

Recent Trends Of Information Needs And Information Seeking Behaviour Of College Students And Faculty Members: A Study

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Abstract

The study found that the information needs can be various, like the students' and the faculty members' needs; similarly, the way of information seeking is also various, like the students' information seeking and the faculty members' information seeking. It is observed that the library combines both resources and services perfectly on a regular basis. In the present scenario, people are more dependent on online sources. The library has been providing various services like e-books, e-journals, online databases, etc., to help people search for the needed information properly. In most of the studies, this information has been found. The librarian is performing a significant role in this matter. Nowadays, most people are inclined to seek information online rather than offline. So, present-day information seeking is gradually becoming more dependent on digital platforms than offline.

Keywords: Information Needs, Information Seeking Behaviour, Faculty Members, Students, Library Resource and Service.

Introduction

The basic function of a college library is to assist and support the study and teaching in the respective college. It helps to meet the information needs of the students as well as the teachers of the college. Library resources are both printed and nonprinted materials found in college libraries. These resources support the curricular and personal information needs of students and teachers. Books, Magazines, Newspapers, Pamphlets, Microfiche or Microfilm are under printed materials. Similarly, nonprinted materials include e-books, e-journals, Databases, Electronic Dictionaries, Encyclopaedias, etc. The present proposed research is based on students' and faculty members' information needs and information-seeking behaviour.

The concept of user studies is a long process. Over the years, it has become one of the most prominent research fields in library and information science. In this way, it provides a large amount of literature in the discipline. Most importantly, the library learned that there are different kinds of users who need other types of information. Their ways of seeking information vary from one another. Therefore, it is essential to study the users to understand their information needs and processes for seeking information. Information need and information seeking behaviour are important elements of user study, which the experts have approved as an important area of study in the field of library and information science. User studies try to find out similarities and differences between the users regarding their background, like status, age, experience, education, specialization, field of research, etc. and the organization level differences in nature of organizations are observed. At the same time, users were also grouped as theoreticians or fundamental research workers, practitioners, etc. In the form of feedback, user studies try to collect the users' points of view, which gives a platform for evaluating the quality of library services and their extent of efficacy.

Literature Review

Anmol (2021) study is on information needs of the faculty members of degree colleges in District Karak. His study looks into information needs of faculty members, their preferred sources, preferred methods and major constraints. They faced these. The main objective of this research is to fulfil their information needs. The study reveals that faculty members need information for preparing lectures, for thinking purposes, and for discussing with colleagues. The college library and the internet were the channels. For online sources, the user mostly used Google and social media. Textbooks, reference books, and general books were preferred among formal information sources. Information sources were selected in print format and in the English language. Haque, Rahman, and Ajmuddin (2016) conducted a study focusing on assessing information-seeking behaviour, the kind of information people use, the purposes they seek, and the technology they use. They use the questionnaire method in their paper.

Kundu (2015) executed an important study of a descriptive nature on teachers in general degree colleges (GDC) and teachers' training colleges (TTC) affiliated with Bangal University. Findings of the research expressed those teachers of TTC needed Information for research productivity but GDC teachers sought Information for lectures preparation and for latest developments in the field. Firstly, they preferred printed material but as they consulted electronic resources to meet their needs, there was a change in their attitude. The research revealed that libraries should provide their sources and services according to internet facilities and modern equipment's.

Bhattacharjee (2010) experimented on the information-seeking behaviour of undergraduate students in colleges of South Assam, and it was conducted in that domain, where the information use pattern of the students and the real situations in the college libraries of Assam were given due consideration as well as taken into account.

Fatima and Ahmed (2008) conducted a study describing information-seeking behaviour as a broad term involving an individual's actions to express information needs, seek Information, evaluate and select Information, and finally use this Information to satisfy user information needs. It is necessary to understand the purpose for which information is required, the user's environment, the user's skills in identifying the needed information, the channels and sources preferred for acquiring information, and the barriers to information.

Suriya, Sangeetha and Nambi (2004) conducted a study on the information-seeking behaviour of faculty members from Government Arts Colleges in Cuddalore District, and the research shows the nature of the faculty members in seeking Information from the Library. Most respondents visit the Library several times a week to meet their requirements.

Marcum and George (2003) experimented on the 3,234 faculty members, graduate students, and undergraduates in 392 doctoral research universities, public and private, and private liberal arts colleges of the USA, titled "Who Uses What?" "Reactions reveal that electronic information use was substantial and growing in the nation's major universities and liberal arts colleges. Informants have been preparing their utility of research, teaching, and coursework, and have equipped themselves appropriately. Reactions reveal that print and the campus library were not outdated".

Okiy (2002) found a survey called "Assessing Students and Faculty Use of Academic Libraries in Nigeria: The Case of Delta State University, Abraka". A distinction was found between the faculty and students' frequency of use of the Library. Books were more often used than any other material by both the respondent categories, because of an inadequate number of the latest journals. The majority of both respondent categories were of the opinion that library services and facilities are fair. None but a small part of respondents answered that they always found the required material in the Library. Sethi (1990) has surveyed social scientists to identify the particular characteristics of their Information seeking behaviour. It shows that the academic staff prefers journals, books, seminars, and conferences.

Objectives

- i. To identify the information needs of students and faculty members.
- ii. To find out the information seeking behaviour of students and faculty members.
- iii. To ascertain the sources of information of the students and the faculty members.
- iv. To determine the barriers to accessing information or information sources by students and faculty members.
- v. To identify the awareness and use of library resources and services by the faculty and students.

Methodology of Research

The present research is confined to the three General Degree Colleges situated in Kalna Subdivision in Purba Bardhaman district of West Bengal. Among these, we took three colleges: Kalna College, Dr. Gour Mohan Roy College and Purbasthali College. In these three colleges, in each of the departments, including general degree courses, 10 questionnaires were provided at random. The questionnaires were provided to all faculty members.

The Likert scale is a psychometric scale that deals with questionnaire-based research. This study measures the responses on a 5-point scale (Never=1, Seldom=2, Sometimes=3, Often=4, Constantly=5).

