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# Digital Information Seeking Behaviour of Engineering Faculty Members in Rayalaseema Region of A.P., India-A Study

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## ABSTRACT

*This paper analyzes the information seeking behaviour of engineering faculty members of selected engineering colleges in Rayalaseema Region of AnadhraPradesh. Data were collected by using questionnaire from 41 engineering colleges in Rayalaseema Region. A structured questionnaire was distributed among 1230 faculty members, of whom 968 (78.69%) responded. This study investigates the information seeking behaviour of engineering faculty members in Rayalaseema Region of A.P. The purpose was to investigate the types of information sources used by the faculty members, problems faced while seeking information, purpose of using e-resources, use of e-consortiums and priority of information seeking habits.*

**Keywords:** Information Seeking Behaviour, Faculty members, Engineering colleges, Rayalaseema Region, Study.

## INTRODUCTION

In the present age, rapid developments of information technology and communication systems have brought about revolutionary changes in the organization and management of information. The advance application of information technology has touched each and every activity of library and information centre. Now information technology brings a unique opportunity to the field of preservation, with the digital presentation facility of non digital documents.<sup>1</sup>

## MEANING OF INFORMATION

According to the Oxford English Dictionary, information means:

1. Communication of instructive knowledge;
2. Communication of knowledge of news of some fact or occurrence; and
3. Knowledge communicated concerning some particular fact, subject or event.

Bucklad (1991) distinguishes three meanings of information by analyzing the dictionary meaning given in the Oxford English Dictionary, 1989.<sup>2</sup>

## **INFORMATION – AS A PROCESS:**

When someone is informed, what they know is changed. In this sense “information” is the act of informing; communication of the knowledge or ‘news’ of some fact of occurrence; the action of telling or fact of being told of something”.

## **INFORMATION – AS A KNOWLEDGE:**

Information is also used to denote that which is perceived in ‘information – as – a process’: the “knowledge communicated concerning some particular fact, subject or event; that of which one is appraised or told, intelligence, news”.

## **INFORMATION – AS – A THING**

The term ‘information is also used attributively for objects, such as documents, that are referred to as information because they are regarded as being informative, as “having the quality of imparting knowledge or communicating information; instructive.”<sup>3</sup>

## **APPROACHES TO INFORMATION**

Information is a social process- its nature and value are closely related to the information needs and approaches of information. Wersing and Neveling (1975) account the following approaches of information based on which the nature of the information can be assessed.

- ❖ **The Structural Approach:** In this approach information is viewed as structure of the world or 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 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 content of a message is accepted as information.
- ❖ **The effect approach:** This approach says that information occurs only as a specific effect of the process and
- ❖ **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.<sup>4</sup>

## TYPES OF INFORMATION

According to Shera there are six types of information. They are:

- ❖ **Conceptual information-** relating to ideas, theories and hypotheses about the relationship which exists among the variables in an area.
- ❖ **Empirical information-** relating to data and experience of research which may be drawn from oneself or communicated through others.
- ❖ **Procedural information-** this is the data obtained, manipulated and tested through investigation.
- ❖ **Stimulatory information-** is motivated by oneself or the environment.
- ❖ **Policy information-** is focused on the decision making process.
- ❖ **Directive information-** is used for coordinating and enabling effective group activity.<sup>5</sup>

## INFORMATION SEEKING BEHAVIOUR

The library and information centers are enforced to provide technology based information resources like, e-books, e-journals, e-databases, e-reports, e-maps, e-theses, e-newspapers, CD-ROMs/DVDs, internet, subject gateways, e-learning materials etc., to fulfill the revised norms and standards laid down by the authority. The libraries are equipped to provide facilities in an electronic environment which facilitates the enhancement of speed of services, number of users served, the quality and quantity of content provided to meet the users demand for their academic study. The emergence of new technologies and government policies have changed the libraries in providing the information according to the users need which supports research, teaching and creative activities. It is fast, flexible, provides rapid delivery, low cost, compact storage and allows interactively. Anybody can access e-resources anytime; from anywhere in the world and keep abreast with the current developments in their field.<sup>6</sup>

Today we are living in an information world where we depend so much on information in our day-to-day life. This has come about because of the tremendous scientific and technological progress and the accompanying stresses and strains of society. So much information is being generated that we are confronted with “information exposition”, “Information Pollution” and “exponential growth of Information.”<sup>7</sup>

Information seeking behavior is mainly concerned with who needs what kind of information and for what reasons; how information is found, evaluated and used, and how there needs can be identified and satisfied.

