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ASHWANI KUMAR

ashbds.amb@gmail.com

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Online Information Seeking Behaviour of Faculty and Research Scholars on E-resources of Babasaheb Bhimrao Ambedkar University, Lucknow, India

Dr. Ashwani Kumar

Post-Doctoral Fellow

Dept. of Library and Information Science

Babasaheb Bhimrao Ambedkar University

(A Central University), Lucknow, India-226025

Email-ashbds.amb@gmail.com

Mob. No. +91-9919724191

Prof. M.P. Singh

Head,

Dept. of Library and Information Science

Babasaheb Bhimrao Ambedkar University

(A Central University), Lucknow, India-226025

Email-mpsinghdlis@gmail.com

Mob. No. +91-9415951864

ABSTRACT

The purpose of this study was to investigate the factors affect the optimum use and utilization of various e-resources by faculty and research scholars at Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow, UP. The study mainly focused on the preferred information sources and methods to access electronic information. The study describes in brief, the e-resources, and their types, etc. The objectives, scope and research methodology of the study are clearly expanded. For this purpose, the researchers prepared a well-structured questionnaire as a tool for data collection and the same responses were subjected to mathematical and statistical analysis.

Keywords: Information Seeking, Online Information Seeking, Information Seeking behaviour, e-resources, BBAU Lucknow.

I. INTRODUCTION

The present era is known as information and knowledge revolution and libraries are playing a very vital role to convey this revolution. Libraries have a big collection of different types of electronic resources. Information is the product of human in action it may be abstractor concrete when an individual being to think about the variety if image and sensations flash across his/her memory retains some piece of knowledge that piece of knowledge is the information. Information is an important input or basic resources link between variety of activities intellectual and material in the practice of any subject. Research stimulated often by new information is sustained by containing flow of information and when yield new information. Numerous studies have identified factors that affect the transmission and use of information or have proposed strategies for increasing information flow and utilization. User studies are being given due priority to overcome the improper communication and usage of information and information sources. Understanding Online Information Seeking Behaviour, one of the effective ways of conducting user studies, has become topic of research for many information specialists. Disciplines, Educational realms, Professions, Societal groups, etc. are some of the criteria for restricting observation of Online Information Seeking Behaviour [Salasin and Cedar, 1985; Whitmire, 2003; Khalil, 2001]. The increase in the amount, type, and format of information available on the Web has affected information-seeking behavior [Fidel et al., 1999]. Wilson [1999] prepared

model of information flow, theoretical and methodological proposals based on a conceptual system of **information behavior, Online Information Seeking Behaviour, information searching behaviour** and information using behaviour (*A nested model of the information seeking and information searching research areas*). The Online Information Seeking Behaviour (ISB) essentially refers to the strategies and actions undertaken to locate discrete knowledge elements. It is concerned with interactive utilization of the e-resources. Information seeking is a human process that requires adoptive and reflective control over the afferent and efferent acts of the information seeker.

E-resources

The documents that are in electronic form are said to be electronic resources. The term electronic resources came into usage in late 1980's when first electronic journal came into being. The electronic resources are not single entities. It includes various types of resources such as e-books, e-journals, e-databases, digital/knowledge archives and internet resources. Thus, those resources are available in the electronic form and access through intranet/internet/standalone computer known as e-resources. E-resources are such resources which are in electronic format or online. Due to the rapidly development of Information Communication Technology (ICT) most of the reading materials are available in electronic format. E-publishing has spun the information delivery model on its head to allow the information, in formats like books, journals, newsletters, magazines and research papers, to be distributed faster, better and most importantly, in a dynamic and extract way. Ubell [1997] has defined advantages of National Technical Information Service are Cost Savings, Timely Delivery, Powerful and effective search engine, Rapid access to specific data, No labor for paper maintenance. Electronic documents can be incorporated into solicitations, proposals, and contracts without rekeying. This also eliminates keying errors. E-resources are the cost saving in printing and paper as well as better data storage, maintenance, and transmission [Saxena 2009, Kaushik et.al. 2011]. The online information resources are very important source of information of any institution and organization. Academic users are required latest and pinpointed information accurately.

E-resources (e-books, e-journals, e-newspapers, bibliographic databases, Full text databases, Consortia, Institutional Repositories etc.) are now recognized as being of great importance to libraries. The resources of libraries which are available in electronic form or digital form or on Internet are called electronic resources and e-resources are defined as those electronic information resources and services that users can access electronically via a computer network from inside need in the world of digital information, libraries must revise their way of working. The collection of the library automatically changes day by day with the change of users demands. Due to the revolution of information communication and technology (ICT), modern or higher educational institutions or organization have started to subscribe e-resources for their better advancements. Due to the technological developments more particularly the web and internet made access to world information with a mouse click. The web technology offers many e-resources and services which are scattered across the globe. Among them some e-resources are with cost and some without cost. The cost based resources can't be offered developing and under developing countries.

