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# Information Seeking Behavior of Under Graduate Students of English Discipline: A Comparative Study of Miranda House College and Vivekananda College, University of Delhi

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## Abstract

*The paper overtly attempts to investigate the information seeking behavior of UG students of English discipline from library for their different academic purposes. The scope of the study is limited to UG students of Department of English of two colleges of University of Delhi, i.e., Vivekananda College and Miranda House College. The study is based on Survey method of research and used questionnaire and interview methods for collection of data. The study revealed that both libraries are well equipped with quality sources, services and modern technology which reflects their strong potential to provide good environment for quenching the quest of students. But usage is not up to the mark because of various reasons which include unawareness about different sources related to their field (35%), lack of ICT skills among students (96% students are unaware of metasearch engines), lack of interaction between students and library staff (only 26% students approach library staff for help), visiting library occasionally (36%) etc. Major problems faced by English discipline UG students are:- insufficient time to visit library because of lectures (43%), information overload on Internet (35%) etc. LIS professionals have to come forward with different strategies to attract UG students to the library. Information literacy programmes, ICT skills training programmes must be organized in order to spread awareness and usage of library among undergraduate students.*

**Keywords:** Information Need, Information Seeking Behavior, Undergraduate Students, English Discipline, University of Delhi

## 1 Introduction

The concept of ISB is gaining importance today because of several reasons. First major reason is the availability of **plethora of information** which is easily accessible with the help of different technologies. Secondly, the **complex nature** of information poses a great challenge to users' for the selection of right information and thus demands sufficient knowledge and skills from them to dig out useful and quality information as quickly as possible. ISB helps to overcome this challenge as it aims to point out the actual problem lying between the user and the information causing the inaccessibility of relevant, authentic and needed information on time.

Academic institution is one among other different kinds of institutions which forms the base for emergence and development of ISB concept. Here, students get easy access to variety of information (from library) and also learn how to seek information as per their different needs. Schools, colleges or universities play major role in producing future information literates. This is

the place where students are exposed to vast information world in which they have to survive in order to become successful in their academic as well as personal life.

Academic libraries are developing day by day and providing variety of information sources and services to the students of different disciplines. But a lot of students, especially undergraduate ones, still do not make optimum utilization of available information sources and services for their academic purposes. This paper uses the concept of ISB in order to understand its relevance and influence upon undergraduate students while searching information from library to fulfill their different academic purposes. Another focus of this paper is to study the role of library, in modern context, in making information seeking behavior of English literature students more effective and efficient and to study awareness and usefulness of library sources and services among these students.

### **1.1 Concept of Information Seeking Behavior (ISB)**

Today's world can be characterized with the phrase 'information explosion'. Information forms the base of every activity in the world. Everyone and everything is dependent on information for various purposes. On the other hand, the emergence of ICT led to the complexity of information which created a chaotic environment in the information world. Therefore, the concept of ISB has gained importance, because, though everyone has access to abundant information but everyone is not competent enough to access the relevant, authentic and quality information as per their needs. They differ in their information seeking behaviors and that is the reason why this particular area is gaining importance in research field.

The concept of ISB includes other concepts like '**information**', '**information need**', '**information behavior**' etc.

#### **Information**

"Information in technical sense, can be depicted as a sequence of symbols that can be interpreted as a message." (Kundu 393)

According to H. Shera, information can be defined as a message, a signal or a stimulus that possesses a response potential. (Kundu 393)

#### **1.2 Information need**

"The information need (need for information) is a factual situation in which there exists an inseparable inter connection with 'information' and 'need'." (Sankpal and Punwatkar 2)

"Information needs are indication of a knowledge gap which needs to be satisfied" (Kumar and Naick 62)

### 1.3 Information Seeking Behavior

‘Information Behavior’ can be described as behavior of human to sources and channels of information. This behaviour includes both active and passive information seeking, that is to say, an active face to face discussion as well as information received through television that indicates a source of passive information. Information received in the concept does not serve any purpose (Sankpal and Punwatkar 2)

“Wilson describes information behaviour as the totality of human behaviour in relation to sources and channels of information, including both active and passive information-seeking, and information use. He also suggests that information seeking behaviour is purposive seeking of information as a consequence of a need to satisfy some goal. During the time of seeking, the individual may consult with formal and informal information sources.” (Kundu 393)

The concept of Information Seeking Behaviour is a component of User Study that aims to understand how an individual seek information. Many factors affect the individual’s information seeking behaviour like individuals’ information needs, awareness of different sources available, knowledge of different skills etc. Because of these different factors affecting different individuals in different ways, the information seeking behaviour differs from person to person. Based on various researches or studies, different types and patterns of ISB have been found that led to the emergence of different ISB models which helped to make this concept more comprehensible and to emphasize its importance in today’s complex information age.

## 2 Statement of the Problem

After high school, students face entirely different college environment. Unlike school, where students are almost dependent on teachers for guidance and help, the college environment demands them to become independent in searching the information. Here only, they start learning how to seek information on their own.