The following process takes place in the information seeking behavior:

- 1) Identifying objective;
- 2) Defining need;

- 3) Accessing information system;
- 4) Information acquisition;
- 5) Use of information; and
- 6) Satisfaction/dissatisfaction.<sup>8</sup>

### **NEED FOR THE STUDY**

“Library is a growing organism”. Now a days everything and everyone is following system-based information. Growing phenomenon of computerization, internet and world wide web has made extensive and fast dissemination of information and turned a world into a village. E-resources and service plays a vital role as information repositories in promoting the use of information as well as gives solutions to the challenges of traditional libraries such as storage, security, maintenance etc. The traditional functions of libraries had undergone various changes in present country and E-resources have great importance in Libraries and among the library users. In modern Library the electronic resources are becoming more and more important. The E-books, e-journals, e-databases, e-theses, e-newspapers etc., are very useful in the present days.

### **LIMITATION OF THE STUDY**

The present study is limited to the faculty members belonging to engineering and technology, and working in engineering colleges and institutes in Rayalaseema Region of AndhraPradesh. In this study includes 41 (forty-one) selected engineering colleges in Rayalaseema Region of AndhraPradesh.

### **OBJECTIVES OF THE STUDY**

- To study the digital ISB of engineering faculty members.
- To know the purpose of visit to the library by the engineering college (s) faculty members.
- To find out the purpose of using e-resources and problems faced while using them.
- To know the opinion of information-seeking habits to relevant their work by the faculty members.

### **HYPOTHESES OF THE STUDY**

- Engineering faculty members depend on the digital information sources to meet their information.
- Engineering faculty members are aware of the digital information sources and use them optimally.
- Engineering faculty members use e-resources for various purposes and face problems while using them.

## **METHODOLOGY FOR COLLECTION OF DATA**

The questionnaire method is used for the collection of data. Questionnaires were circulated among the various categories of faculty i.e., Professor, Associate Professor and Assistant Professor in engineering and technology. Total 1230 questionnaires were distributed and received 968 questionnaires among the faculty members related to various engineering colleges and institutes in Rayalaseema Region of A.P.

## **REVIEW OF LITERATURE**

**Subhash et al (2018)**<sup>9</sup> The studies on the user, user information behaviour, and seeking have been continuing since last 50 years or more. Ranganathan's five laws brought the phrase 'use' reordering from preservation. The studies on user and user behaviour with varying characteristics has not changed and still going on to study the impact of ICT and use of electronic resources. Several hidden revelations on users' approach to information identified by Voigt, types of readers identified by Ranganathan and the ASK model by Belkin have been expounded to visualise the user categories and attributes of the user, user information behaviour and so on. The aim of this paper is only a perspective review of the literature on information user, with an intrinsic scope for some new research possibilities in this area.

**Mahmood and Ahmad's (2014)**<sup>10</sup> research study focused on to reveal the digital information seeking behaviour of research fellows (M.Phil. / Ph.D.) of private universities in Karachi. The study examined and realized the behaviour of research students towards the information, to investigate the main sources of literature consulted by students, to determine students' awareness of the resources available to them, to establish whether students have had any instruction on use of resources or not. The summary of findings revealed that there is significant association between the respondents with regard to their research information needs, use of information sources, awareness of digital information of the respondents, searching skills and satisfaction about quality of information.

**Sujatha (2014)**<sup>11</sup> investigated the frequency use of electronic resources by the faculty members of Jawaharlal Nehru Technological University, Hyderabad. A Structured questionnaire has been formulated and distributed among the faculty members in order to ascertain their usage of e-resources, and received data was done with simple calculations. The findings of the study revealed that 100% faculty are using e-resources for their teaching and research purpose and 80% agreed that they have excellent knowledge on using e-resources.