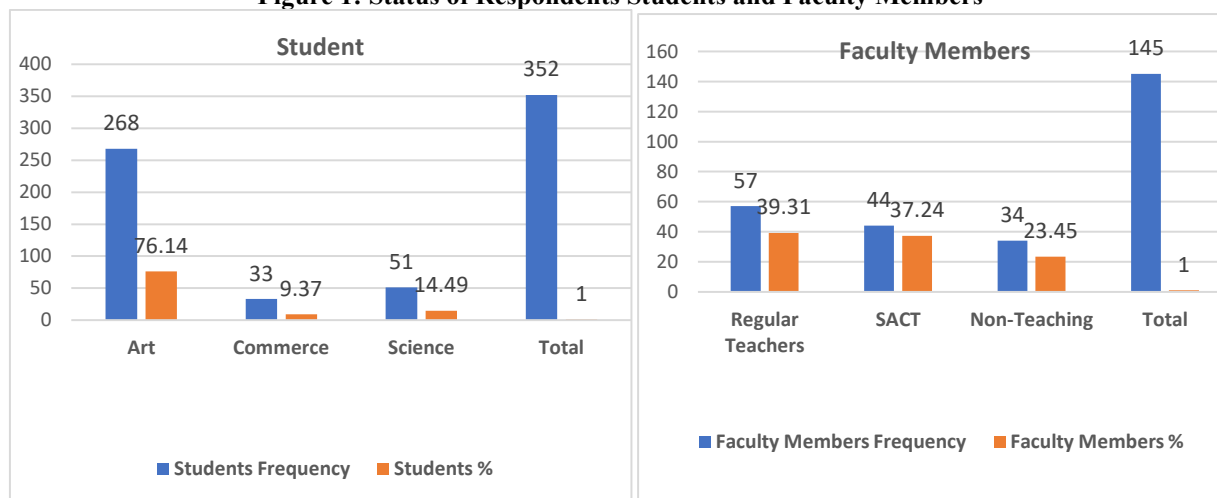
The total number of questionnaires distributed was 621, out of which 497 were received correctly back from the respondents, resulting in 80.03% respondents in selected colleges. The number of questionnaires received from faculty members was 145, and the total number of filled-out questionnaires received for the students was 352 from selected colleges of Kalna sub-division under the University of Burdwan. The purposive and cluster sampling method is used.

Scope of the Study

The various sources and services library has been fulfilling the demands for the needed information. In the present time, though the internet is available, the authenticity of library resources is unquestionable, and so people depend on it. Through updated sources and services, contemporary information needs of the users are fulfilled almost in no time by information technologies like digital libraries, digital archives, databases, online databases, etc.

Data Analysis and Interpretation

Figure 1: Status of Respondents Students and Faculty Members

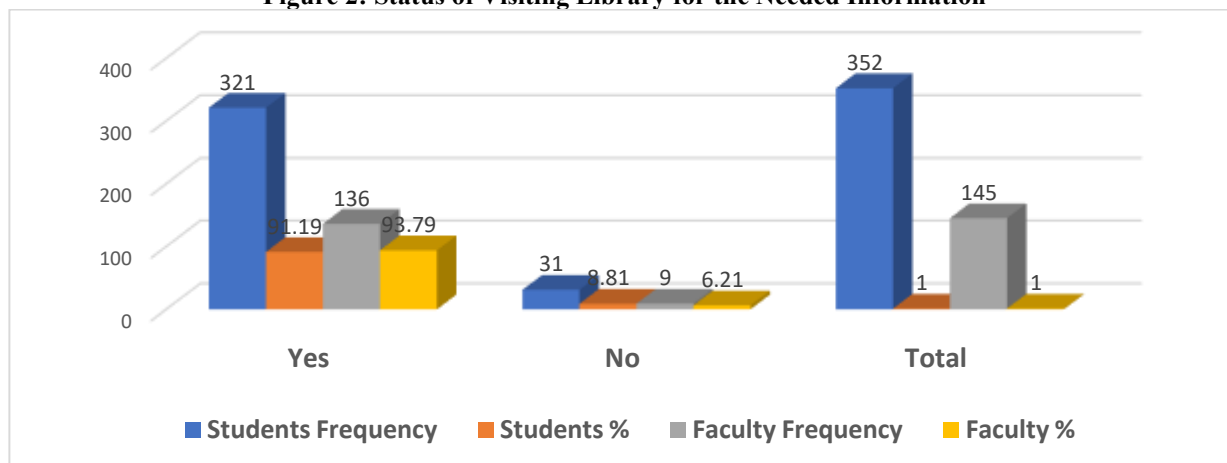


The above figure shows the distribution of members according to the status between the two groups of 352 Students and 145 Faculty members. It has been observed that under the group of students, 76.14% of the members were from Arts, 9.37% were from Commerce and 14.49% from Science, respectively. Under the group of Faculty members, 39.31% members were regular Teachers and 37.24% State Aided College Teachers, while 23.45% were non-teaching faculty members.

Table 1: Age and Gender of Students and Faculty Members

Age Groups	Male		Female	
	Frequency	%	Frequency	%
Students				
Below 18	4	1.83	2	1.49
18-20	102	46.79	67	50.00
20-22	97	44.50	59	44.03
Above 22	15	6.88	6	4.48
Total	218	100	134	100
Faculty Members				
25-35	14	19.72	23	31.08
35-45	11	15.49	18	24.32
45-55	19	26.76	14	18.92
Above 55	27	38.03	19	25.68
Total	71	100	74	100

The above table shows the age of males and females from 352 Students and 145 Faculty members. It has been observed that among the Students, 46.79% of the male members were in the age group of 18-20 years, 44.50% of males were in the age group of 20-22 years, 6.88% in the age group of above 22 years and 1.83% below 18 years of age. Under the group, females 50.00% of the members were in the age group of 18-20 years, 44.03% were in the age group of 20-22 years, 4.48% were in the age group of above 22 years, and 1.49% were below 18 years of age. From the group of Faculty Members, it has been observed that 38.03% of the male members were in the age group of above 55 years, 26.76% were in the age group of 45-55 years, 19.72% in the age group of 25-35 years and 15.49% in the age group of 35-45 years. 31.08% female members from the faculty members' group were in the age group of 25-35 years, 25.68% were in the age group of above 55 years, 24.32% in the age group of 35-45 years and 18.92% in the age group of 45-55 years.

