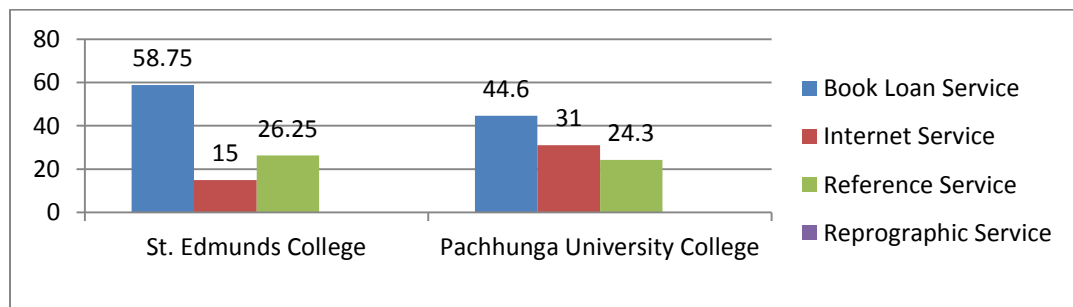
Fig. 4.16: Types of library services used

Fig. 4.16 shows the different types of library services used by the respondents. From Fig. 4.15 it can be seen that the most commonly used library services from both the colleges is book loaning service (58.75% from St. Edmunds College and 44.6% from Pachhunga

University College). There are no respondents who have used reprographic service provided by the library from both the colleges.

4.17 Seeking the help from library staff

Many library users used to seek help from the library staff when there is a problem. The comparative study of the students on how they get the help of the staff is shown in Table 4.17.

Table 4.17: Seeking the help from library staff

Sl. No	Got the help	St. Edmunds College	Pachhunga University College
1	With request	45 (56.25%)	53 (71.62%)
2	Without request	35 (43.75%)	21 (28.38%)
Total		80	74

Source: Survey data

Table 4.17 shows the respondents who have taken the help of the library staff on request basis. From St. Edmunds College, 56.25% respondents got the help with request and 43.75% respondents got the help without request. Out of 74 respondents from Pachhunga University College, 71.62% respondents got the help with request and 28.38% respondents got the help without request.

The table is supported by Fig. 4.17 as shown below:
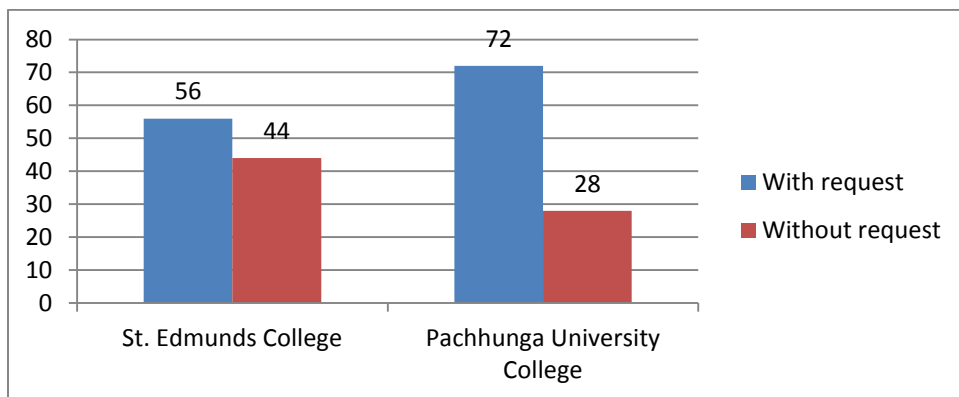
Fig. 4.17: Seeking the help from library staff

From Fig. 4.17 it can be seen that the respondents are getting the help from the library staff mostly when requesting them. The numbers of respondents who have got the help from the library staff by requesting them are more in Pachhunga University (72%) than the respondents from St. Edmunds College (56%).

4.18 Consultation of other libraries

There are many library users who have consulted many different libraries for getting the information they required. Table 4.18 shows the number of students who have consulted other library other than their own college library.