**Patel and Manibhai's (2013)**<sup>12</sup> study investigated the information needs and seeking behavior of the post graduate students of Kadi Sarva Vishwavidyalaya, Gandhinagar. This survey was carried out, with samples of respondents from the Department of Information

Technology in the Faculty of Computer Science. The sample consisted of 210 Post graduate students selected from their first, second, third and fourth semesters of study. The results provide an insight into the factors that influence students information-seeking behavior and the information sources used. The study makes recommendations that could lead to the improvement of students' information seeking behavior and use of information resources.

**Sharma and Harpal (2012)<sup>13</sup>** conducted a study in Swami Devi Dyal Institute of Engineering and Technology (SDDIET). They identified e-resources are very much favourite of teachers, students and majority of respondents mostly prefer to use e-mail than e-journals. And the users are satisfied with existing IT infrastructure and e-resources. Study reveals that it is the time to accept the importance e-resources in higher education system.

**Sudhier and Seethalekshmi (2011)<sup>14</sup>** in a study aimed at finding the use of e-resources by the students and research scholars of Faculty of Arts in the University of Kerala. The study revealed that internet resources are the most used e-resources among the respondents from the Arts Faculty. It is also found from the analysis that most of the departments are not giving enough facility for the use of e-resources.

**Wang et al.'s (2008)<sup>15</sup>** paper presented preliminary results of an ongoing study of academic researchers' information-seeking and communication behaviors (IS) in the Internet age. The study used a semi-structured interview method, and a hybrid quantitative and qualitative approach to observe research use of Internet-enabled information and communication technologies/resources (IICTs).

## DATA ANALYSIS AND DISCUSSION

The present study was conducted on the “Digital Information Seeking Behaviour of Engineering Faculty Members in Rayalaseema Region of A.P.-A Study”. The collected data are organized and tabulated by using statistical methods, tables and percentages.

**Table-1 Distribution of Respondents - Designation and Gender Wise**

S.No.	Designation	Male		Female		Total	
		No.	%	No.	%	No.	%
1	Asst. Professor	294	30.37	154	15.91	448	46.28
2	Asso. Professor	196	20.25	138	14.26	334	34.50
3	Professor	118	12.19	68	7.02	186	19.21
<b>Total</b>		<b>608</b>	<b>62.81</b>	<b>360</b>	<b>37.19</b>	<b>968</b>	<b>100</b>

It can be observed from table-1 that 46.28% of the respondents are Assistant professors, 34.50% of the respondents are Associate professors and the remaining 19.21% of the respondents are Professors.

**Table-2 Distribution of Respondents - Educational Qualifications Wise**

S.No.	Qualifications	Asst. Prof		Asso. Prof		Professor		Total	
		No.	%	No.	%	No.	%	No.	%
1	B.E/B.Tech.	116	11.98	92	9.50	0	0.00	208	21.49
2	M.E/M.Tech	186	19.21	124	12.81	74	7.64	384	39.67
3	M.Sc/Ph.D	130	13.43	70	7.23	30	3.10	230	23.76
4	M.Tech/Ph.D	16	1.65	48	4.96	82	8.47	146	15.08
<b>Total</b>		<b>448</b>	<b>46.28</b>	<b>334</b>	<b>34.50</b>	<b>186</b>	<b>19.21</b>	<b>968</b>	<b>100</b>

It is evident from Table-2 that out of the total respondents selected for the sample, 39.67% are having M.E/M.Tech, 23.76% are having M.Sc/Ph.D 21.49% are having B.E and 15.08% are having M.Tech/Ph.D qualification.

**Table-3 Purpose of Visit to Library**

S.No.	Purpose	1	2	3	4	5	6	7	8	Priority
1	For Class work preparation	168	94	108	104	90	226	90	88	<b>6</b>
2	For acquiring knowledge	152	104	74	76	248	152	82	80	<b>5</b>
3	For preparation of journal articles	62	292	96	100	88	86	150	94	<b>2</b>
4	For writing articles for seminars and conferences	72	124	236	134	126	118	64	94	<b>3</b>
5	Writing books	42	110	92	114	96	174	162	178	<b>8</b>
6	Using internet	256	198	72	310	92	22	18	0	<b>4</b>
7	Using e-books	132	114	146	102	90	98	234	52	<b>7</b>
8	Using e-journals	684	108	72	30	34	22	18	0	<b>1</b>

It is evident from the table-3 that large number of respondents (684) gave first priority to using e-journals followed by 'for preparation of journal articles' (292) and 'for writing articles for seminars and conferences' (236) which received 2<sup>nd</sup> and 3<sup>rd</sup> priorities respectively. It can be also be observed that 'writing books' (178) received last priority.