Therefore, it is important to understand information seeking behavior of students at this level because it reveals their awareness, purpose, need, efforts, approach and their learning process etc. Subjects also affect information seeking behavior of students as they form the first and major reason that expose students to web of information. And here comes the role of library, which guides and helps these students at every step by providing different sources and services and thus prove its utmost importance in making students competent and independent enough to fight this complex information world so that they can become strong and successful in future.

So, there are three major components that are interlinked together, i.e. **students, information** and **library**, to make information seeking an effective action within academic environment and thus let the different educational institutions produce future information literate individuals that will further lead to the development of a country.

### **3 Objectives of the Study**

This study aims towards achieving the following objectives:

- i. To study the sources and services provided to the English Department students by the respective libraries.
- ii. To understand the purpose of English Department UG students for seeking information from the library.
- iii. To study the awareness and use of library sources and services among students of both colleges under study.
- iv. To study methods of seeking information by English Department students of both colleges.
- v. To study the problems faced by students of English Department while seeking information from the library.
- vi. To analyze the satisfaction level of students of both colleges.

### **4 Scope and Methodology**

The scope of the study includes UG students of Department of English of two colleges of University of Delhi, i.e., **Vivekananda College** and **Miranda House College**. Survey method has been used for the study. Questionnaire and interview have been used for collection of data. Two sets of questionnaires were designed, one for the library staff and other for the users. 50 questionnaires were administered for the English Department students of each college (first, second and third year students) along with one to each library authority and after regular visits and consistent persuasion, all 50 duly filled in questionnaires from each college were received back. The collected data was analyzed, classified and tabulated by implying statistical methods.

### **5 Review of Related Literature**

This review of literature is an attempt to understand different aspects related to the concept of information seeking behavior. Few articles have been selected for detailed review because of their close relevance to the topic of this paper. This review has been divided into four groups for clear and better understanding of the concept.

#### **Information Needs, Sources and Services**

**More** tried to analyze the information seeking behavior of undergraduate students (belonging to different streams) of five colleges of Ratnagiri district which are affiliated to University of Mumbai. It is found that the purpose of visiting library is to sit for their own study. Textbooks are used more than other sources. E-resources are used very rarely because of unawareness. Very few library services are used by the students (circulation, reading room facility).(477-490)

**Abdullahi et al.** conducted the study to assess the information needs and seeking behavior of undergraduates in University of Ilorin, Nigeria. The study is based on the belief that students academic information seeking ways reflect their overall performance at the end of the day. Results show that finding appropriate documents rather than searching strategy skills is undergraduate students' information need. They prefer books and internet over repackaged information or academic journals to seek information. Less use of library catalogue and web OPAC services are also indicated. (1-16)

**Jazeel and Dehigama** conducted the study on information seeking behaviour of undergraduates of Faculty of Arts and Culture and Faculty of Islamic Studies and Arabic Language at South Eastern University of Sri Lanka. In their findings, preparing for examinations is their information needs. Lecture notes are preferred the most, followed by library and then internet. It was recommended to promote information literacy programmes. (284-290)

**Baro et al.** conducted the study to establish the information needs, sources, and the information searching strategies of undergraduate students in the humanities of three universities in Nigeria. The results indicate students need information for academic purposes first, then followed by personal and sports needs. Different library sources are used like books, journals, internet, human resources such as community heads/chiefs, lecturers and colleagues etc. Students avoid using the library catalogue to retrieve information materials probably due to their inability to use the catalogue.(109-17)

**Kakai et al.** investigated the information needs and seeking behavior of undergraduate students of Makerere University. The findings revealed that lecture notes and handouts are mostly preferred and used. Textbooks are also used and other information resources like journals (both print and electronic), theses/dissertations, reference materials, newspapers, online databases etc. are rarely used. The reason of underutilization could be unawareness of the sources or lack of skills to use them. The study also shed light on emerging challenge for librarians to play their role in educating the users about useful information resources other than textbooks. (1-22)

## **ISB Models**

**Kundus** studies various information behavior models selected randomly. The paper shows how the stages of whole process of information seeking behavior can be sequenced and thus well comprehend through models. Also, it shows how various models are related to one another. The study concludes that each model is different but overlapping or similar to some extent. (393-405)

**Odongo and Mostert** reviewed major studies which include models of Wilson 1981, 1996, Krikelas 1983, Ellis 1989, Kuhlthau 1991 and information searching and retrieval studies of Ingwersen 1996, Choo, Detlor and Turnbull 1999, 2000. This paper focus on clarifying the different concepts like information, information need, information seeking, information use etc. and understanding of their relationship and application in LIS research. Also, the study shows the general pattern of information seeking behavior existing in different ISB models.(145-58)