Table 4.18: Consultation of other libraries

Sl. No	Consulting other library	St. Edmunds College	Pachhunga University College
1	Yes	29 (36.25%)	20 (27.02%)
2	No	51 (63.75%)	54 (72. 97%)
Total		80	74

Source: Survey data

The table is supported by Fig. 4.18 as shown below:
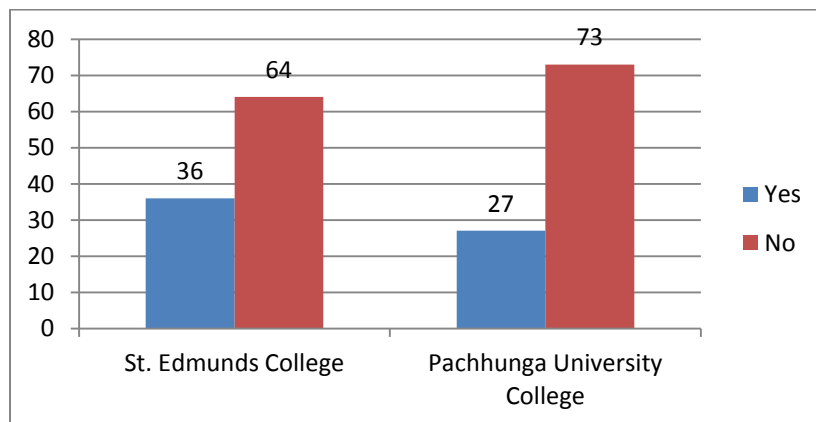
Fig. 4.18: Consultation of other library

Fig 4.18 shows that most of the respondents from St. Edmunds College (64%) and Pachhunga University College (73%) do not consult other library for getting information.

4.19 Findings

The aim of present work is to compare the information seeking behavior of college students from St. Edmund's College, Shillong and Pachhunga University College, Aizawl. The data for study was collected using questionnaire as a tool. The important findings of the study are given below:

a) From the total respondents (154), the respondents from St. Edmunds College, Shillong is higher than the respondents from Pachhunga University College, Aizawl.

b) In comparison to the total respondents from both the colleges, female respondents are more than male respondents.

c) By comparing both the colleges, the respondents from Bachelor of Arts are more than the respondents from Bachelor of Commerce from both the colleges.

d) Majority of the students in St. Edmunds College (50%) and in Pachhunga University College (43.3%) visits library weekly.

e) It is found that most of the students are visiting library to borrow books on related topics in St. Edmunds College and Pachhunga University College.

f) It is found that majority of the students from St. Edmunds College (57.5%) seek information for keeping themselves up-to-date, while in Pachhunga University College majority of the students (37.8%) seek information for their career development.

g) It is anal1yzed that in both the colleges, majority of the students have faced the problem of insufficient materials while searching for information.

h) The students in both the colleges prefer 'Book' as the most formal sources of information used.

i) Most of the students from St. Edmunds College (67.5%) and Pachhunga University College (78.3%) prefer to use 'Internet' as informal sources of information.

j) Most of the students from both the colleges responded that they are satisfied with their library collection.

k) From both the colleges, all the respondents are using Internet.

l) In both the colleges, majority of the respondents are using Mobile Phone to access Internet while there are no respondents from both the colleges who have used cyber café for accessing Internet.

m) In St. Edmunds College, majority of the respondents (50%) are using Internet for Social Networking while in Pachhunga University College, majority of the respondents (39%) are using Internet for Educational purposes.

n) Most of the respondents from both the colleges are facing the problem of slow Internet speed while using Internet.

o) Majority of the respondent from both the colleges most commonly used book loaning service from their library, which is followed by reference service from St. Edmunds College (26.25%) and Internet service from Pachhunga University College (31%). There are no students from both the colleges who have used reprographic service provided by their library.

p) It is analyzed that from St. Edmunds College (56%) as well as Pachhunga University College (72%) majority of the students are getting the help from the library staff only by requesting them.

q) In both the colleges, majority of the students do not consult other library/information center for getting information.