**Table-4 Problem while seeking information in the Library**

S.No.	Designation	Yes		No		Total	
		No.	%	No.	%	No.	%
1	Asst. Professor	398	41.12	50	5.17	448	46.28
2	Asso. Professor	98	10.12	236	24.38	334	34.50
3	Professor	18	1.86	168	17.36	186	19.21
<b>Total</b>		<b>514</b>	<b>53.10</b>	<b>227</b>	<b>46.90</b>	<b>968</b>	<b>100</b>

From the above table, it is evident that among those who mentioned that they are facing problems while seeking information from library, 41.12% are Assistant professors, 10.12% are Associate Professors, and the remaining 1.86% are Professors.

**Table-5 Problems faced while seeking information**

S.No	Problems	Asst.Prof	Asso.Prof	Professor	Total
1	Required material is not available	92 (31.08)	38 (42.22)	56 (43.75)	186 (36.19)
2	Incomplete information materials	76 (25.67)	12 (13.33)	28 (21.87)	116 (22.57)
3	Lack of assistance from the library staff	44 (14.86)	10 (11.11)	18 (14.06)	72 (14.00)
4	Material is not properly organized	40 (13.51)	16 (17.77)	12 (9.37)	68 (13.23)
5	Lack of knowledge in using the library	34 (11.48)	8 (8.88)	8 (6.25)	50 (9.72)
6	Information is too vast	10 (3.37)	6 (6.66)	6 (4.68)	22 (4.49)
<b>Total</b>		<b>296</b>	<b>90</b>	<b>128</b>	<b>514</b>

It is evident from Table-5 that out of the total respondents selected for the sample, 36.19% of the respondents mentioned that required material is not available, 22.57% of the respondents mentioned that incomplete information materials, 14% of the respondents mentioned that lack of assistance from the library staff. It can be also observed that 4.49% of the respondents mentioned that information is too vast.

It can also be observed that 31.08% of Assistant Professors, 42.22% of Associate Professors and 43.75% Professors mentioned that required material is not available.

**Table-6 Provision of e-resources by their Library**

S.No.	E-Resources	Asst. Prof		Asso. Prof		Professor		Total	
		No.	%	No.	%	No.	%	No.	%
1	E-books	276	28.51	184	19.01	134	13.84	594	61.36
2	E-journals	286	29.55	198	19.42	168	17.36	642	66.32
3	E-databases	106	10.95	78	8.06	34	3.51	218	22.52
4	E-reports	68	7.02	48	4.96	38	3.93	154	15.91
5	E-theses	36	3.72	10	1.03	4	0.41	50	5.17
6	E-newspapers	54	5.58	62	6.40	18	1.86	134	13.84
7	CD-ROMs/DVDs	86	8.88	54	5.58	38	3.93	178	18.39
8	E-learning materials	38	3.93	16	1.65	4	0.41	58	5.99

It is evident from Table-6 that 66.32% of the respondents mentioned that they are providing E-journals, 61.36% of the respondents mentioned that they are providing E-books, 22.52% of the respondents mentioned that they are providing E-databases, 18.39% of the respondents mentioned that they are providing CD-ROMs/DVDs, It can be also observed that 5.17% respondents mentioned that they are providing E-theses.

It can also be observed that 29.55% of Assistant Professors, 19.42% of Associate Professors and 17.36% Professors mentioned that their library is providing e-journals.

**Table-7 Purpose of using e-resources**

S.No.	Purposes	Asst. Prof		Asso. Prof		Professor		Total	
		Male	Female	Male	Female	Male	Female	Male	Female
1	For updating knowledge	294 (30.37)	150 (15.50)	164 (16.94)	86 (8.88)	46 (4.75)	24 (2.48)	504 (52.07)	260 (26.86)
2	For doing research work	256 (26.45)	128 (13.22)	158 (16.32)	130 (13.43)	118 (12.19)	64 (6.61)	532 (54.96)	322 (33.26)
3	For career development and growth	258 (26.65)	118 (12.19)	156 (16.12)	98 (10.12)	90 (9.30)	66 (6.82)	504 (52.07)	282 (29.13)
4	For academic assignments	178 (18.39)	54 (5.58)	94 (9.71)	44 (4.55)	42 (4.34)	12 (1.24)	314 (32.44)	110 (11.36)
5	Preparation for competitions	276 (28.51)	104 (10.74)	66 (6.82)	36 (3.72)	0 (0.00)	0 (0.00)	342 (35.33)	140 (14.46)