## **ISB in Digital Environment**

**Sankpal and Punwatkar** discuss the information needs and information seeking behavior in digital era. The focus is on the increasing importance of academic libraries (because of IT revolution) among academicians and researchers. The study describes the shift/change of information forms from print to electronic and its impact on the reading habits, information needs and seeking behavior of academicians. Throughout the paper, the tight competition between print and electronic media has been explained. The never ending importance of print media has been emphasized in the study. But the increasing popularity of electronic media cannot be ignored even. It was concluded that users' demands, information needs and seeking behavior differ based on their purpose of seeking and purpose of preferences of different forms and therefore academic library need to be adapted according to changing information environment. (1-7)

**Kwadzo** examined the awareness level and usage of electronic databases by graduate students of Departments of Geography and Development Resource, and Information Studies, University of Ghana. E-databases are among the important and utility information sources that has become the need in academic environment. The present study revealed that although students are aware of the databases available to them but usage is not up to the mark. This awareness is mainly because of lecturers. Also the students are not much aware of so many databases available in the library related to their disciplines. But the limited number of the databases they knew about, they were satisfied with them and claimed the databases have impacted on their learning and research activities. Further it is recommended that librarians should promote the usage of databases among both students and faculty so that they would become familiar with the databases and use them. (1-28)

**Madondo et al.** evaluated the usage of electronic information resources by undergraduate students in the Faculty of Management and Administration at Africa University, Mutare, Zimbabwe. Low usage of electronic information resources was found. Major reasons include lack of awareness among students, lack of lecturers' guidance and motivation, lack of will to explore online sources, lack of adequate skills to retrieve information from subscribed electronic sources etc. Google is preferred search engine. The study recommended to improve IT infrastructure, provide ICT skills to students and effective promotional and marketing strategies should be employed. (1-12)

**Nadzir** investigated information-seeking behaviors among School of Computing undergraduate students. The findings show that students prefer to use Google search engine for different academic information needs. Next mostly used search engines are Yahoo and Ask.com. Google scholar is not known to undergraduate students. (149-54)

## Challenges

**Tilahun and Natarajan** studied information seeking behavior of undergraduate students of Agriculture and Veterinary Medicine of Jimma University, Jimma. Students are satisfied with library sources and services except the reading hall and reference service. Better electricity and internet facility are among major demands of the students. Librarians should be proactive in service delivery as students face problem in accessing the desired full texts. Photocopy service should also be improved. (349-366)

**Okoh and Ijiekhuamhen** investigated the information seeking behavior of undergraduates of the Federal University of Petroleum Resources (FUPRE). The research findings show that the respondents prefer to use Google and print textbooks followed by library materials and social media. Lack of computer skills, irregular electricity supply and lack of good search skills were found as factors affecting information seeking behavior of the respondents. Major challenges include training of students on computers skills, information literacy skills and good library infrastructure.(69-83)

**Yamson** examined the perception, usage and preferences of electronic and print resources among University UG students. The study sought to analyze the knowledge of students on electronic library resources and print resources, their perceived usefulness and value among them. Results from the study indicated that print resources format are preferred over electronic ones for their academic work. Major challenges faced by students while using electronic resources are accessibility, accuracy, and ease of use. Improved internet facility and IT skills will ensure the use of e-resources among UG students. The study suggested for strategic planning and investments pertaining to electronic resources and provide recommendations to improve knowledge and use of these resources within university. (291-304)

## 6 Data Analyses and Interpretation

The data have been categorized into two parts for the convenience of analyses and interpretation of two types of data separately:

*6.1 Part 1- Data analyses and interpretation of library staff*

*6.2 Part 2 - Data analyses and interpretation of the users*

### 6.1 Part 1: Data analyses and interpretation of library staff

**Table 1.1: Library Profile**

Library Details	Vivekananda College	Miranda House College
Year of establishment	1970	1948
Website	<a href="http://site.google.com/site/libraryvivekan">http://site.google.com/site/libraryvivekan</a>	<a href="http://www.mirandahouse.ac.in">www.mirandahouse.ac.in</a>

	andacollege/	
<b>Librarian</b>	Mrs. Rajni Jindal	Mrs. Anuradha Sinha
<b>Total Budget (annually)</b>	7 Lakhs (approx)	9 Lakhs (approx)
<b>Area of Library(Sq. mt)</b>	200 (approx.)	280 (approx)
<b>Total collection</b>	64,324	1,02,411
<b>Library Software used</b>	LSEase (LIBSYS Version)	LSEase (LIBSYS Version)

Table1.1 provides basic details about both libraries of respective colleges. It is found that Miranda House College library established earlier than Vivekananda College Library and the annual budget of the former is also more. Both libraries are using LSEase (EJB) LMS software, that is one of the versions of LIBSYS and India's most preferred LMS that has all the best modules and features required to manage library functions and activities. The table shows that Miranda House College library is one level up than Vivekananda College library in terms of collection and space.