Babasaheb Bhimrao Ambedkar University (BBAU) is a Central University, established on 10 January 1996. The 250 acres of University campus named 'Vidya Vihar' is located off the Raebareli Road, about 10 km south of Charbagh, the main Railway Station of Lucknow. It is a residential university. The University is committed to develop as a centre of excellence in higher education. The mandate of the University is to promote the study of the principles for which Babasaheb Bhimrao Ambedkar worked during his lifetime, namely, national integration, social justice, democratic way of life, and to promote inter-disciplinary studies and research while paying special attention to the promotion of educational and economic interests and welfare for the economic backward people. Recognizing the role of library and information services in meeting the requirements of the BBA University's academic and research programmes, the library purchases books and other information resources related to the courses offered by the University. Library has adequate number of information resources to satisfy the information need of library users. A separate periodical section has recently been set up for students and Faculty. The type of e-resources of the University Library includes:

- E-books
- E-journals
- E-bibliographic databases
- Full text e-databases

- E-sodhshindhu/Consortium
- Digital/Institutional Repository
- Anti plagiarism software

The E-Databases & Journals collections of the Central Library include JCCC (Through UGC-Infonet) <http://jccc-ugcinfonet.in> or www.jccc-ugcinfonet.in and Springer Link (Through UGC-Infonet) <http://www.springerlink.com/journals/>. The central library provides access to Springer Link and JCCC through UGC-Infonet consortium. They can be searched through the following links: Bibliographical Databases include: 1) Institute for Studies in Industrial Development (ISID), and 2) JCCC.

II. Earlier Studies

Munira Nasreen Ansari and Nishar Ahmad Zuberi [2010] studied about information seeking behaviour of media professionals in Karachi. They indicated that library is the most used channel among newspaper professionals and television professionals and television professionals. Reference service and newspaper clipping service are the most favourable information services in the library.

Mohd Sharif Mohd Saad and A. N. Zainab [2009] have identified an investigation of information seeking behaviour of computer science and information technology undergraduates: a quantitative approach. In this study results found that information professionals need to find strategies and courses of action undertaken by undergraduate students in order to perhaps improve information literacy skills of user education programmes.

Suriya, Sangeetha and Nambi [2004] carried out a research work on "Information seeking behaviour of Faculty from Government Arts Colleges in Cuddalore District." The purpose of their study was to investigate, how Faculty seek information from the library. It mentions that most of the respondents (38.12 percent) visited the library several times a week to meet their information needs. Regarding the type of search made by the respondents the majority of the respondents (56.87 percent) made their search by subject.

Shokeen and Kushik [2002] studied about information seeking behaviour of social scientists working in the universities located in Haryana. They reported most of the social scientists visit library daily. The first preferred method of searching the required information by the social scientists followed by searching through indexing and abstracting periodicals, and citations in articles respectively. The social scientists use current journals followed by books.

Challener [1999] investigated artists and art historians teaching in five liberal arts colleges and three universities. Results found that they need information for teaching. The participants almost all subscribe to art journals, and many read newspapers. They visit libraries frequently, usually more than one library, and unlike previous reports, the majorities are willing to ask the librarian for help. A large percentage of both art historians and artists are using computers for teaching. All 27 participants use slides extensively in the classroom, supplemented in most cases by textbooks.

Girija Kumar [1990] has identified important factors for information seeking behaviour i.e. objectives, defining need, accessing information system, establishing sources of information, information Acquisition, Use of information, as well as satisfaction or dissatisfaction.

The literature of information seeking behaviour of users available is greatly broad ranging. An attempt has been made to cover number of works that go beyond discussions of the information seeking behavior itself and its direct applications to closely related topics such as information seeking.

III. Scope of the study

The purpose of this study is to investigate the Online Information Seeking Behaviour of Faculty and research scholars on e-resources at BBAU, Lucknow, India. The results may certainly be useful for fulfilling the above said mandate of the University. The study focuses on patterns of information behaviour, perception, use and need of electronic resources in the library with respect to their respective fields. The study try to find out the Online Information Seeking Behaviour on freely available e-resources, infrastructure facilities at the university to access e-resources, the purpose of use these resources and use of search tools and strategies to access all types of resources. Previous studies on Information Seeking Behaviour provided valuable results and the suggestions may be useful for

successfully implementing the objectives of institutions and organizations. The present study is inspired by these earlier studies in this direction, particularly the work of Satpathy and Rout [2010]. Results would be helpful for library and information specialists, who are working in academic libraries for the planning, designing and improving library services in future.

