
Information Behavior Of Students In Kazi Nazrul University Of Asansol (India): A Survey

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Abstract

This paper examines that the information needs and information seeking behavior of students in Kazi Nazrul University. The purpose of this paper is to investigate the information needs and information seeking behavior of students. A survey method was used for the undertaken study. The data were collected using a structured questionnaire, self-administered to 150 students (75 males & 75 females) with 130 (67 males & 63 females) returns. The research is limited to post-graduate, M.Phil. and Ph.D. students in Kazi Nazrul University. It was found that post-graduate students need information regarding their program of study while research scholars need information for writing research articles and for doing their research work. Most of them seek information through the internet. Further, findings of the study indicate that how the library professionals should assist students to accomplish their information needs.

KEYWORDS: Information, behavior, students, university, research scholars, library, librarian, teachers.

INTRODUCTION

The user community of university library consists of mainly post-graduate students, research scholars, and faculty members. Among them, research scholar's use of the library is crucial to their research work, and the university library is intended to be a place where students consult to acquire more knowledge. Generally, the student and research scholar community is largest in size than other user communities in university setup.

Libraries and information center's play a major role in information transfer cycle. The role of the University Libraries is not only limited to the preservation of reading materials but also to ensure that the information needs of the users are met by its own traditional as well as electronic resources and services.

Students, research scholars and teachers all seek information from various sources available in the library such as journals, encyclopedias, books etc. Therefore, it should be the duty of a librarian to identify the needs of the users to provide and maintain the services efficiently and effectively in the price soaring and budget crunch environment.

INFORMATION SEEKING BEHAVIOUR OF STUDENTS

Information seeking behavior is an area of active interest among the information. Information seeking habits result from the recognition of some

need, perceived by the user, whom as a consequence makes demand upon formal system such as libraries, online service or persons to meet their information needs. The students may seek the required information by their Text books, Reference books, consulting friends, searching internet. They also seek information from teachers, seminars, conference, workshop etc. The majority of the information is sought by students from the sources of the library in which they are the users.

REVIEW OF LITERATURE

The study of information seeking behavior can be dated back to the late 1940s. Since that time a large number of studies have been carried out particularly in the developing countries on the various aspects of information seeking behavior, in the field of social sciences, humanities and science and technology (Singh & Satija, 2006). However, not many studies have attempted to study the information needs and information seeking behavior of students comprehensively. We need to design information services and systems so that the students can be served better. For the purpose of clear understanding of the topic, the previous studies have been reviewed. They are the following:

Ellis (1989) conducted one of the first empirical studies of user's information-seeking behavior and this contributed to the wide acceptance of his findings. His study, which sought to inform information retrieval design, centered on interviews with academic social scientists to ascertain their information-seeking habits. He also aimed to understand their activities and perceptions of the information search process. The author listed six characteristic that reflected the information behavior of social scientists, including starting, chaining, browsing, differentiating, monitoring and extracting.

Kumar and Suresh (2000) in their paper pointed out the barriers to effective utilization of library sources and services by the international students. They sometimes felt that they might trouble the librarians with their questions. Communication problems, due to the inability of library staff to understand the students and inability of the students to clearly express their information needs because of lack of fluency in the language mainly served as barriers.

Michael Middleton (2007) describes in his paper beyond the corporate library: information seeking behavior and management, that Librarians are familiar with determining the information requirements of individual client through the medium of the reference query. They may also be called upon to determine the information seeking behavior of groups in order to provide services for a particular set of users.

Information managers may have to analyse information seeking behavior of a group in order to provide a strategy for providing for the group or they may at a finer level of granularity, be required to identify information requirements in such a way that the requirements may be used to describe processes for system design.

Blummer and Kenton (2014) carried out a study of education graduate students' information seeking behavior from the early 1980s to the present illustrated the difficulties encountered conducting research in print as well as electronic sources. This study emphasized the importance of the internet and especially online resources, but authors noted that students lacked search skills and remained confused about selecting sources.

Dalrymple and Zach (2015) discuss insights gained about the information seeking behaviors of a health disparities population served by a community center in North Philadelphia. The finding suggests that participant's information seeking behavior fell into three general categories. This exploratory research provides real-life examples of how underserved populations interact with health-related information on the internet. That study teaches us that successful information services need to be designed with the user's information seeking preferences and habits in mind.

Ajay Kaushik (2016) carried out a study on Information Seeking Behavior of Faculty of YMCA University. Information has become the most important aspect of today's social development, as social development depends on the standard of living of that particular society. The vital factor that affects research is information. The amount and type of information received would directly have its impact on the social development. The present study attempts to understand Information Needs and Information Seeking Behavior of faculty YMCA Faridabad (India). The study shows that teachers are least concerned with Government documents, dissertation/thesis and proceeding of conferences as source of information. Maximum Teachers (97.4%) are aware about the back volume of the journals. It is also found in the study that maximum teachers were satisfied with the library collections. Maximum users used circulation service, reference service, computerized service and photo copying service. The present era is called the "Information era." Information has become the most important element for progress in society. To thrive in this modern era, one needs a variety of information, no matter how well versed one is in a field or profession.

Ali Amour El-Maamiry (2017) investigated on the information seeking behavior, is considered as a human behavior to search for information in purposeful way to find the gap. This behavior sometimes is very indefinable. The study investigated use of electronic resources by students of the College of Business Administration (CBA) and

College of Information Technology (CIT). That is, it examined possible factors and problems in their searching habits, information seeking, use and retrieval in satisfying their needs. Therefore, the study focused on information seeking behavior of students and barriers to utilizing online resources to execute academic tasks. Students of University of Dubai ultimately, due to cultural effects adopt different searching processes, use different phrases and mostly spend more time to search for information to satisfy their needs. It is assumed that poor information skills are preventing them from searching information effectively.