**Table 1.2: Library Collection**

<b>Types of collection</b>	<b>Vivekananda College</b>	<b>Miranda House College</b>
<b>Books</b>	64,324	1,02,411
<b>Total Journals subscribed</b>	16	50
<b>Backvolume of Journals</b>	126	-
<b>Newspapers</b>	10	10
<b>Any Other</b>	76 books (Braille collection)	More than 1000 books and magazines for ADDRC
<b>E- Resources</b>	Access through DULS	Access through DULS

The table1.2 shows the collection of both libraries. Besides print (books and journals) collection, both libraries provide access to e- resources through Delhi University Library Systems (DULS) that subscribes **63** high quality electronic databases and **21** more databases are also accessible through **UGC-INFONET Digital Library Consortium**. DULS also promotes Open Access e- resources Access through campus network to teachers, students and research scholars. Also both libraries maintain collection for visually impaired students. **Amba Dalmia Digital Resource Centre (ADDRC)** is one of the special service of Miranda House library that has more than 100 books and magazines for visually impaired students. In addition to the desktops with assistive software like Jaws, Safa, Lekha, and talking typewriter, printers and audio recording equipments,

it has a Braille Embosser and Lex Scanner. On the other hand Vivekananda College library has 76 braille books. Both libraries provide qualitative electronic collection to its user's community.

**Table 1.3: Library Services**

Library Services	Vivekananda College		Miranda House College	
		Automated		Automated
Circulation Service	✓	✓	✓	✓
Reference Service	✓	✓	✓	✓
OPAC	✓	✓	✓	✓
Interlibrary loan (ILL)	✓	✓	✓	✓
Reprography Service	✓	✓	✓	✓
Bibliography Service	✓	✓	✓	✓
Indexing and Abstracting Service	✓	✓	✓	✓
Current Awareness Service	✓	✓	✓	✓

Table 1.3 overtly shows that both libraries are fully automated and provide all the essential services to meet the user's information needs.

**Table 1.4: Library Collection of English Discipline (print +electronic)**

	Vivekananda College	Miranda House College
No. of books	4,200 (approx.)	6,200 (approx.)
No. of e databases	Access through DULS	Access through DULS
No. of print and electronic journals	01 (print)	-

The table 1.4 shows the collection related to English discipline in both colleges. Miranda House College library has more books (6,200 approx.) in comparison to Vivekananda College library (4,200) and both provides access to e- resources through DULS. Vivekananda College library subscribes only one journal related to the literature and the title is '**Indian Literature**' but Miranda House College library does not subscribe any journal that is particularly for the literature students.

**Table 1.5: Library Staff Assistance in Users' Information Seeking**

	Vivekananda College	Miranda House College
Answer their queries related to information needs	✓	✓
Providing access to potential information that can fulfil their needs	✓	✓
Guiding them to various information sources that can fulfil their needs	✓	✓

The table 1.5 shows that both college libraries assist users in their information seeking in different ways like answering their queries related to information needs, by providing access to potential information that can fulfill their needs and guiding them to various information sources that can fulfill their needs.

**Table 1.6: User Awareness Programmes**

Different approaches	Vivekananda College	Miranda House College
Organizing Orientation Programmes	✓	✓
Organizing Information Literacy Programmes	-	-
Seminars/ Conferences/Workshops	-	-
Through E-Mail	✓	-
Through Web page	✓	-
Through blog	-	-
Display on Notice Board	✓	-
Virtual library tour	-	-
Any other (please specify)	Facebook page	-

Table 1.6 indicates different approaches adopted by both the libraries to make students aware about library sources and services. In Miranda House College, only orientation programme is organized for spreading awareness about library sources and services among the students. But different approaches are adopted by Vivekananda College library for the above purpose, for example through email, web page, blog, display boards etc.

**Table 1.7: Suggestions for Improvements**

	Vivekananda College	Miranda House College
User feedback	✓	✓

<b>Survey of the users</b>		
<b>Analyzing the use of library sources and services</b>		
<b>Any other (please specify)</b>	Suggestion box	Suggestion box

The data of the table 1.7 reveals that user feedback method is used for taking suggestions from the students in both the libraries. The staff of Vivekananda College library also told that user feedback has been made compulsory for the final year students, after that only they get clearance.

## 6.2 Part 2: Data analyses and interpretation of the users

**Table 2.1: Distribution of Questionnaire and Response Rate**

<b>Name of the College</b>	<b>Vivekananda College</b>	<b>Miranda House</b>	<b>% of questionnaires received</b>
<b>Category of users</b>	B.A (Hons.) English	B.A. (Hons.) English	
<b>No. of questionnaires distributed</b>	50	50	100%
<b>No. of duly filled questionnaires received</b>	50	50	100%
<b>Total</b>	100	100	100%

The above table shows that the total number of questionnaires that were randomly distributed in both colleges is 100 (50+50) and after repeated visits and persuasion all were received back and therefore the response rate is 100%

**Table 2.2: Visit to Library**

<b>Visit to Library</b>	<b>Vivekananda College</b>		<b>Miranda House College</b>		<b>Total</b>	
	<b>No. of users</b>	<b>% of users</b>	<b>No. of users</b>	<b>% of users</b>	<b>no. of users</b>	<b>% of users</b>
<b>Daily</b>	5	10	3	6	8	8%