IV. Objectives

There are some specific objectives are to:

- examine the awareness about e-resources among Faculty and research scholars of BBAU, Lucknow;
- find out the frequency of searches carried out on various e-resources;
- ascertain the correctness of search techniques used by Faculty and research scholars;
- assess the knowledge of the respondents on the location of access to e-resources;
- reveal the purpose for which the faculty and research scholars use e-resources; and
- identify the problems faced by users while accessing the e-resources.

V. Materials and Methods

There are nearly 72 Faculty and 189 research scholars were selected for this study at BBAU, Lucknow. An extensive questionnaire was prepared and personally distributed as a method of data collection among them. It was expected to cover maximum population. Therefore 231 questionnaires were randomly distributed among the users comprising 70 Faculty and 161 research scholars. The accuracy and reliability of the collected data are very essential for the analysis and interpretation of data. Therefore, personal interviews and observations were also made to collect essential information to supplement and expose more clarity to the questionnaire data.

VI. Results and Discussion

Among the sample population of 231 faculty and research scholars, 196 were responded to the questionnaire. The total response constitutes 84.84 % of total sample population and the break-up of number of respondents from each category is provided in Table 1. The data for the open-ended questions were analyzed statistically and the results are presented in the following sections.

Types of Users	No. of Questionnaire distributed	No. of respondents	Percentage (%)
Faculty	70	61	87.14
Research Scholars	161	135	83.85
Total	231	196	84.84

Table 1.: Sample and Rate of Response

1. Awareness of E-resources

The study has analyzed about the awareness of e-resources available in the University Library. The result shows interesting facts about the notion. As given in Table 2, only a very less number of respondents are unaware about the availability of e-resources.

Users	Awareness of e-resources			
	Yes	%	No	%
Faculty	58	95.08	3	4.91
Research Scholars	129	95.55	6	4.44
Total	187	95.40	9	4.59

Table 2: Awareness of E-resources

2. Usage Frequency of E-resources

The table 3 exposes frequency of usage of e-resources are analyzed and arrived at the results as presented in Figure 1 and Figure 2. The results show that, maximum respondents i.e. 25 (40.98%) use the e-resources twice in a week amongst Faculty, followed by 15 (24.59%) almost daily and 9

(14.75%) weekly. Maximum respondents amongst research scholars use e-resources almost daily 53 (40%), followed by twice in week 29 (21.48%) and 18 (13.33%) occasionally use the e-resources for seeking information.

Frequency of Usage	Responded Faculty	% of Faculty	Responded Research Scholars	% of Research Scholars
Daily	15	24.59	53	39.26
Twice in week	25	40.98	29	21.48
Weekly	9	14.75	12	8.89
Fortnight	4	6.56	9	6.67
Monthly	2	3.28	14	10.37
Occasionally	6	9.84	18	13.33