Chapter 5

Conclusion and Suggestions

5.1 Conclusion

Information plays an important role in all the fields including education. Students seek information to improve their knowledge. The current study compared the information seeking behavior of college students from St. Edmunds College, Shillong and Pachhunga University College, Aizawl.

Objective: To find out the information needs of the students of both the colleges.

On the basis of findings it is observed that the students from both the colleges do not visit their library daily but rely heavily on its sources and services. The students from St. Edmunds College seek information mostly for keeping themselves up-to-date, while the students from Pachhunga University College mostly seek information for their career development. All of the students from both the colleges still believed in study by books and the least number of students depends through accessing of internet.

Objective: To identify the methods followed by the students to keep in touch with the latest developments in their field.

The students from St. Edmunds College uses Internet highly for social networking and only 31.25% students use internet for their educational purposes. On the other hand, 39.1% students from Pachhunga University College use Internet for their educational purposes. It can be seen that the students from Pachhunga University College are more aware about how to keep in touch with the latest development in Information and Communication Technology (ICT) for their educational purposes. It is also observed that majority of the students does not consult other library/information center, except for their college library for getting the information they required for their educational purposes. Most of the respondents mostly rely on the use of Internet for getting information instead of visiting library.

Objective: To determine the use of formal and informal sources of information by the students in both the colleges.

The most commonly used formal sources of information by the students from both the colleges is 'Book', which is followed by journals, encyclopedia, abstracts and newspapers while the most commonly used informal source of information by the students from both the colleges is 'Internet'. The respondents are also making use of their personal experience as the sources of information. Most of the respondents rely both on the use of books and Internet because there are many problems they face while searching for information. If they rely only on books they did not get sufficient materials and if they rely only on Internet, they could face problem because of limited number of Internet provider and speed.

Objective: To compare the availability of information sources and services in both the colleges.

A good number of collections have been found in the library from both the colleges which will help the students in satisfying their information needs and requirements.Both the library strongly provides good library services to their users. The most commonly used library service by the students from both the colleges is book loaning service and Internet service in a limited way. But it is found that the total respondents from both the colleges are not using the reprographic service provided by their college library.Awareness with regard to reprographic service should be provided to the students of both the colleges.It can be concluded that the students from both the colleges have been widely used their library sources and services for their study purposes.

5.2 Suggestions

On the basis of findings of the study a few suggestions are timely and should be considered:

1. Library staff should be polite and friendly with users' when they are in library.

2. An Internet facility with high access capacity is needed for better satisfaction of the users.

3. Awareness among the students should be given not only to rely on books but also on how to make use of the journals/ periodicals subscribed by the library.

4. St. Edmunds College, Shillong should automate their Library functioning as soon as possible.

5. St. Edmunds College Library should have a suggestion box for the improvement of sources and services.

6. E-books and e-journals must be acquired by both the college libraries to provide better services to the students.

7. The college libraries should try to procure more study materials.

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Appendix

QUESTIONNAIRE

ON

Information Needs and Information Seeking Behavior of College Students: A Comparative Study of St. Edmund's College, Shillong and Pachhunga University College, Aizawl.

Dear Students

　　You are requested to fill up the following questions on the above mentioned topic for carrying out my M.Phil Dissertation in Library and Information Science under acknowledged. I assure that the data provided by you will be used only for the purpose stated above and will be kept confidential.

Thanking you.

Yours Sincerely

Esther Lalruatpuii

M.Phil Scholar

Dept. of Lib. & Info. Science

Mizoram University

Please use tick mark between the brackets provided in each of the questions.