<b>Weekly</b>	17	34	11	22	28	28%
<b>Fortnightly</b>	2	4	9	18	11	11%
<b>Monthly</b>	14	28	9	18	23	23%
<b>Occasionally</b>	12	24	18	36	30	30%

The data of the table 2.2 shows that majority of English discipline students of Vivekananda College library visit library on weekly basis (34%), followed by monthly (28%), occasionally (24%), daily (10%), fortnightly (4%). On the other hand, majority of English discipline students of Miranda House College visit library occasionally (36%), followed by weekly (22%), fortnightly (18%), monthly (18%) and daily (6%). Overall UG students of English discipline visit library occasionally (30%), followed by weekly (28%), monthly (23%), fortnightly (11%) and the least is daily (8%). This shows that library is not first priority for students for their information seeking.

**Table2.3: Purpose of Library Visit**

Purpose of visit	Vivekananda College		Miranda House College		Total	
	No. of users	% of users	No. of users	% of users	No. of users	% of users
<b>To Issue/ return the books</b>	20	40	24	48	44	44%
<b>To read your own books</b>	15	30	15	30	30	30%
<b>Consulting reference books</b>	26	52	14	28	40	40%
<b>For reading newspapers</b>	5	10	7	14	12	12%
<b>For preparing assignments and projects</b>	14	28	14	28	28	28%
<b>To update your knowledge</b>	8	16	11	22	19	19%
<b>For using internet</b>	1	2	9	18	10	10%

The table2.3 indicates majority of students in Vivekananda College visit library for the purpose of consulting reference sources(52%), followed by circulation purpose (40%), reading their own books (30%), preparing assignments and projects (28%), updation of knowledge (16%), reading newspapers (10%) and using internet (2%). In Miranda House College, students visit the library

for circulation purpose (48%), followed by reading their own books (30%), for preparing assignments, projects and consulting reference books (28%), to update their knowledge (22%), using internet (18%) and reading newspapers (14%). Overall, it shows that English discipline UG students make use of library for circulation purpose (44%) followed by consulting reference sources (40%), to read their own books (30%), for preparing assignments and projects (28%), to update their knowledge (19%), for reading newspapers (12%) and for using internet (10%).

**Table 2.4: Types of Sources Used**

Types of sources	Vivekananda College		Miranda House College		Total	
	No. of users	% of users	No. of users	% of users	No. of users	% of users
<b>Books</b>	44	88	43	86	87	87
<b>Periodicals</b>	2	4	9	18	11	11
<b>Reference sources</b>	23	46	15	30	38	38
<b>Newspapers</b>	7	14	10	20	17	17
<b>Non - book material</b>	4	8	2	4	6	6
<b>Reports</b>	1	2	2	4	3	3
<b>Seminar proceedings</b>	0	0	1	2	1	1

The table 2.4 shows that majority of English discipline students of Vivekananda College prefer to use books (88%), followed by reference sources (46%), newspapers (14%), non- book material (8%), periodicals (4%) and (2%). On the other hand, majority of students of Miranda House College use books (86%), followed by reference sources(30%), newspapers(20%), periodicals (18%), non-book materials and reports(4%) and seminar proceedings(2%). This table also shows that English discipline students consult and use books (87%) followed by reference sources (38%), newspapers (17%), periodicals (11%), non- book material (6%), reports (3%) and seminar proceedings (1%)in the library.

**Table 2.5: E- Resources Used by Students**

Electronic resources	Vivekananda College		Miranda House College		Total	
	No. of users	% of users	No. of users	% of users	No. of users	% of users
<b>E-books</b>	41	82	30	60	71	71
<b>E-journals</b>	16	32	15	30	31	31
<b>E-thesis/ dissertations</b>	0	0	2	4	2	2
<b>Indexing and abstracting databases</b>	0	0	2	4	2	2
<b>Full text databases</b>	2	4	1	2	3	3

The table 2.5 indicates that maximum number of English discipline UG students of Vivekananda College use e-books (82%), followed by e-journals (32%) and full-text databases (4%). In Miranda House College, students use e-books (60%), followed by e-journals (30%), e-thesis/ dissertations (4%), indexing and abstracting databases (4%) and full-text databases (4%). This data shows that English discipline UG students are mainly aware and use of electronic books (71%) followed by e-journals (31%). Not many students are aware or make use of other type of online sources that are really useful for them. This shows that English discipline students are not much aware of e- resources like full-text databases (3%), indexing and abstracting databases (2%) and thesis/ dissertations (2%) etc. that can also provide much help in their study and knowledge.