Figure 2: Status of Visiting Library for the Needed Information

The above figure shows the distribution of members in terms of visiting Library for the needed information between the two groups of 352 Students and 145 Faculty members. It has been observed that 91.19% of the students generally visit the Library for the information required, while 8.81% do not visit the Library. Further, it has been observed that 93.79% of the faculty members visit Library for the needed information while 6.21% do not visit Library.

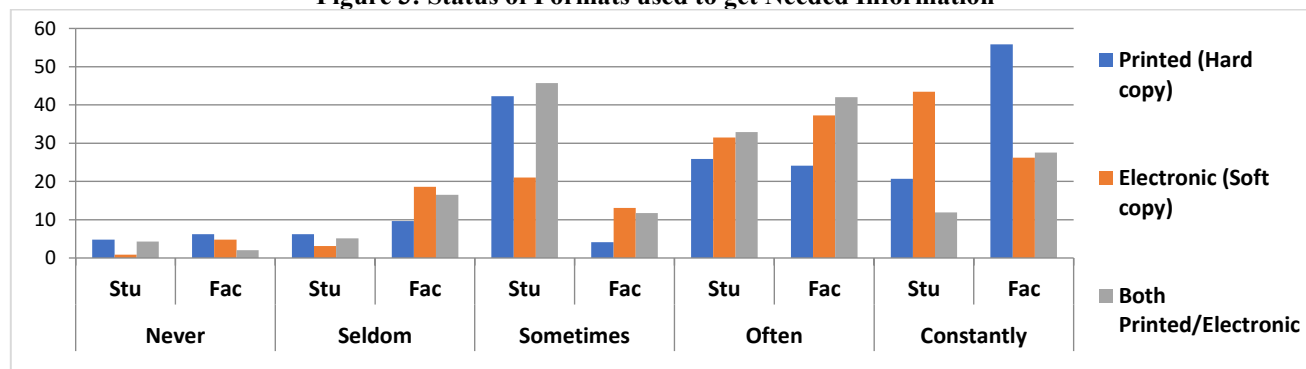
To sum up, according to the comparison of visiting Library for the information, it has been observed that the numbers of faculty members visiting Library for the needed information are more in comparison to the students.

Table 2: Comparison of Visiting Library Frequently for the Needed Information

Visit Frequency	Students		Faculty Members	
	Frequency	%	Frequency	%
Daily	138	39.20	17	11.72
Alternate Days	83	23.58	22	15.17
Once in a Week	39	11.08	39	26.90
Twice a Week	57	16.19	26	17.93
Once in a Fortnight	19	5.40	19	13.10
Occasionally	11	3.13	15	10.35
Whenever need arises	5	1.42	7	4.83
Total	352	100%	145	100%

The above table shows the distribution of members in terms of visiting library frequently for the needed information between the two groups of 352 Students and 145 Faculty members. It has been observed that 39.20% students visit library daily, 23.58% visit in alternate days, 11.08% once in a week, 16.19% twice in a week, 5.40% once in a fortnight, 3.13% occasionally and 1.42% whenever need arises needed information visit library and 11.72% faculty members visit library daily, 15.17% visit alternate days, 26.90% once in a week, 17.93% twice a week, 13.10% once in a fortnightly, 10.35% occasionally and 4.83% whenever need arises for the needed information.

So, according to the comparison of visiting library frequently for the needed information, it has been observed that compared to the faculty members, the number of students visiting library daily is higher.

Figure 3: Status of Formats used to get Needed Information

The above figure shows the distribution of patterns according to the information format used between the two groups, 352 students and 145 faculty members. It has been observed that according to the pattern Constantly shows that, 55.86% of the faculty members use Printed format in comparison to 20.74% of the students; 26.21% of the faculty members use electronic format in comparison to 43.47% of the students; 27.59% of the faculty members use both printed/electronic format in comparison to 11.94% of the students. According to the information used for them, it has been observed that there is a striking difference between the students and faculty members.

So, the pattern constantly shows that faculty members are more comfortable in printed and printed/electronic formats than the students. The students are more comfortable using an electronic format.

Table 3: Comparison of Location Used by Students and Faculty Members for Searching Information

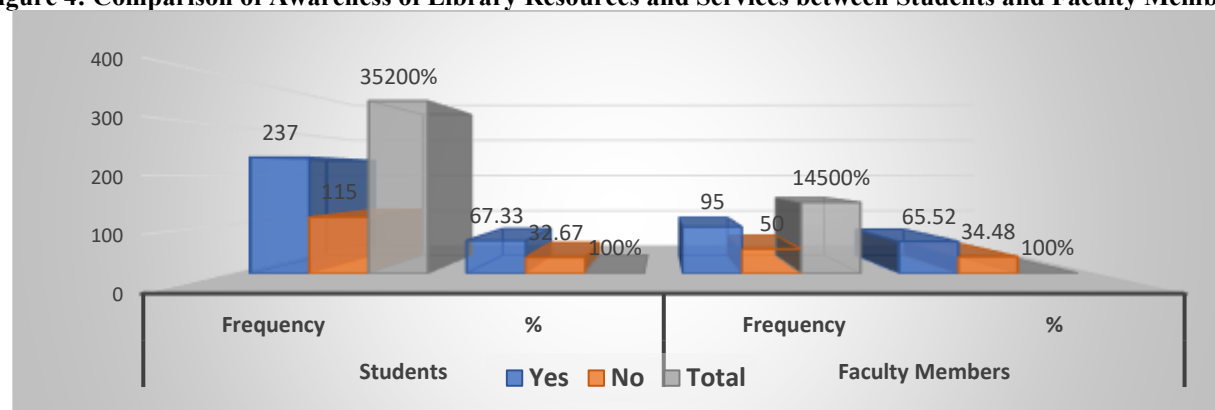
Location	Never		Seldom		Sometimes		Often		Constantly	
	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac
Home	9.09	5.52	10.23	6.21	41.19	11.72	24.72	31.72	14.77	44.83
Cyber Café	4.83	1.38	9.94	15.17	51.99	15.86	28.12	33.10	5.12	34.49
Tathya Mitra Kendra	10.51	8.96	15.07	8.28	21.02	17.93	30.11	28.27	23.29	36.56
College Library	0.85	6.21	1.14	6.20	17.61	23.45	42.05	24.83	38.35	39.31
Public Library	11.08	17.24	5.97	8.97	34.09	22.07	27.84	24.14	21.02	27.58

The above table shows the pattern distribution according to the location used by the 352 Students and 145 Faculty members for searching information. It has been observed that there is a significant difference between the students and faculty members according to the locations they use.