(Parenthesis is indicated percentile)

It can be observed from table-7 that 30.37% Male and 15.50% Female Assistant Professors, 16.94% Male and 8.88% Female Associate Professors and 12.19% Male and 6.61% Female Professors mentioned that they are using e-resources for doing research work.

**Table-8 Problem faced while accessing e-resources.**

S.No.	Problems	Asst. Prof		Asso. Prof		Professor		Total	
		Male	Female	Male	Female	Male	Female	Male	Female
1	Not sufficient familiarity with e-resources	146 (15.08)	56 (5.79)	54 (5.58)	68 (7.02)	64 (6.61)	38 (3.93)	264 (27.27)	162 (16.74)
2	Too much information retrieved	36 (3.72)	26 (2.69)	36 (3.72)	16 (1.65)	14 (1.45)	4 (0.41)	86 (8.88)	46 (4.75)
3	Number of back issues available is too limited	46 (4.75)	30 (3.10)	62 (6.40)	38 (3.93)	34 (3.51)	18 (1.86)	142 (14.67)	86 (8.88)
4	Library website does not provide enough links to the E-resources	34 (3.51)	30 (3.10)	44 (4.55)	16 (1.65)	6 (0.62)	8 (0.83)	84 (8.68)	54 (5.58)
5	Lack of IT knowledge and skills to effective utilization	32 (3.31)	12 (1.24)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	32 (3.31)	12 (1.24)
<b>Total</b>		<b>294</b> <b>(30.37)</b>	<b>154</b> <b>(15.91)</b>	<b>196</b> <b>(20.25)</b>	<b>138</b> <b>(14.26)</b>	<b>118</b> <b>(12.19)</b>	<b>68</b> <b>(7.02)</b>	<b>608</b> <b>(62.81)</b>	<b>360</b> <b>(37.19)</b>

(Parenthesis is indicated percentile)

It can be observed from table-8 that 15.08% of Male and 5.78% of Female Assistant Professors, 5.58% of Male and 7.02% of Female Associate Professors and 6.61% of Male and 3.93% Female Professors mentioned that they do not have enough familiarity with e-resources.

**Table-9 Use of e-consortiums**

S.No.	Consortium	Asst. Prof		Asso. Prof		Professor		Total	
		No.	%	No.	%	No.	%	No.	%
1	UGC-INFONET E-journals	110	11.36	106	10.95	48	4.96	264	27.27
2	Open access e-journals	166	17.15	78	8.06	52	5.37	296	30.58
3	AICTE-INDEST Consortium	74	7.64	48	4.96	56	5.79	178	18.39
4	E-Journals directly subscribed by the library	98	10.12	102	10.54	30	3.10	230	23.76
<b>Total</b>		<b>448</b>	<b>46.28</b>	<b>334</b>	<b>34.50</b>	<b>186</b>	<b>19.21</b>	<b>968</b>	<b>100</b>

The above table shows that out of 484, majority respondents (30.58%) mentioned that they use Open access e-journals, followed by 27.27% respondents who mentioned that they use UGC-INFONETE-journals, 23.76% respondents who mentioned E-journals directly

subscribed by the library while comparatively less number of respondents (18.39%) mentioned AICTE-INDEST consortium.

It can also be observed that 17.15% Assistant Professors, 10.95% Associate Professors and 5.79% Professors mentioned that they are using open access e-journals.