**Table 2.6: Use of Library Services**

Library services	Vivekananda College		Miranda House College		Total	
	No. of users	% of users	No. of users	% of users	No. of users	% of users
<b>Circulation service</b>	21	42	22	44	43	43
<b>Reference Service</b>	20	40	19	38	39	39
<b>OPAC</b>	18	36	14	28	32	32
<b>Interlibrary loan (ILL)</b>	0	0	1	2	1	1
<b>Reprography service</b>	5	10	4	8	9	9

<b>Bibliography service</b>	0	0	0	0	0	0
<b>Current Awareness Service (CAS)</b>	0	0	0	0	0	0
<b>Indexing &amp; Abstracting service</b>	0	0	2	4	2	2%

The table 2.6 reveals the services used by English discipline students of both the colleges. Majority of English discipline students in Vivekananda College use circulation service (42%), followed by reference service (40%), OPAC (36%) and reprography service (10%). In Miranda House College, majority of students use circulation service (44%), reference service (38%), OPAC (28%) reprography service (8%), indexing and abstracting service (4%) and interlibrary loan (ILL) (2%). Overall, it is found that English discipline students use very few library services which include circulation (43%) followed by reference service (39%), OPAC (32%), indexing and abstracting service (2%) and interlibrary loan (ILL) (1%). They don't make use bibliography service and CAS (0%) at all.

**Table 2.7: Use of Search Engines**

Search Engines	Vivekananda College		Miranda House College		Total	
	No. of users	% of users	No. of users	% of users	No. of users	% of users
<b>Google</b>	50	100	46	92	96	96
<b>Yahoo</b>	2	4	4	8	6	6
<b>Bing</b>	1	2	3	6	4	4
<b>Ask.com</b>	2	4	1	2	3	3

The table 2.7 clearly shows that almost all students of both colleges use Google search engine (96%) . Two reasons could be guessed for this, either they are not aware about other search engines or they never thought of trying or explore other search engines than Google.

**Table 2.8: Awareness and Use of Metasearch Engines**

Awareness and use of	Vivekananda College	Miranda House College	Total (Both Colleges)

metasearch engines												
	No. of users		% of users		No. of users		% of users		No. of users		% of users	
	Aware	Use	Aware	Use	Aware	Use	Aware	Use	Aware	Use	Aware	Use
<b>Dogpile</b>	1	0	2	0	2	2	4	4	3	2	6	4
<b>Clusty</b>	1	1	2	2	2	1	4	2	3	2	6	4
<b>Metacrawler</b>	0	0	0	0	1	1	2	2	1	1	2	2
<b>Mamma</b>	0	0	0	0	1	1	2	2	1	1	2	2
<b>Total</b>	2	1	4	2	6	5	12	10	8	6	16	12

The data of table 2.9 reveals that very few English discipline UG students of Vivekananda College (4%) and of Miranda House College (12%) are aware of metasearch engines. Among those limited number of aware students, only 2% (Vivekananda College) and 10% (Miranda House College) make use of metasearch engines like Dogpile (4%) and Clusty (4%). This shows their lack of technical knowledge that is one of the major factors of improper information seeking behavior of undergraduate students and that too in today's digital environment.

**Table 2.10: Users' Approach for Locating Information Sources**

Ways of locating information	Vivekananda College		Miranda House College		Total	
	No. of users	% of users	No. of users	% of users	No. of users	% of users
<b>Assistance of library staff</b>	15	30	14	28	29	29
<b>Self- help</b>	25	50	25	50	50	50
<b>Trial by error method</b>	3	6	8	16	11	11
<b>Using OPAC</b>	13	26	13	26	26	26
<b>Help of friends</b>	22	44	13	26	35	35
<b>Others</b>	8	16	2	4	10	10

The table 2.10 discloses different ways of undergraduate students of English discipline in locating the information/ document in the library of both colleges. In Vivekananda College, maximum number of students locate information in library on their own (50%) followed by taking help of friends (44%), assistance of library staff (30%), use OPAC (26%) and by trial and error method (6%). In Miranda House College, maximum number of students locate information in library on their own (50%) followed by taking assistance of library staff (28%), help of friends and using OPAC(26%), and by trial and error method (16%). In both colleges, most of English discipline UG students locate information on their own (50%) followed by help of friends (35%), assistance of library staff (29%), using OPAC (26%) and by trial and error method (11%).

**Table 2.11: Students' Approach to fulfill their Information Needs**

	Vivekananda College		Miranda House College		Total	
	No. of users	% of users	No. of users	% of users	No. of users	% of users
<b>Teachers</b>	28	56	21	42	49	49
<b>Library staff</b>	12	24	14	28	26	26
<b>Classmates</b>	17	34	15	30	32	32
<b>Others</b>	12	24	5	10	36	36

The table 2.11 shows that maximum respondents of Vivekananda College fulfill their information needs through the help/advice of teachers (56%) followed by the help of classmates (34%), library staff (24%) and others (12%). In Miranda House College also, maximum respondents prefer the teachers guidance (42%) followed by classmates' help (30%), library staff (28%) and others (10%). Overall English discipline UG students of both colleges prefer their teachers' (49%) guidance in order to fulfill their information needs. Library staff (26%) is their last approach to take help in their information seeking which reflects their lack of trust on library staff or they have hesitation in communicating with LIS professionals. This is also one of major reasons of English discipline students' unawareness about library potential to help them.