The pattern constantly shows that 44.83% of the faculty members use home for searching information in comparison to 14.77% of the students; 34.49% of the faculty members use Cyber Cafe for searching information in comparison to 5.12% of the students; 36.56% of the faculty members use Tathya Mitra Kendra for searching information in comparison to 23.29% of the students; 39.31% of the faculty members use college library for searching information in comparison to 38.35% of the students and 27.58% of the faculty members use public library for searching information in comparison to 21.02% of the students.

The study noted that the faculty members are comfortable in every field, while the students depend more on the college library.

Figure 4: Comparison of Awareness of Library Resources and Services between Students and Faculty Members.



The above figure shows the distribution of members in terms of awareness between the two groups of 352 Students and 145 Faculty members. It has been observed that the majority of the students, 67.33% are aware of library resources and services, while 32.67% of the students are not aware of library resources and services. Further, it has been observed that 65.52% of the faculty members are aware of library resources and services, while 34.48% of the faculty members are not aware of library resources and services. It has been observed that students are more aware of library resources and services than the faculty members.

The conclusion is that the students are more aware of the library resources and services than the faculty members.

Table 4: Comparison of Utilization of Library Resources

Library Resource	General Information		Academic Work		Project Work	
	Students	Faculty	Students	Faculty	Students	Faculty
Books / E-Books	16.76	11.72	50.57	53.10	32.67	35.18
Journal / E-Journal	1.99	6.89	51.99	49.65	46.02	43.46
Theses / Dissertations	20.17	15.86	29.54	32.41	50.29	51.73
Handbooks	16.19	26.24	41.19	39.31	42.62	34.45
CD-ROMs	17.90	17.24	29.26	31.03	52.84	51.73
Online Databases	20.45	18.62	71.59	70.34	7.96	11.04
Reference source	12.22	24.14	38.35	35.17	49.43	40.69
Abstracts of Books / Journal	13.07	15.17	64.49	63.45	22.44	21.38
Conference Proceeding	18.18	16.55	29.26	28.97	52.56	54.48
Reports	21.86	19.31	46.31	42.06	31.83	38.63
Newspapers	13.92	15.17	28.12	28.28	57.96	56.55
Archives	7.10	7.59	67.05	66.90	25.85	25.51

The above table shows the comparison between the two groups of 352 Students and 145 Faculty members in terms of usage of resources for general information, academic work and project work. It is observed that the two groups have comparison in form of usage of resources for the general information, academic work and project work.

For example, reports are used by 21.86% of the students and 19.31% of the faculty members for the general information.

For the academic work, online databases have been used by 71.59% of the students and 70.34% of the faculty members.

And for the project work, newspapers are used by 57.96% of the students and 56.55% of the faculty members.

To sum up, according to library resources, for the general information the students are using reports more, while the faculty members are using reference sources more. In case of Academic work online database have been used largely by the students and faculty members. For the Project work newspapers have been mostly used by the students and faculty members.

Table 5: Comparison of Purpose of Using Library Resources and Services

Purpose	Never		Seldom		Sometimes		Often		Constantly	
	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac
To Borrow Books	5.11	8.28	9.94	8.96	24.72	13.10	43.47	26.90	16.76	42.76
To Read Newspapers/Magazines	0.85	10.23	4.83	16.55	24.72	24.14	38.35	27.59	31.25	21.49
To Preparing Notes/ Lectures	5.12	11.03	10.23	10.23	15.06	10.23	43.47	36.56	26.12	31.95
To Collect Subject Materials	5.12	6.21	4.83	8.97	45.74	16.55	21.02	33.10	23.29	35.17
Use of Reference Materials	4.83	12.41	14.77	9.66	31.53	10.23	25.28	23.45	23.59	44.25
General Knowledge	6.25	6.90	9.09	12.41	43.47	8.28	27.84	34.49	13.35	37.92
Reading/Thinking	9.94	4.14	19.88	15.17	38.35	13.79	19.88	28.27	11.95	38.63
Discussion	14.77	1.38	19.88	17.24	38.35	25.52	21.02	23.45	5.98	32.41
To know the Latest Arrival	11.08	6.90	24.72	10.23	43.47	22.07	14.77	20.69	5.96	40.11
Project Reports	4.83	11.72	11.08	13.10	38.35	16.55	24.72	36.56	21.02	22.07
Career Development	6.82	6.90	17.06	16.55	34.09	15.86	24.72	29.66	17.31	31.03

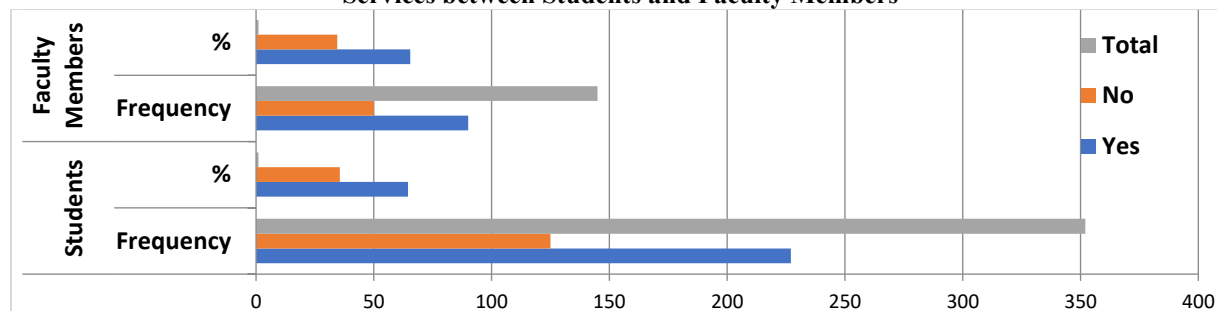
The above table shows the distribution of pattern for various purpose of using library resources and services between 352 Students and 145 Faculty members. It has been observed that there is a significant difference between the students and faculty members with respect to various purposes.