Table 3.: Usage Frequency of E-resources

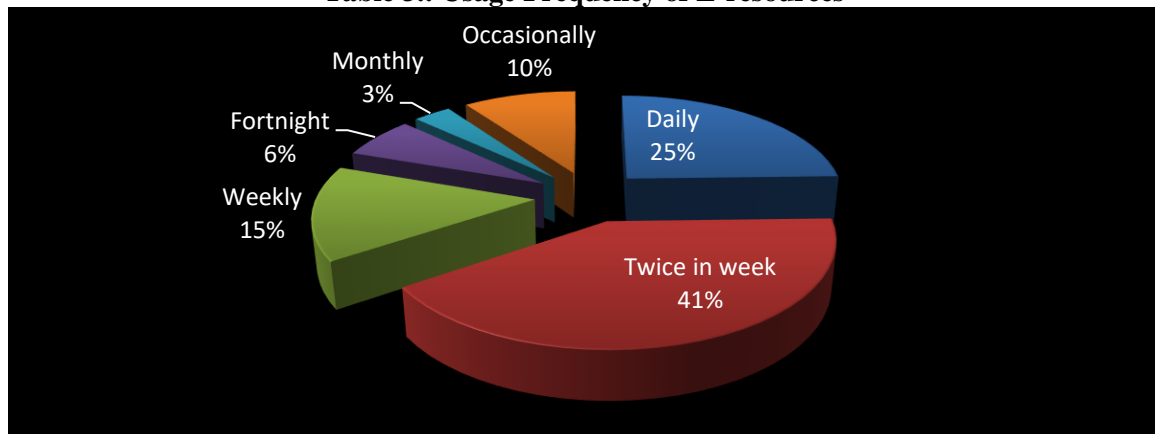


Figure 1.: Frequency of usage of e-resources by Faculty

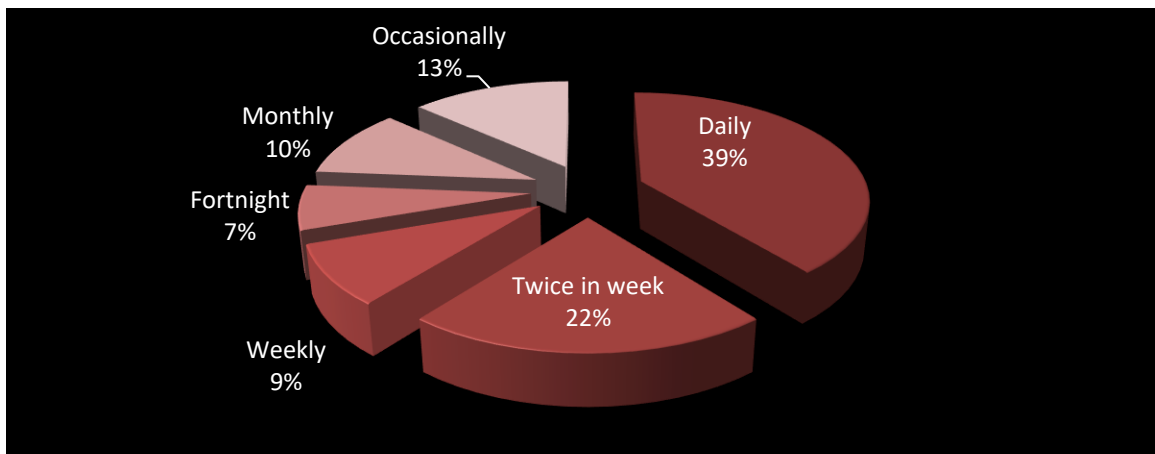


Figure 2.: Frequency of usage of e-resources by Research Scholars

3. Purpose for the use of e-resources

The respondents were asked to information the purpose of use of e-resources. They were provided with the five choices of their answers. Their responses are analyzed and the results are summarized in Figure 3 and Figure 4. The category of respondents of faculty use e-resources maximum for their study/personal assignment i.e. 21 (34.43%), followed by writing articles 11 (18.3%), research work 09 (14.75%), and 13 (21.23%) for other purpose. On the other hand amongst the research scholars most of them i.e. 63 (46.67%) given preferences to research work, followed by other responses such as 36 (26.67%) for dissertation/project work, 19 (14.07%) use the e-resources for their study/personal assignment and 11 (08.15%) uses e-resources for other purposes.

Purpose of use of e-resources	Responded Faculty	% of Faculty	Responded Research	% of Research
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			Scholars	Scholars
Research work	9	14.75	63	46.67
Dissertation/ Project work	7	11.48	36	26.67
Study/Personal Assignment	21	34.43	19	14.07
Writing Articles	11	18.03	6	4.44
Other Purpose	13	21.31	11	8.15