1. Name:
2. Gender:　　　　　Male ( )　　　　　Female ( )

3. Name of College:

4. Course Detail: BA   ( )   B.Com ( )

5. Semester:

6. What is your frequency of visiting Library?

       (a) Daily ( )   (b) Weekly ( )

       (c) Monthly ( )   (d) Rarely ( )

7. What is your purpose of visiting Library?

       (a) To study ( )   (b) To borrow books ( )

       (c) Updating knowledge ( )   (d) To access internet ( )

       (e) Other purposes ( )

8. What types of resources do you generally need to access?

       (a) Books ( )   (b) Newspapers ( )

       (c) Journals/ Periodicals ( )   (d) Databases ( )

9. Do you feel the library collection is adequate for purpose?

       (a) Yes ( )   (b) No ( )

10. How do you find the arrangement of book on the shelves?

       (a) Classified ( )   (b) Helpful ( )

       (c) Difficult ( )

11. For what purpose do you seek information?

       (a) For career development ( )   (b) To keep up-to-date ( )

       (c) To write assignment/presentation ( )   (d) other purposes ( )

12. What problem do you find while searching information?

       (a) Insufficient study materials ( )   (b) Lack of co-operation ( )

       (c) Slow Internet speed ( )

13. What kind of formal sources of information do you use?

       (a) Books ( )   (b) Journals/ Periodicals ( )

       (c) Encyclopedia ( )   (d) Abstracts ( )

       (e) Newspapers ( )

14. What kind of informal sources of information do you use?

       (a) Personal experience ( )   (b) Internet ( )

       (c) Television/ Radio ( )   (d) Interaction with others ( )

15. Are you satisfied with your library collection?

       (a) Excellent ( )   (b) Good ( )

       (c) Not Satisfied ( )

16. Do you use Internet?

       (a) Yes ( )   (b) No ( )

17. From where do you access the Internet?

       (a) Mobile Phone ( )   (b) Home ( )

       (c) College Library ( )   (d) Cyber Café ( )

18. How often do you use the Internet?

       (a) Daily ( )   (b) Once/ twice a week ( )

       (c) Rarely

19. For what purpose do you use the Internet?

(a) Education ( )   (b) Social Networking ( )

(c) Entertainment ( )   (d) Online Gaming ( )

(e) Watching/Reading News ( )

20. Do you face any problem while using Internet?

(a) Yes ( )   (b) No ( )

21. What problem do you face while using the Internet?

(a) Slow internet speed ( )   (b) Irregularity of Internet ping ( )

(c) Difficulty in finding ( )   (d) Cost of Internet ( )

22. What type of library services do you use?

(a) Book loaning service ( )   (b) Internet service ( )

(c) Reference service ( )   (d) Reprographic service ( )

23. Do you get the help of the library staff while using the library?

(a) With request ( )   (b) Without request ( )

24. Do you consult other library/ information center except your college library for information collection?

(a) Yes ( )   (b) No ( )

25. Suggestions (if any):

ABSTRACT ON

INFORMATION SEEKING BEHAVIOUR OF COLLEGE STUDENTS: A COMPARATIVE STUDY OF ST. EDMUND'S COLLEGE, SHILLONG AND PACHHUNGA UNIVERSITY COLLEGE, AIZAWL

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1. INTRODUCTION

Information can be said as one of the basic needs of every person's life. Its presence or absence can affect one's life. Information can be ideas, facts, data and imaginative works of the human mind which are communicated formally or informally in any form. Information is one of several basic resources that are needed and utilized by human beings for their development and prosperity. The exact nature of information is not easy to describe. Perhaps the most explicit definition in the literature defines information as a 'recorded experience that is used in decision making'. Information is universal and has become a part of everyone's life. It is required even for a common purpose and it may be in any form of information required for daily work, call from friends, weather forecasts etc. Every person needs to update himself for his knowledge for various reasons and he tries to collect information required for him from different sources. Generally academicians, professionals, scientists and researchers need information to update their subject knowledge and they refer the published and unpublished resources for obtaining information. Thus, information can be obtained from different library through consulting books, journals, newspapers, thesis, case studies, project reports etc. Information is power and has immense benefit to the knowledge society (Singh, U. N, & Prasad, H. N, 2013).

The dependency on information in every sphere of intellectual activity has increased day by day. Technological advances have made information a new basic resource of matter and energy. Information is an aggregation or processing of data to provide knowledge and intelligence. Information is a power which plays a vital role in the development and progress. It is, therefore necessary that the information generated at any point be procured, organized and disseminated expeditiously to the users for its optimum use.