For example, under the pattern constantly, 42.76% of the faculty member borrow books for preparing answers in comparison to 16.76% of the students; 21.49% of the faculty member read newspapers/magazines in comparison to 31.25% of the students; 31.95% of the faculty members use the library for preparing notes/lectures purpose while only 26.12% of the students; 35.17% of the faculty members use subject material in comparison to 23.29% of the students; 44.25% of the faculty members use reference material for research purposes in comparison to 23.59% of the students; 37.92% of the faculty members use the library for general knowledge in comparison to 13.35% of the students; 38.63% of the faculty members use the library for reading purpose in comparison to 11.95% of the students; 32.41% of the faculty member use the library for discussion purposes in comparison to 5.98% of the students; 40.11% of the faculty members search latest arrival.

In comparison to 5.96% of the students; 22.07% faculty members use project reports in comparison to 21.02% students; and 31.03% of the faculty members use the library for career development purpose in comparison to 17.31% students use this library for this purpose.

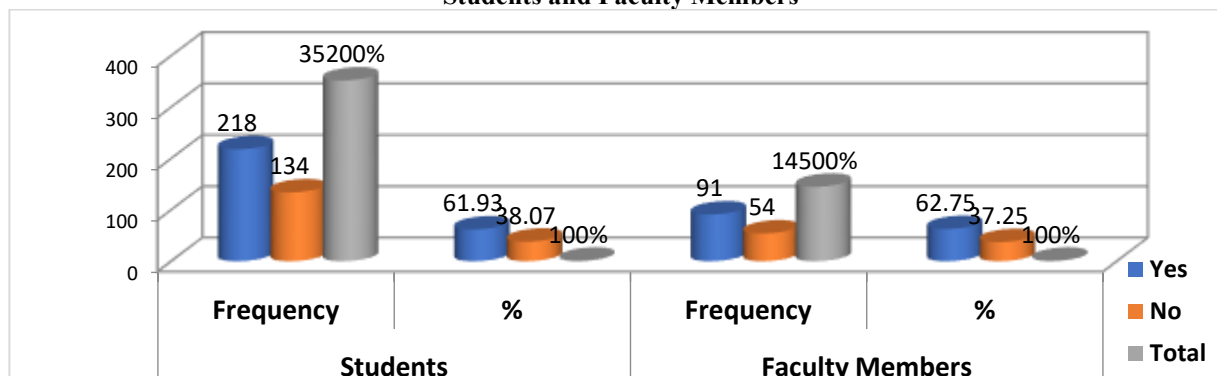
So, in case of Purpose of Using Library Resources and Services, students have used to read newspapers/magazines and to preparing notes/ lectures mostly while the faculty members have used to reference materials and to borrow books mostly.

Figure 5: Comparison of Dependency on New Information Technologies for Usage of Library Resources and Services between Students and Faculty Members



The above figure shows the comparison of distribution of dependency on new information technologies for usage of library resources and services between 352 Students and 145 Faculty members. It has been observed under the group Students 64.49% of the students are dependent while 35.51% are not dependent. Further, under the group Faculty members, it has been observed that 65.51% of the faculty members are dependent while 34.49% are not dependent. To sum up, Faculty members are more dependent on new information technologies for usage of library resources and services than the students.

Figure 6: Comparison of Needs Affected Due to the Frequent Changes in Information Technologies between Students and Faculty Members



The above figure shows the comparison of distribution of needs affected due to the frequent changes in information technologies between 352 Students and 145 Faculty members. It has been observed that under the group Students 61.93% of the students' need is affected while 38.07% is not affected. Under the group Faculty members, it was observed that 62.75% of the faculty members need is affected while 37.25% is not affected. To conclude, it has been observed that Faculty members' need is affected more due to the frequent changes in information technologies in comparison to the students.

Table 6: Comparison of Respondents' Awareness of New Information Technology used in Libraries.

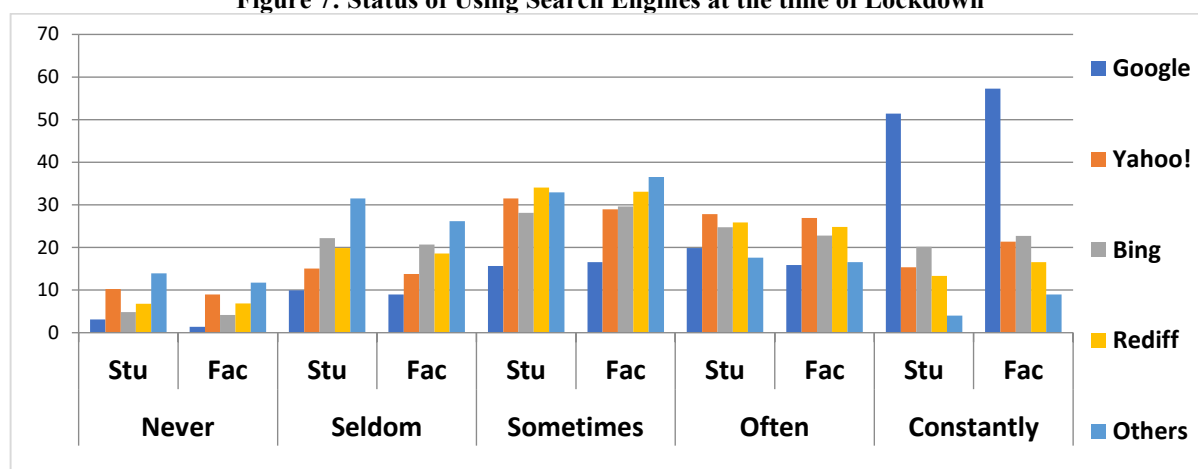
Information Technology	Students				Faculty Members			
	Yes		No		Yes		No	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Online Database	198	56.25	154	43.75	95	65.52	50	34.48
OPAC / WebOPAC	219	62.22	133	37.78	102	70.34	43	29.66
Internet / intranet	288	81.82	64	18.18	110	75.86	35	24.14
E-mail	267	75.85	85	24.15	107	73.79	38	26.21
SMS	264	75.00	88	25.00	84	57.93	61	42.07
Facebook / Twitter	243	69.03	109	30.97	79	54.48	66	45.52
WhatsApp / Telegram	319	90.63	33	9.37	126	86.90	19	13.10
Photocopy	192	54.55	160	45.45	71	48.97	74	51.03
Scanner	184	52.27	168	47.73	79	54.48	66	45.52
Wi-Fi	232	65.91	120	34.09	107	73.79	38	26.21

The above table shows the comparison of awareness of new information technology used in libraries between 352 Students and 145 Faculty members.