Table 4: Purpose of use of e-resources

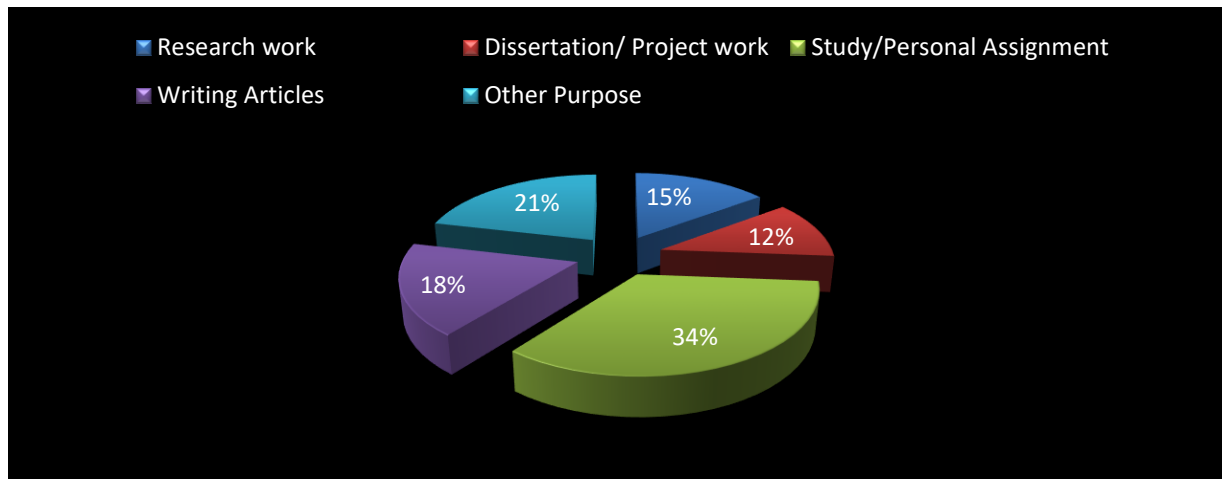


Figure 3.: Purpose of use of e-resources by Faculty

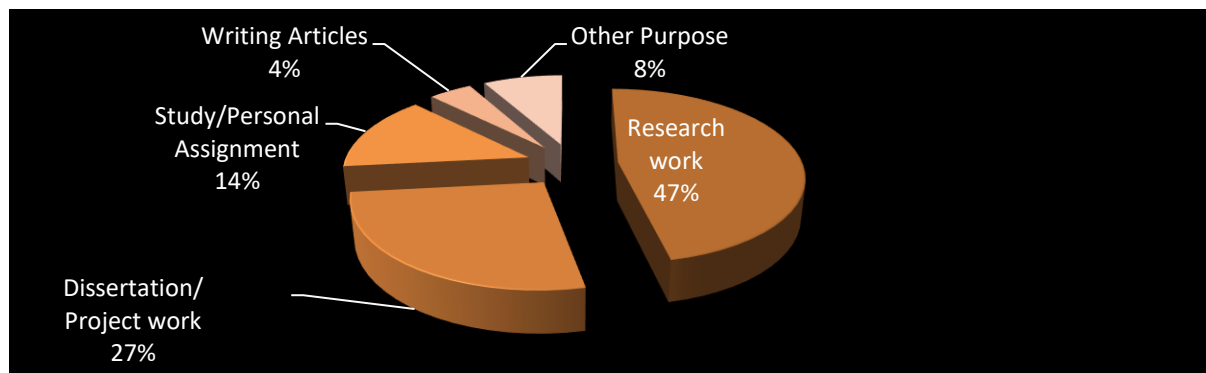


Figure 4.: Purpose of use of e-resources by Research Scholars

4. Location of access to e-resources

The analysis of data about the location of access to e-resources are done and depicted in Table 5 and graphical results are summarized in Figure 5 and Figure 6. Most of the Faculty i.e. 22 (36.07%) seeking information through accessing of e-resources in their departments, followed by 8 (13.11%) from their residence, and 07 (11.48%) in computer centre. Similarly most of the research scholars i.e. 43 (31.85%) seeking information through accessing of e-resources in computer centre, followed by 20 (14.81%) access e-resources in their departments and 16 (11.85%) in the library.

Location	Responded Faculty	% of Faculty	Responded Research Scholars	% of Research Scholars
Library	5	8.20	16	11.85
Department	22	36.07	20	14.81
Residence	8	13.11	13	9.63
Computer Center	7	11.48	43	31.85
Other Place	3	4.92	8	5.93
Library & Department	2	3.28	4	2.96
Library, Department & Residence	1	1.64	3	2.22
Library, Department, Residence &	1	1.64	2	1.48

Computer Centre				
Library, Department, Residence, Computer Centre, & Other Place	0	0.00	4	2.96
Department & Residence	6	9.84	7	5.19
Department, Residence, Computer Center & Other Place	0	0.00	2	1.48
Residence & Computer Center	2	3.28	3	2.22
Residence, Computer Center & Other Place	1	1.64	4	2.96
Computer Center & Other Place	3	4.92	6	4.44