**Table 2.12: Problems Faced by the Students while Seeking Online Information.**

Problems faced while seeking	Vivekananda College	Miranda House College	Total
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information						
	No. of users	% of users	No. of users	% of users	No. of users	% of users
<b>Information overload on internet</b>	23	46	12	24	35	35
<b>Poor knowledge of online sources</b>	12	24	15	30	27	27
<b>Lack of ICT skills</b>	6	12	4	8	10	10
<b>Poor internet facility in library</b>	7	14	19	38	26	26
<b>Lack of library orientation regarding online search</b>	11	22	7	14	18	18

The table 2.12 reveals the problems faced by the English discipline students of both colleges while seeking online information. In Vivekananda College, maximum respondents face the problem of information overload on internet (46%) in accessing relevant information, followed by the problem of having poor knowledge of online sources (24%), lack of library orientation regarding online search (22%), poor internet facility in library (14%) and lack of ICT skills (12%) . In Miranda House College, maximum respondents face the problem of poor internet facility in library (38%) followed by poor knowledge of online sources (30%), information overload on internet (24%), lack of library orientation regarding online search (14%) and lack of ICT skills (8%). Overall English discipline UG students face the problem of Information overload on internet (35%), followed by poor knowledge of online sources(27%), poor internet facility in library (26%), lack of library orientation regarding online search (18%) and lack of ICT skills (10%).

**Table 2.13: Problems Faced by Students while Seeking Information from Library**

Problems faced while seeking information from the library	Vivekananda College		Miranda House College		Total	
	No. of users	% of users	No. of users	% of users	No. of users	% of users
<b>Inadequate collection</b>	11	22	19	38	30	30
<b>Unawareness of different sources</b>	20	40	15	30	35	35

available in the library related to your subject field.						
Lack of skills required to search information.	2	4	8	16	10	10
Lack of the guidance support of professors and library staff	5	10	5	10	10	10
Insufficient time because of lectures	29	58	14	28	43	43

The table 2.13 shows various problems faced by English discipline UG students while seeking information from the library. In Vivekananda College, the maximum number of respondents face the problem of insufficient time to visit the library because of their lectures (58%) followed by unawareness of different sources available in the library related to the subject field (40%), inadequate collection (22%), lack of the guidance support of professors and library staff (10%) and lack of skills required to search information (4%). On the other side, the maximum respondents of Miranda House College are not satisfied with the adequacy of library collection (38%) related to their field of study, followed by unawareness of different sources available in the library (30%), insufficient time because of lectures (28%), lack of skills required to search information (16%) and lack of the guidance support of professors and library staff (10%). Overall, the major problem faced by English discipline UG students is insufficient time because of lectures (43%).

**Table 2.14: Satisfaction Level of the Users about Library**

Satisfaction level	Vivekananda College		Miranda House College		Total	
	No. of users	% of users	No. of users	% of users	No. of users	% of users
<b>Very good</b>	3	6	10	20	13	13
<b>Good</b>	22	44	18	36	40	40
<b>Satisfied</b>	15	30	18	36	33	33
<b>Poor</b>	10	20	3	6	13	13

The table 2.14 indicates the satisfaction level of UG students of English Department of both colleges while seeking information from the library. The satisfaction level of most of the

students of Vivekananda College is good (44%) and that of Miranda House College is good and satisfied both. Overall the satisfaction level of English discipline UG students (40%) is good which reflect their moderate opinion about library rather than extreme ones (excellent or poor).

## **7 Major Findings**

### *Part 1: Response from Library Staff*

- 1) The library of Miranda House College has more collection (i.e 1,02,411 books, 50 journals, 10 newspapers and more than 1000 books and magazines for visually impaired people) than the library of Vivekananda College (i.e 64,324 books, 16 journals, 126 back volume of journals, 10 newspapers and 76 books for visually impaired people). As far as English discipline is concerned, Miranda House College library maintains 6,200 (approx.) books and Vivekananda College library maintains 4,200 (approx.) books. Vivekananda College library subscribes only one journal named 'Indian Literature' but Miranda House College library does not subscribe any journal that is particularly for the literature students. Besides print sources, both libraries provide access to vast and rich e-resources collection through Delhi University Library Systems (DULS) that subscribes **63** high quality electronic databases and **21** more databases are also accessible through **UGC-INFONET Digital Library Consortium**. DULS also promotes Open Access e-resources.
- 2) Both college libraries provide services like Circulation Service, Reference Service, OPAC, Interlibrary loan (ILL), Reprography Service, Bibliography Service, Indexing and Abstracting Service, Current Awareness Service (CAS).
- 3) Besides providing the formal services, the library staff of both libraries assist users in their information seeking in different other ways like answering their queries related to information needs, by providing access to potential information that can fulfill their needs and guiding them to various information sources that can fulfill their needs. In Miranda House College, orientation programme is organized for spreading awareness about library sources and services among the students. On the other hand, more approaches are adopted by Vivekananda College library for the awareness purpose, for example email, web page, blog, display boards etc.