It has been observed that, 86.90% of the faculty members use WhatsApp/Telegram while 90.63% of the students use WhatsApp/Telegram. 54.48% of the faculty members use Facebook/Twitter in comparison to 69.03% of the students; 70.34% of the faculty members use OPAC/WebOPAC in comparison to 62.22% of the students; 75.86% of the faculty members use Internet/Intranet while 81.82% of the students use Internet/Intranet. Further, it was observed that 73.79% of the faculty members use E-Mail in comparison to 75.85% of the students; 57.93% of the faculty members use SMS in comparison to 75.00% of the students; 65.52% of the faculty members use online database in comparison to 56.25% of the students; 48.97% of the faculty members use photocopy in comparison to 54.55% of the students; 54.48% of the faculty members use scanner in comparison to 52.27% of the students; 73.79% of the faculty members use Wi-Fi in comparison to 65.91% of the students.

So, the conclusion is that there is no significant difference between the two groups in most of the cases, however, significant difference is noticed in WhatsApp/Telegram, Internet/intranet, E-mail, Wi-Fi and SMS. They are mostly used by both students and faculty members.

Figure 7: Status of Using Search Engines at the time of Lockdown



The above figure shows the comparison of distribution of using Search Engines at the time of lockdown between 352 Students and 145 Faculty members. It has been observed that there is a significant difference between the students and faculty members with respect to various purposes.

For example, under the pattern constantly, 57.25% of the faculty members are using Google for searching needed information in comparison to 51.42% of the students; 21.38% of the faculty members are using Yahoo! in comparison to 15.34% of the students; 22.75% of the faculty members are using Bing in comparison to 20.17% of the students; 16.55% of the faculty members using Rediff in comparison to 16.55% of the students; 8.96% of the faculty members use others search engines while only 3.99% of the students use this service.

So, the study reveals that Google is more popular search engines between the two groups students and faculty members at the time of lockdown.

Table 7: Comparison of Major Used Web Browser for seeking online resources

Web Browser	Never		Seldom		Sometimes		Often		Constantly	
	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac
Google Chrome	0.85	1.38	5.11	3.45	9.66	11.03	23.29	22.76	61.09	61.38
Mozilla Firefox	9.94	8.97	15.06	13.79	31.53	28.96	25.28	26.90	18.19	21.38
Microsoft Edge	4.83	4.14	22.16	20.69	28.12	29.66	24.72	22.76	20.17	22.75
Internet Explorer	3.13	1.38	9.94	8.96	15.63	16.55	19.88	15.86	51.42	57.25
Oprea	6.82	6.90	19.88	18.62	34.09	33.10	25.85	24.83	13.36	16.55
Apple Safari	25.28	13.79	22.16	27.58	34.09	37.24	17.06	17.24	1.41	4.15
Others	14.20	11.03	30.40	26.21	32.95	36.56	16.19	17.24	6.26	8.96

The above chart shows the comparison of using Web Browser for seeking online resources between 352 Students and 145 Faculty members. It has been observed that there is a significant difference between the students and faculty members with respect to various purposes.

For example, under the pattern constantly, 61.38% of the faculty members are using Google Chrome for browsing for needed information in comparison to 61.09% of the students; 21.38% of the faculty members are using Mozilla Firefox in comparison to 18.19% of the students; 22.75% of the faculty members are using Microsoft Edge in comparison to

20.17% of the students; 57.25% of the faculty members are using Internet Explorer in comparison to 51.42% of the students; 16.55% of the faculty members are using Oprea in comparison to 13.36% of the students; 4.15% of the faculty members are using Apple Safari in comparison to 1.41% of the students; 8.96% of the faculty members use Others Web Browser while only 6.26% of the students use this service.

So, it has been observed that Google Chrome and Internet Explorer are more Popular web browser for seeking information between the two groups of students and faculty members.

Table 8: Comparison of Platforms used for Seeking Needed Information during Pandemic or outside the institution

Platforms	Never		Seldom		Sometimes		Often		Constantly	
	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac
Digital Libraries	4.83	8.28	9.94	8.96	24.72	13.10	42.33	27.58	18.18	42.08
E-Learning	6.82	6.90	17.06	16.55	32.95	15.86	23.29	29.66	19.88	31.03
Video Conferencing	4.83	12.41	14.77	9.66	31.53	10.23	25.28	23.45	23.59	44.25
Telecommunication and its facilities	5.12	6.21	4.83	8.97	45.74	16.55	21.02	33.10	23.29	35.17
Social Media and its facilities	4.83	11.72	11.08	13.10	38.35	16.55	24.72	36.56	21.02	22.07
Internet Intranet	0.85	10.23	4.83	16.55	24.72	24.14	38.35	27.59	31.25	21.49

The above chart shows the distribution of pattern according to the usage of Platforms used for Seeking Needed Information during Pandemic or outside the institution between 352 Students and 145 Faculty Members. Significant difference is noticed between the students and faculty members regarding platforms used to Seeking Needed Information during Pandemic or outside the institution.