Table 5.: Location of Access to E-resources

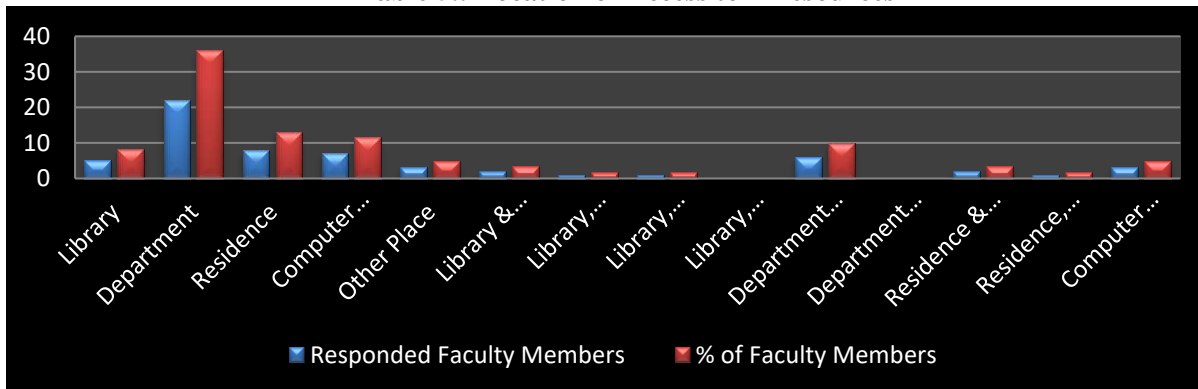


Figure 5 : Location of access to e-resources by Faculty

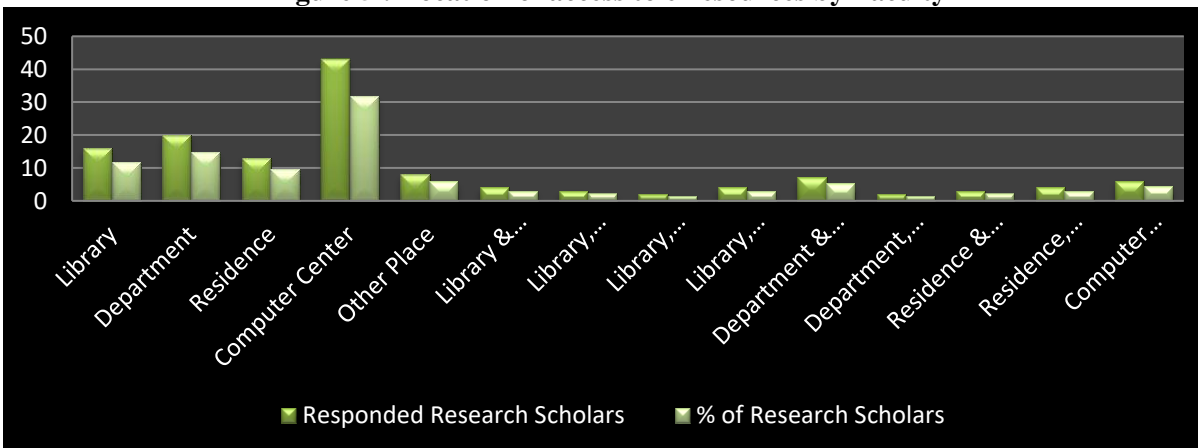


Figure 6: Location of access to e-resources by Research Scholars

Table 6 expose, that maximum Faculty i.e. 14 (22.95%) seeking information accessing through Full Text e- Database, 11 (18.03%) from e-journals and so on. Similarly most of the research scholars i.e. 37 (27.41%) seeking information through e-ShodhSindhu/Consortium as e-resources, followed by 28 (20.74%) Full Text e- Database and 21 (15.56%) use of E-Journals as the e-resources. Aforesaid data presented in charts and results are summarized in Figure 7 and Figure 8.

Types of Search	Faculty	% of Faculty	Research Scholars	% of Research Scholars
E-Journals	11	18.03	21	15.56
E-books	7	11.48	13	9.63
Full Text e- Database	14	22.95	28	20.74
Bibliographic E-Databases	6	9.84	10	7.41
e-ShodhSindhu/Consortium	8	13.11	37	27.41
Anti Plagiarism Software	10	16.39	17	12.59

Institutional/Digital Repositories	5	8.20	9	6.67
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Table 6: Types of search carried out on e-resource