Next to matter and energy, all pervasive information is a basis component in this universe. It is formed through sense perception, data, memory, experience, or by observation or interaction with the outside world. It is inherent in images, symbols, signals, signs and values that interact with the mind. It is physically stored in graphic form, in electrical signals, magnetic patterns, or in the form of electrical pulses. Though a conceptual entity, it can be recorded, stored and transmitted in the form of signs, signals and symbols.

Information is power which is a vital source for human beings for living a prosperous life on the earth. Information is all around and is utilized in all walks of life right from purchasing a pin to writing a research article by the human beings irrespective of caste, creed and gender, rich or poor, educated and uneducated. Thus the information helps against social imbalance. It is the supreme asset than all other movable and immovable asset that the people hold on earth. In the contemporary world people are valued as rich and poor not because of their assets; but they are valued as information rich and information poor. The information rich people are those who are highly skilled in identifying their information needs and apply seeking behaviors so as to access the information from both online and traditional resources successfully and satisfying their information needs. The information poor people are lacking in their skills in getting their information needs be satisfied. Thus we are no strangers to the power of information. Our very lives depend on it. (Fazlur, Rahiman S.A, 2014)

The technological advancements and innovations that took place over the years have transformed libraries from a mere storehouse of print materials into gateways to the universe of information. Libraries are no longer stagnant reservoirs of books/documents. Information Communication Technology (ICT) has brought a radical changes in the way in through which libraries gather, preserve and disseminate information. Hence, with ICT, electronic cataloguing, electronic online public access catalogues (OPACs), electronic acquisition and serials control, electronic circulation functions, electronic distribution of commercial publications, electronic availability of raw data, multimedia information delivery systems, digitized collections and online textbooks are all now practicable with a higher degree of user satisfaction (Ajayi, 2002; Abels et al., 1996).

Information plays a vital role in education as well as social and economic development of a country. It is an important resource in the creation, maintenance and development of knowledge. Many type of user like educationist, technician, manager, executives, economist, social worker, etc. require information today. The world has now moved from the industrial revolution into the information revolution. The rapid development of technology, and the fast pace of the modern world has created an increasing awareness of the importance of information and the need for professionals, dedicated to studying and understanding.

The increase in information available on the web has affected information seeking behavior. Information is the product of human in action it may be abstract or concrete when an individual is able to think about the variety of image and sensations which flash across his/her memory retains some piece of knowledge. Information is an important input or basic resource to link between varieties of intellectual activities in the practice of any subject. Information is an ingredient, which is very much required for decision making in every walk of life. In fact information-seeking behavior has been linked to problem solving behavior, which is nothing but information processing. Information is a part of all human experience. Acquiring and processing information are fundamental aspects of life itself. (Medepalli Venkatasubbarao, 2013)

In the rapidly moving world of the information age, information seeking behavior is increasingly multi-faceted, on demand, real-time and diverse. Despite the emergence of the Internet and the availability of a wide variety of search engines that can seek information with increasing speed and accuracy, people are turning to their school, public, and academic libraries more frequently and in larger numbers than ever before. Libraries are urgently attempting to reinvent themselves and fully embrace the challenge of meeting the needs of their users in a climate of rapid change where information seekers have many options, less patience and use different kinds of information and communication technology. As academic libraries become fully immersed in the twenty-first century, they are beginning to realize that to meet the best of user needs, they must first look at user preferences. Understanding user information seeking behavior within the library context will help better inform libraries about reference user preferences. (Chow and Croxton, 2012)

2. SIGNIFICANCE AND SCOPE OF THE STUDY

In the present educational scenario, advent of Information and Communication Technology (ICT) into education such as Internet, Television, Mobile Learning Technology, Computer etc have contributed much in sharpening the reading habits of students. This situation requires studying how best the students' information seeking behavior, especially, reading habits in the current changing learning environment are influenced. The study will identify the information need, information seeking process, and level of satisfaction

Primarily the scope of present study is limited to information needs and seeking behaviors of college students of St. Edmund's College, Shillong and Pachhunga University College, Aizawl with special emphasis on use of sources and services to its users among the students from Bachelor of Arts and Bachelor of Commerce. The two colleges have been selected as they both are the premier institution of their respective states (Meghalaya and Mizoram) as well as they could be stated as one of the best college of the state.