For example, under the pattern constantly, 42.08% of the faculty members are using digital libraries for seeking needed information in comparison to 18.18% of the students; 31.03% of the faculty members are using E-Learning platforms in comparison to 19.88% of the students; 44.25% of the faculty members are using video conferencing in comparison to 23.59% of the students; 35.17% of the faculty members are using telecommunication and its facilities in comparison to 23.29% of the students; 22.07% of the faculty members are using social media and its facilities in comparison to 21.02% of the students 21.49% of the faculty members use Internet/Intranet while 31.25% of the students use this service.

To sum up, Internet, Intranet, Video Conferencing and Telecommunication are the most Common Platforms used by both students and faculty members for seeking needed information on Pandemic or outside the institution.

Video Conferencing, Telecommunication and Digital Libraries are the most Common Platforms used by both students and faculty members for Seeking Needed Information on Pandemic or outside the institution.

Table 9: Comparison of Major Used e-Learning Platforms to fulfil the Information Needs during Lockdown.

e-Learning Platforms	Never		Seldom		Sometimes		Often		Constantly	
	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac
Google Meet	1.14	1.38	5.11	3.45	9.66	11.72	27.84	24.83	56.25	58.62
Zoom	10.51	8.28	18.19	13.79	31.53	27.59	27.84	26.90	11.93	23.44
GoToMeeting	14.20	10.23	31.53	28.96	32.95	36.56	17.61	16.55	3.71	7.70
Cisco WebEx	14.77	9.66	19.88	17.24	38.35	31.72	19.88	23.45	7.12	17.93
Skype	19.88	15.17	25.28	17.93	35.23	22.07	14.77	23.45	4.84	21.38
Microsoft teams	21.02	16.55	23.29	11.72	43.47	31.72	10.80	28.96	1.42	11.05
Facebook Live	4.83	11.03	9.94	17.93	45.74	20.69	25.28	31.72	14.21	18.63
YouTube Live	5.11	4.14	5.97	18.62	16.19	12.41	51.99	37.24	20.74	27.59
Free Conference	20.74	6.90	30.11	22.76	34.09	13.79	10.51	42.07	4.55	14.48
Others	15.06	13.79	19.88	17.93	40.91	31.72	15.63	26.21	8.52	10.35

The above chart shows the distribution of pattern according to the usage of seeking needed information on e-Learning platforms to fulfil the information needs during lockdown between 352 Students and 145 Faculty Members. It is observed that there is a significant difference between the students and faculty members with respect to usage of e-Learning Platforms.

For example, under the pattern constantly, 58.62% of the faculty members are using Google Meet for e-Learning platforms in comparison to 56.25% of the students; 23.44% of the faculty members are using Zoom platforms in comparison to 11.93% of the students; 27.59% of the faculty members are using YouTube Live in comparison to 20.74% of the students; 18.63% of the faculty members are using Facebook Live and its facilities in comparison to 14.21% of the students; 10.35% of the faculty members use others e-Learning platforms while 8.52% of the students use this service.

So, it is observed that Google Meet, Zoom, Facebook Live and YouTube Live are the e-Learning platforms mostly used by both students and faculty members for information needs during lockdown or outside the institutions.

Table 10: Comparison of major Problems Faced in time of Seeking Needed Information during Pandemic or e-Learning Platforms.

Problems	Never		Seldom		Sometimes		Often		Constantly	
	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac
Lack of computer/Smartphone hardware and software	4.83	16.55	10.23	20.69	22.16	18.62	38.07	25.52	24.71	18.62
Lack of Internet Connectivity/Access	6.82	13.79	10.23	17.24	35.80	18.62	27.84	23.45	19.31	26.90
Slow web browsing	10.51	17.24	27.84	15.17	14.77	13.10	23.29	24.83	23.59	29.66
Required material is not available	9.09	3.45	10.51	12.41	30.11	8.97	18.19	28.96	32.10	46.21
Lack of training/help in using IT resources	5.11	6.90	11.94	11.03	31.53	16.55	14.77	25.52	36.65	40.00
Information is scattered in too many sources	4.83	17.24	10.23	17.93	36.08	8.28	28.12	24.83	20.74	31.72

The above table shows the distribution of pattern according to the problems faced in time of seeking needed information during Pandemic between 352 Students and 145 Faculty members. It is observed that there is a significant difference between the students and faculty members with respect to problems faced.

For example, under the pattern constantly, 18.62% of the faculty members are facing Lack of Computer/Smartphone hardware and software for seeking needed information in comparison to 24.71% of the students; 26.90% of the faculty members are facing lack of Internet connectivity/access in comparison to 19.31% of the students; 29.66% of the faculty members are facing slow web browsing in comparison to 23.59% of the students; 46.21% of the faculty members are facing Required material is not available in comparison to 32.10% of the students; 40.00% of the faculty members are facing Lack of training/help in using IT resources in comparison to 36.65% of the students; 31.72% of the faculty members are facing information is scattered in too many sources while 20.74% of the students faced these problems.

So, it has been observed that the Required material is not available and Lack of training/help in using IT resources are major problems faced by the students and faculty members to get needed information during Pandemic or e-Learning Platforms.

Table 11: Comparison of Impact on the Decision to Use New Information Technologies

Impact of New information technologies	Never		Seldom		Sometimes		Often		Constantly	
	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac
Fast information retrieval	0.85	1.38	8.53	17.24	14.77	9.66	43.47	28.96	32.38	42.76
Save Time	0.57	2.07	4.83	8.28	24.72	12.41	36.08	33.10	33.80	44.14
Read on line	4.26	4.83	11.08	10.23	14.77	13.79	38.35	34.49	31.54	36.66
Electronic Format (easy to carry)	5.11	8.28	10.80	17.93	19.88	16.55	38.35	33.10	25.86	24.14
Discuss online	4.83	10.23	13.92	12.41	21.02	18.62	40.91	37.27	19.32	21.47
Submitted assignment online	4.26	8.97	21.02	18.62	21.02	23.45	28.12	26.21	25.58	22.75
Easily distributed to others	1.99	3.45	6.25	6.90	28.12	9.66	25.85	29.66	37.79	50.33
Independence	6.25	6.90	10.23	9.66	24.72	8.28	27.84	25.52	30.96	49.64

The above table shows the distribution of pattern according to the impact of new information technologies between 352 Students and 145 Faculty members. It is noticed that there is a significant difference between the students and faculty members with respect to the impact of new information technologies.