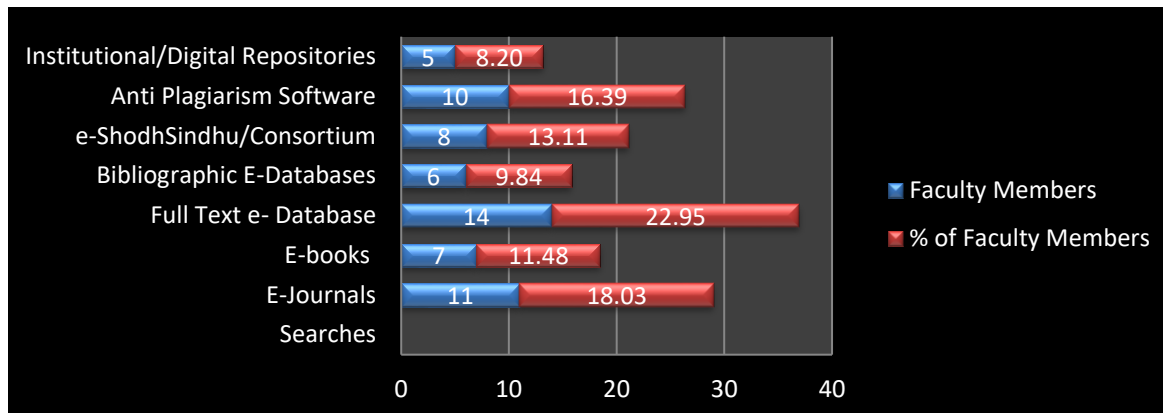


Figure 7: Types of search carried out on e-resource by Faculty

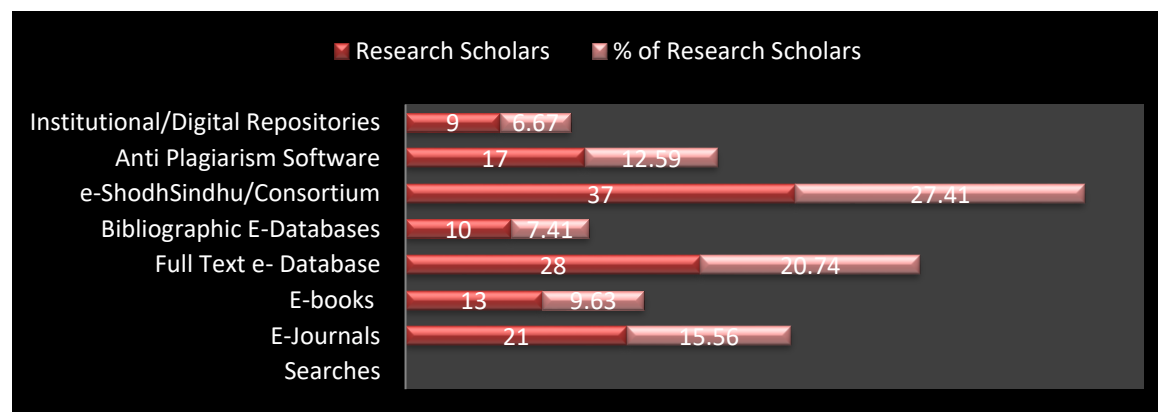


Figure 8: Types of search carried out on e-resource by Research Scholars

5. Searching Techniques

The e-resources are accessed through a search term or through the indexes. Table 7 refers to search techniques used by both category of respondents and it is summarized in figure 9 and 10. It shows that 18 (29.51%) faculty use the title of the journal wise searching while 14 (22.95%) use title of the article wise searching and 13 (21.31%) use keyword searching as a technique to access e-resources. Amongst researcher, maximum respondents i.e. 37 (27.41%) use keyword searching, followed by 33 (24.44%) use title of the journal wise searching, 28 (20.74%) use title of the article wise searching and 21 (15.56%) use subject wise searching as a technique to access the e-resources.

Search Techniques	Responded Faculty	% of Faculty	Responded Research Scholars	% of Research Scholars
Keyword	13	21.31	37	27.41
Subject	9	14.75	21	15.56
Author	6	9.84	16	11.85
Title of the journal	18	29.51	33	24.44
Title of the article	14	22.95	28	20.74
Date of publishing	1	1.64	0	0.00