**Table-10 Priority of information seeking habits**

<b>S.No.</b>	<b>Rank</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Priority</b>
1	Conversing with experts located outside institute	88	78	68	62	100	86	114	88	284	<b>9</b>
2	Conversing with co-workers or other experts in institute	152	104	74	76	80	106	82	156	138	<b>8</b>
3	E-mailing co-workers or other experts	62	106	86	100	88	86	150	94	196	<b>7</b>
4	Reading e-mail alerts	72	94	118	134	166	118	64	54	148	<b>5</b>
5	Scanning journal titles or citations	42	106	72	114	96	174	122	62	180	<b>6</b>
6	Reading article/books	684	108	72	30	34	22	18	0	0	<b>1</b>
7	Attending conference/ colloquia/workshops	216	114	146	90	90	54	40	52	166	<b>3</b>
8	Searching electronic databases	32	128	124	110	100	90	72	90	222	<b>2</b>
9	Reading electronic journals	58	68	142	156	112	68	76	42	246	<b>4</b>

It is evident from the Table-10 that large number of respondents (684) gave first priority to using reading article/books followed by ‘searching electronic databases’ (222) and ‘Attending conference/ colloquia/workshops’ (216) which received 2<sup>nd</sup> and 3<sup>rd</sup> priorities respectively. It can also be observed that ‘Conversing with experts located outside institute’ (284) received last priority.

**Table-11 Using the search engines**

S.No.	Frequency	Asst. Prof		Asso. Prof		Professor		Total	
		No.	%	No.	%	No.	%	No.	%
1	Google	210	21.69	202	20.87	138	14.26	550	56.82
2	Yahoo	158	16.32	78	8.06	34	3.51	270	27.89
3	Alta vista	24	2.48	12	1.24	4	0.41	40	4.13
4	MSN	16	1.65	22	2.27	8	0.83	46	4.75
5	Netscape	22	2.27	14	1.45	2	0.21	38	3.93
6	Bing	18	1.86	6	0.62	0	0.00	24	2.48
<b>Total</b>		<b>448</b>	<b>46.28</b>	<b>167</b>	<b>34.50</b>	<b>186</b>	<b>19.21</b>	<b>968</b>	<b>100</b>

It is evident from Table-11 that out of 484, majority respondents (56.82%) mentioned that they are using Google search engine, followed by 27.89% respondents who mentioned that they are using Yahoo, 4.75% respondents mentioned that they are using MSN, 4.13% respondents mentioned that they are using Alta vista, 3.93% respondents mentioned that they are using Netscape and least number of respondents 2.48% mentioned that they are using Bing.

**Table-12 Using of NPTEL video's for their lectures**

S.No.	Designation	YES		No		Total	
		No.	%	No.	%	No.	%
1	Asst. Professor	334	34.50	114	11.78	448	46.28
2	Asso. Professor	254	26.24	80	8.26	334	34.50
3	Professor	176	18.18	10	1.03	186	19.21
<b>Total</b>		<b>764</b>	<b>78.93</b>	<b>204</b>	<b>21.07</b>	<b>968</b>	<b>100</b>

From the above table it is evident that 78.93% of the respondents are using NPTEL video's and 21.07% of the respondents are not using NPTEL video's for their lectures.

## **FINDINGS OF THE STUDY**

- Majority of the respondents (46.28%) are Assistant Professors.
- Most of the respondents (39.67%) are having M.E/M.Tech. qualification.
- Majority of the respondents (70.66%) visit library mainly to use e-journals.
- More than half of the respondents (53.10%) are facing problems while seeking information.
- Most of the respondents (36.19%) non- availability of the required material is the main problem.
- Most of the respondents (66.32%) mentioned that e-journals are available in their library.
- Most of the respondents are using e-resources for doing research work.
- Majority of the respondents (44%) are not having enough familiarity with e-resources.
- Majority respondents (30.58%) mentioned that they use Open access e-journals.
- Majority of the respondents are reading articles/books for getting updated information in their field.
- Majority respondents (56.82%) mentioned that they are using Google search engine.

## **SUGGESTIONS**

- It is evident from the analysis that many of the users expressed that they do not have enough familiarity with e-resources. Due to explosion of information, it is being dumped in the internet in various forms and user feels chaos. Hence there is a need to sort out and classify the information available in the form of e-resources, and make it available in a usable form to the required users along with creating awareness on such resources for their optimum use.
- The analysis also reveals that majority of the respondents are neither satisfied nor dissatisfied with the performance of their library in terms of providing e-resources. Measures are to be taken by the administration and library in increasing the number of systems, provision of laptops, and high speed internet band width to satisfy the demands of the users. Provision of wi-fi will also solve the problems to a large extent.
- Management needs to conduct orientation programmes and training on the use and availability of e-resources for the effective utilization of information resources.

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