For example, according to the pattern constantly, 50.33% of the faculty members use technology to Easily distributed to others in comparison to 37.79% of the students; 49.64% of the faculty members use technology to Independence in comparison to 30.96% of the students; 44.14% of the faculty members use technology to save time in comparison to 33.80% of the students; 42.76% of the faculty members use technology to get fast information retrieval in comparison to 32.38% students; 36.66% of the faculty members use technology to read online in comparison to 31.54 students; 24.14% of the faculty members use technology electronic format (easy to carry in comparison) to 25.86 students; 22.75% of the faculty members use technology submitted assignment online in comparison to 25.58 students; 21.47% of the faculty members use technology discuss online in comparison to 19.32 students.

To Sum up, it is found that easily distributed to others mostly used by both the students and faculty members in case of impact on the decision to use new information technologies. As a result of using new information technologies student can save time and the faculty members have become independent.

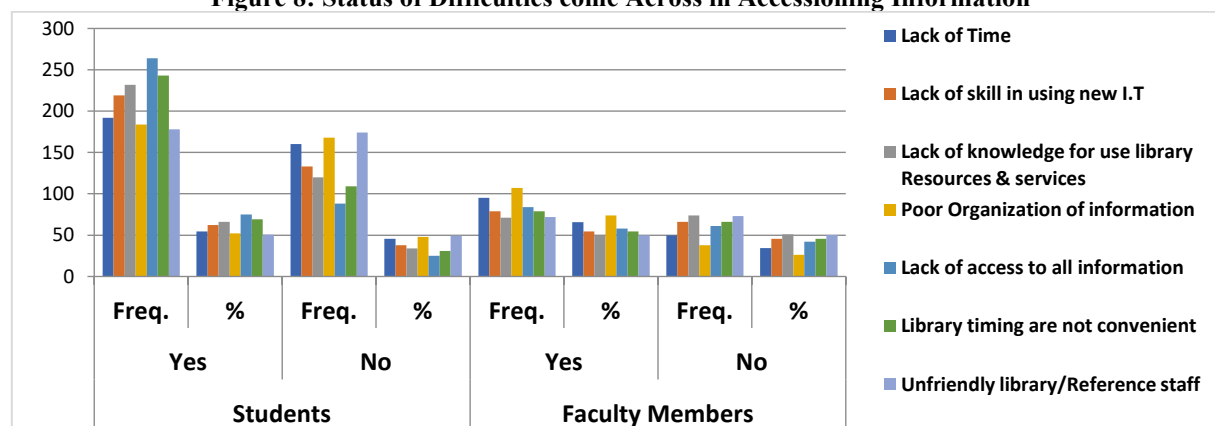
Table 12: Comparison of Satisfaction with Library Resources and Services

Satisfaction	Never		Seldom		Sometimes		Often		Constantly	
	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac	Stu	Fac
Collection	9.66	5.52	13.92	11.72	31.53	15.17	28.12	27.58	16.77	40.01
Service	0.85	8.97	4.83	8.28	43.47	8.97	32.95	29.66	17.90	44.12
Library working Timing	5.11	9.66	14.77	8.28	38.07	10.23	23.29	22.76	18.76	49.07
Attitude of library staff Members	1.14	10.23	4.83	11.72	32.95	9.66	38.35	33.10	22.73	35.29
Infrastructure	4.83	5.52	9.94	8.28	40.91	10.23	24.72	31.72	19.60	44.25
Library Procedure	9.94	10.23	15.06	18.62	43.47	18.62	21.02	31.72	10.51	20.81

The above table shows the distribution of pattern according to the satisfaction of members with library resources and services across various parameters between 352 Students and 145 Faculty members. It is found that there is a significant difference between the students and faculty members with respect to the Satisfaction across various parameters.

It has been observed that according to the pattern constantly, 40.01% of the faculty members were satisfied with respect to the collection in comparison to 16.77% of the students; 44.12% of the faculty members were satisfied with respect to the service at the library in comparison to 17.90% of the students; 49.07% of the faculty members were satisfied with respect to the library working timings in comparison to 18.76% of the students; 35.29% of the faculty members were satisfied with respect to the attitude of library staff members in comparison to 22.73% of the students; 44.25% of the faculty members were satisfied with library's infrastructure in comparison to 19.60% of the students and 20.81% of the faculty members were satisfied with library's procedure in comparison to 10.51% of the students.

To conclude, according to the satisfaction with library resources and services, the students are more satisfied with attitude of library staff members and infrastructure while the faculty members are more satisfied with timing of the library working and library services.

Figure 8: Status of Difficulties come Across in Accessioning Information

The above chart shows the distribution of the of pattern according to the difficulties come across in accessioning information between 352 Students and 145 Faculty members.

It has been observed that, according to the pattern constantly, 65.52% of the faculty members face difficulties due to lack of time while 54.52% of the students facing same issue. 54.48% of the faculty members face use information due to lack of skill in using new information technologies in comparison to 69.03% of the students; 48.97% of the faculty members facing lack of knowledge for use library Resources & services in comparison to 65.91% of the students; 57.93% of the faculty members facing lack of access to all information in comparison to 75.00% of the students. Further, it is observed that 73.79% of the faculty members are facing difficulties with the poor organization of information use while 52.27% of the students are facing same issue.

To sum up, it is noticed that there is no significant difference between the two groups in most of the cases, while significant difference is witnessed in poor organization of information, lack of time, lack of access to all information in case of comparison of major difficulties come across in accessioning information.

Conclusion

The users depend to some extent on libraries. Google is the commonly used search engine among students and faculty members. They have to undergo formal training to best use library resources and ICT skills. Based on the study, it is observed that during the pandemic, users have shown an inclination towards online services instead of visiting the library. Due to demand, many existing services have been converted into e-services or new services have been developed and implemented for search, delivery, and use of information. The study reveals that the collection and

direction of resources have increased, and the services of the resources have mainly increased to meet the users' needs. It has a significant relevance for the present time and the near future. The study also suggests taking some measures to achieve effective and efficient use of modern equipment and online resources by the students and faculty members for selected colleges.

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