Table 7: Use of Search Techniques

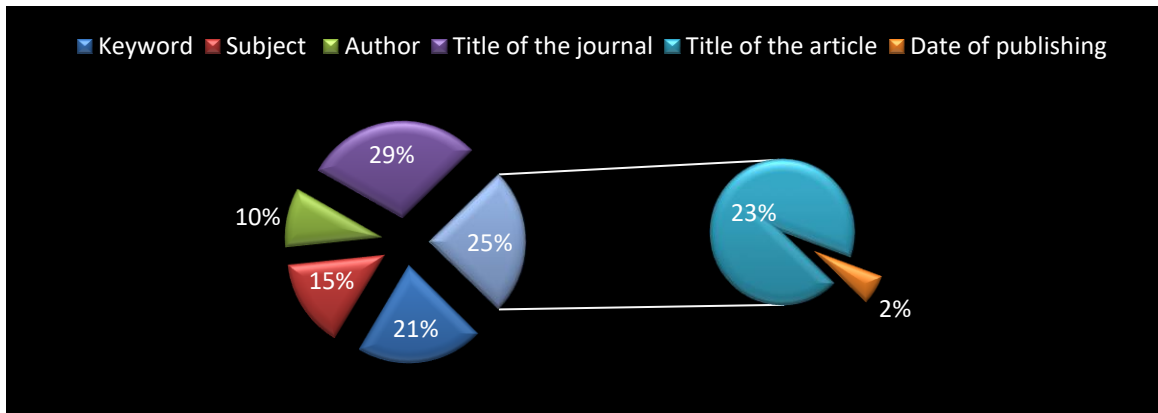


Figure 9: Use of Search Techniques by Faculty

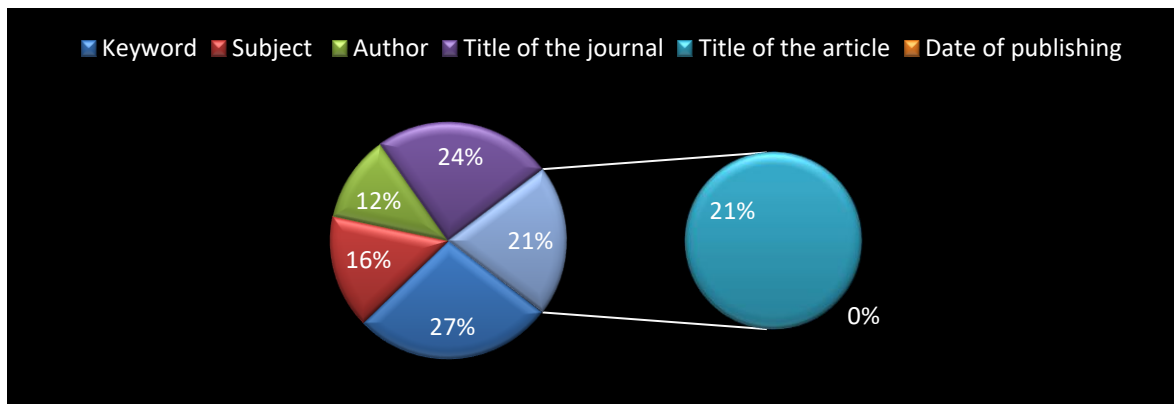


Figure 10: Use of Search Techniques by Research Scholars

Table 8 explores the answers to a question asking researchers and Faculty about the problems during access the information through e-resources. As shown in given table that there are various problems faced by respondents during seeking information associated with the access of e-resources. Realizing its value, the study attempted to collect data on this and data are tabulated in following Table.

Problems	Responded Faculty	% of Faculty	Responded Research Scholars	% of Research Scholars
Infrastructure facilities of Library	6	9.84	16	11.85
Poor connectivity of Internet	13	21.31	43	31.85
Poor Personal assistance	3	4.92	18	13.33
Noisy atmosphere	5	8.20	23	17.04
Retrieval of irrelevant material/information	10	16.39	29	21.48
Lack of time	24	39.34	6	4.44

Table 8: Problems faced by Faculty and Research Scholars

The aforesaid table 8 depicts that among Faculty, the highest percentage of the respondents i.e. 24 (39.34%) are facing the problems of Lack of time to access the information through e-resources, followed by 13 (21.31%) poor connectivity of internet and 10 (16.39%) of respondent are facing a problem of accessing Retrieval of irrelevant material/information. In the context of Research scholars, the highest percentage of the respondents i.e.43 (31.85%) opined that connectivity of the internet is poor, 29 (21.48%) opined problem of the Retrieval of irrelevant material/information during access the information through e-resources, 23 (17.04%) of the respondent said about the noisy atmosphere, 18 (13.33%) said about poor personal assistance and some of the respondent i.e. 16 (11.85%) faced the problem of infrastructure facility during access the information through e-resources in a library.

VII. Major Findings

The major findings of the study are:

1. It is observed that maximum respondents have good awareness and acquaintance with electronic resources, which is a healthy sign towards seeking of information utilizing e-resources.
2. The study reveals that maximum faculty seeks information for their study/personal assignment i.e. 34% where as 46% of research scholars use it's primarily for their research work.
3. The study represents Full Text e- Database are become more popular type of e-resources for seeking information through e-resources amongst 22% of Faculty and the other hand e-ShodhSindhu/Consortium is most popular e-resources among 27% of research scholars.
4. The study explores that majority of respondents i.e. 39% of Faculty faced problem of lack of time and 31% of research scholars faced a problem i.e. poor connectivity of Internet.

VIII. Conclusion

On the basis of aforesaid findings it can be concluded that the information seeking behaviour of the Faculty and research scholars are varied. The study sought to get the overview of Online Information Seeking Behaviour of faculty and research scholars on e-resources by taking sample from various departments. The librarians must be aware of how the faculty and researchers seek information and utilizing e-resources. The libraries are and will develop necessary tools to provide such services to their users satisfactorily. As a suggestion and keeping pace with changing user demands for e-resources, the central library of BBAU, Lucknow should subscribe maximum number of electronic resources through UGC InfoTech consortium as well as other consortium and try to provide access facilities to these resources to faculty and researchers satisfaction.

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