3. RESEARCH DESIGN

3.1 STATEMENT OF THE PROBLEM

The present study aims at analyzing the information needs and information seeking behavior of college students with particular reference to St Edmund's College, Shillong and Pachhunga University College, Aizawl. The study traces out the information needs of the students, the strategies that the students apply during their information seeking process and their level of dependency at the libraries. The information seeking behaviors of the students determine the level of satisfaction of information needs that they perceived. The study is carried out in order to establish a good library system to serve students effectively and to make them eligible to make use of the library resources.

4. OBJECTIVES

The objectives of the study are:

1. To find out the information needs of the students of St. Edmunds College, Shillong and Pachhunga University College, Aizawl.
2. To identify the methods followed by the students to keep in touch with the latest developments in their field.
3. To determine the use of formal and informal sources of information by the students in both the colleges.
4. To compare the availability of information sources and services in both the colleges.

5. RESEARCH METHODOLOGY

Since the study has been designed to ascertain the information needs and seeking behaviors of college students of St. Edmund's College, Shillong and Pachhunga University College, Aizawl, the survey method supported by questionnaires have been used to collect the data pertinent to the present work. The questions are framed in such a way that the answers can be given by checking yes or no; or by selecting one of the possible answers provided in the questionnaires.

Sample comprised of College students of St. Edmund's College, Shillong and Pachhunga University College, Aizawl. The questionnaire as a survey instrument was administered to a population comprising of College students only. The total number of questionnaire distributed was 200, 100 questionnaires from each college among the students from Bachelor of Arts and Bachelor of Commerce. From St. Edmund's College, Shillong out of 100 questionnaires, 80 students have responded and from Pachhunga University College, Aizawl out of 100 questionnaires 74 students have responded making the total response rate of 77%.

6. CHAPTERIZATION

The present study is divided into five chapters.

Chapter-1 of the study constitutes the introduction including significance and scope of the study, review of literature, research gap, research design comprising of statement of the problem, objectives of the study, research methodology and references.

Chapter-2 of the study constitutes the overview of St. Edmunds College, Shillong and Pachhunga University College, Aizawl, about their college history and about their college library.

Chapter-3 of the study constitutes information need and information seeking behavior which includes concept of information, definition of information, attributes of information, approaches to information, types of information, concept of information need, definition of information need, identification of information need, information seeking behaviour-models,

factors affecting information seeking behavior, information user and user needs, conclusion and references.

Chapter-4 of the study deals with the data analysis and findings with tables and graphs for better understanding. The data analysis includes the analysis by gender, analysis by department, analysis by semester wise respondents of the students, analysis by frequency of visit to the library, analysis by purpose of visit to the library, analysis by purpose of seeking of information, analysis by problem faced while seeking of information, analysis byformal sources of information used, analysis by informal sources of information used, analysis by satisfaction level of library collection, analysis by use of Internet, analysis by sources of accessing Internet, analysis by regularity of using Internet, analysis by problem faced while using Internet analysis by types of library services used, analysis by seeking the help of the staff, analysis by consulting of other library and findings.

Chapter-5 of the study contains conclusion and suggestions.