The above findings reflect the major efforts of both libraries that show their active participation in providing good environment for effective and efficient information seeking behavior of students. Both libraries are fully automated which shows their efforts and interest in making library adaptable to changing information environment.

*Part 2: Response from User's*

- 1) The table 2.2 shows that majority of English discipline UG students of Vivekananda College visit library on weekly basis (34%) and only 10% on daily basis. On the other hand, majority of English discipline students of Miranda House College visit library occasionally (36%) and only 6% visit daily. Overall English discipline UG students visit library occasionally (36%). This clearly shows that library is not first priority for English discipline UG students in order to seek information.
- 2) English discipline UG students approach to library to seek information for their different academic purposes like circulation purpose (44%) followed by consulting reference sources (40%), to read their own books (30%), for preparing assignments and projects (28%), to update their knowledge (19%), for reading newspapers (12%) and for using Internet (10%).
- 3) Students are not making optimum utilization of available vast and rich information sources except only textbooks (87%) followed by reference sources (37%). This shows the huge gap existing between increasing efforts of library to maintain quality sources and the underutilization of those rich sources by English discipline UG students.
- 4) As far as electronic sources are concerned, it has been found that 60% of English discipline UG students are aware of electronic sources provided by the library. Although this percentage is good but insufficient to prove the optimum usage of electronic/online sources by UG students in today's IT world. The students are mainly aware and use of electronic books(71%) followed by e-journals (31%).This shows that English discipline UG students are not aware of variety of e- resources (like full-text databases (3%), indexing and abstracting databases(2%) and thesis/ dissertations (2%)) provided to them that can provide much help in their study and knowledge.
- 5) The English discipline UG students of both colleges use only few library services frequently, i.e. circulation service (43%), reference service (39%) and OPAC (32%).

Very few of them are aware and use other services like ILL (1%), indexing and abstracting service (2%).

- 6) Unawareness and lack of ICT skills among English discipline UG students has been found as 96% of respondents use Google search engine and also the students of both colleges are not at all aware of metasearch engines and the few ones who are aware, they don't make use of them frequently while seeking information. Less interaction between students and library staff is reflected through table 2.10 which reveals that 50% of respondents locate the information/ document in the library on their own, 35% take the help of friends and only 29% take the assistance of library staff, 26% use OPAC. Another table 2.11 shows that library staff (26%) is the last approach of English discipline UG students to take guidance for their information seeking.
- 7) While seeking online information, the major problem faced by English discipline UG students is information overload on internet (35%) which emphasizes the teaching role of librarians for the development of students as information literates.
- 8) While seeking information from the library, major problem faced by English discipline UG students is insufficient time because of lectures (43%).

## **8 Suggestions**

- 1) Both libraries should motivate English discipline students by adopting different innovative ways for making them use library sources and services optimally. They should make use of web 2.0 tools to attract them.
- 2) Information literacy programmes and ICT skill training programmes should be organized on regular basis.
- 3) Librarians should talk to the professors for advising the English discipline undergraduate students to frequently visit library and use its resources.
- 4) The awareness and use of online information sources like journal articles, databases etc. should be emphasized.
- 5) The libraries should maintain the updated collection in the library related to English discipline.
- 6) Regular interaction among students and library staff should be promoted on regular basis.

## 9 Conclusion

The present study sought to study information seeking behavior among UG students of English Literature discipline: a comparative study of Miranda House College and Vivekananda College, University of Delhi and reveals that libraries of both colleges are doing their best in providing English discipline students with quality sources and services but both the libraries lacks in some way or other to attract the students to the library so that whatever they are providing should be utilized properly. For example, both libraries provide access to online sources through DULS that can really help the undergraduate English discipline UG students in fulfilling their different academic information needs but they are not being utilized optimally by the students. Also, libraries are providing different kinds of services like indexing and abstracting, bibliography service, current awareness service etc. but students are aware and make use of very few of them.

As far as English discipline UG students are concerned, they are not making much efforts to properly utilize the facilities provided to them (despite being aware of them). Their lack of interest in adapting to the changing environment is very well reflected in their responses. For example, they are not aware of metasearch engines and a few ones who are aware do not use them while seeking information. They are not skilled enough to search online information. They make use of very limited sources in the library like books, reference sources. They don't try to explore the different other kinds of sources like articles, journals, reports etc. that can make their information search effective. They are aware of online information being provided to them (because of being the students of University of Delhi) but still they don't realize the importance and effectiveness of these facilities in their field. All these show that undergraduate students of English department do not make the proper utilization of library facilities. Two reasons could be deduced for this condition- either they are not aware or they are not motivated enough to seek information effectively and efficiently.

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