7. FINDINGS

The aim of present work is to compare the information seeking behavior of college students from St. Edmund's College, Shillong and Pachhunga University College, Aizawl. The data for study was collected using questionnaire as a tool. The important findings of the study are given below:

a) From the total respondents (154), the respondents from St. Edmunds College, Shillong is higher than the respondents from Pachhunga University College, Aizawl.

b) In comparison to the total respondents from both the colleges, female respondents are more than male respondents.

c) By comparing both the colleges, the respondents from Bachelor of Arts are more than the respondents from Bachelor of Commerce from both the colleges.

d) Majority of the students in St. Edmunds College (50%) and in Pachhunga University College (43.3%) visits library weekly.

e) It is found that most of the students are visiting library to borrow books on related topics in St. Edmunds College and Pachhunga University College.

f) It is found that majority of the students from St. Edmunds College (57.5%) seek information for keeping themselves up-to-date, while in Pachhunga University College majority of the students (37.8%) seek information for their career development.

g) It is anal1yzed that in both the colleges, majority of the students have faced the problem of insufficient materials while searching for information.

h) The students in both the colleges prefer 'Book' as the most formal sources of information used.

i) Most of the students from St. Edmunds College (67.5%) and Pachhunga University College (78.3%) prefer to use 'Internet' as informal sources of information.

j) Most of the students from both the colleges responded that they are satisfied with their library collection.

k) From both the colleges, all the respondents are using Internet.

l) In both the colleges, majority of the respondents are using Mobile Phone to access Internet while there are no respondents from both the colleges who have used cyber café for accessing Internet.

m) In St. Edmunds College, majority of the respondents (50%) are using Internet for Social Networking while in Pachhunga University College, majority of the respondents (39%) are using Internet for Educational purposes.

n) Most of the respondents from both the colleges are facing the problem of slow Internet speed while using Internet.

o) Majority of the respondent from both the colleges most commonly used book loaning service from their library, which is followed by reference service from St. Edmunds College (26.25%) and Internet service from Pachhunga University College (31%). There are no students from both the colleges who have used reprographic service provided by their library.

p) It is analyzed that from St. Edmunds College (56%) as well as Pachhunga University College (72%) majority of the students are getting the help from the library staff only by requesting them.

q) In both the colleges, majority of the students do not consult other library/information center for getting information.

8. CONCLUSION

Information plays an important role in all the fields including education. Students seek information to improve their knowledge. The current study compared the information seeking behavior of college students from St. Edmunds College, Shillong and Pachhunga University College, Aizawl.

Objective: To find out the information needs of the students of both the colleges.

On the basis of findings it is observed that the students from both the colleges do not visit their library daily but rely heavily on its sources and services. The students from St. Edmunds College seek information mostly for keeping themselves up-to-date, while the students from Pachhunga University College mostly seek information for their career development. All of the students from both the colleges still believed in study by books and the least number of students depends through accessing of internet.

Objective: To identify the methods followed by the students to keep in touch with the latest developments in their field.

The students from St. Edmunds College uses Internet highly for social networking and only 31.25% students use internet for their educational purposes. On the other hand, 39.1% students from Pachhunga University College use Internet for their educational purposes. It can be seen that the students from Pachhunga University College are more aware about how to keep in touch with the latest development in Information and Communication Technology (ICT) for their educational purposes. It is also observed that majority of the students does not consult other library/information center, except for their college library for getting the information they required for their educational purposes. Most of the respondents mostly rely on the use of Internet for getting information instead of visiting library.

Objective: To determine the use of formal and informal sources of information by the students in both the colleges.

The most commonly used formal sources of information by the students from both the colleges is 'Book', which is followed by journals, encyclopedia, abstracts and newspapers while the most commonly used informal source of information by the students from both the

colleges is 'Internet'. The respondents are also making use of their personal experience as the sources of information. Most of the respondents rely both on the use of books and Internet because there are many problems they face while searching for information. If they rely only on books they did not get sufficient materials and if they rely only on Internet, they could face problem because of limited number of Internet provider and speed.

Objective: To compare the availability of information sources and services in both the colleges.

A good number of collections have been found in the library from both the colleges which will help the students in satisfying their information needs and requirements.Both the library strongly provides good library services to their users. The most commonly used library service by the students from both the colleges is book loaning service and Internet service in a limited way. But it is found that the total respondents from both the colleges are not using the reprographic service provided by their college library.Awareness with regard to reprographic service should be provided to the students of both the colleges.It can be concluded that the students from both the colleges have been widely used their library sources and services for their study purposes.