Hemantha Kumar G.H. (2017) studied the information pertaining to the research methodology, population, sample, data collection and analysis. A comprehensive review of literature covering the period 2016-2004, Survey method will be employed to study of Information Seeking Behavior of Faculty Members of Agricultural Universities in Karnataka. Questionnaire will be framed to collect the feedback from faculty members to meet the objectives of this study. Data collected will be subjected for statistical analysis to prove objectives and hypothesis. This article reviews the literature on the information seeking behavior. The literature includes journal articles, reports, monographs etc., published inside and outside India, discussing about Information Seeking Behavior, Agricultural University Libraries, Agricultural Scientists, Crops Research Scientists, Farmers in India, Public Libraries in Karnataka, ICT Environment and the problems faced by the users.

Amitabha Chatterjee (2017) describes the factors which may affects the user's information seeking behavior. These factors are- availability of information sources in the library, out datedness of information sources, Lack of awareness about the available information sources, Lack of infrastructure like computers, Internet connection. The author also describes other difficulties or barriers being faced by the users in seeking needed information, which may also affect their information seeking behavior.

Akhandanand Shukla (2018) carried out a study analyses information seeking behavior of post graduate students. The research data collected from 60 post graduate students tabulated and analyzed using MS-Excel. The data are analyzed to identify the information needs and use of the students and determine the adequacy of the library resources and services. Analysis of the questionnaires inference that students visit to the library is need based. Based on findings and conclusions, some suggestions have been given for improvement of library services.

Brenton and Tury (2021) mentioned distance learner's information seeking behavior for resources which are easy to access, use and are in one place a one stop shop, therefore a good resource discovery tool essential. One of the most important

benefits of using a research discovery tool is the ability to meet student expectations of a single point entry, a uniform search interface. It also enabled library staff to focus on fewer tools and a single interface when planning and delivering information skills sessions.

Kesar Chayal (2021) Assessment of information seeking behavior of post graduate students regarding library resources discuss information seeking behavior and satisfaction level regarding library resources of post graduate students of University of Rajasthan, Jaipur. Survey research design was used for the study and for collection of data questionnaire was distributed among randomly selected 464 Post graduate students of eight faculties of University of Rajasthan, Jaipur. Out of them 378 questionnaires were returned back results of the study presented that majority of the students visited library for the purpose o borrowing the books (76.19%) followed by to access reference resource (70.63%), study purpose (68.52%) and reading newspapers (64.81%). While 38.36% of respondents visited library to avail reprography service and the only 27.78% students visit library to access e-resources.

Humbhi and Tareen (2022) describes in their paper Information needs and information seeking behavior of undergraduate students: a remote area perspective, to examine the information needs, information sources, information seeking behaviors. As well as find out the challenges the undergraduate face while using the library. The survey research method was used to collect the data. The results of the study revealed that 220(62%) undergraduates need information for their semester work and 102 (29%) need job related information. Moreover, 155 (44.2%) undergraduates used social media to get their needed information, and 130 (37.1%) followed by discussion with friends.

OBJECTIVE OF THE STUDY

The study aims to identify the information needs and information seeking behavior of students in Kazi Nazrul University of Asansol. In addition to this, the study also has following specific objectives:

- To know the frequency of library, visit of students.
- To find the awareness and use of library resources.
- To identify the types and range of information resources used.
- To know the information seeking approach and types of information seeking from their library.

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- To know the problems faced by the students in using the library sources and services.
 - To investigate the availability of information resources that affects the information seeking patterns and communication process of students.

SCOPE OF THE STUDY

The study covers the students enrolled in post-graduate (such as M.A, M.COM, and M.SC.), M.Phil and Ph.D. courses in the various departments of Kazi Nazrul University. Name of departments and total numbers of student's data given in table no.3.

METHODOLOGY

Methodology has its own implication and importance in any type of investigation because objectivity in any research investigation cannot be obtained unless it is carried out in a very systematic and planned manner. The research therefore, involves a careful and proper adoption of research design, use of standardized tools and tests, identifying adequate sample by using appropriate sampling techniques. The investigator has adopted the following methods for conducting the study.

- Questionnaire Method
- Interview Method
- Observation Method

Questionnaire Method

Questionnaire is a tool to collect sample from the diverse, large and widely scattered groups. To collect the necessary data for the study, the investigator designed one sets of questionnaires. The questionnaire for users includes category of users, purpose and frequency to visit the library; awareness about non-print sources and constraints to use them; to find out the satisfaction level regarding the collection and services of the libraries under study.

The survey method was used in this study. Question tool was used to collect data from the students. 150 questionnaires were distributed to the students; the researcher received 130 questionnaires out of 150. After collecting data required for the study, the data was analyzed and interpreted in the form of tables.

Interview Method

In addition to the questionnaire, the investigator also used Interview method for collecting data. This method is generally employed where the formal questions set in

the questionnaire are not able to explicitly extract the desired information. The person-to-person interaction helped in clarifying many points and enabled the researcher to reach the bottom-line of the problems being studied.

Observation Method

Observation is one of the primitives, but most refined modern research technique. This method implies the collection of information by way of the investigator's own observation without interviewing the respondent. In this method a researcher observes things around him/her. For the present study, the investigator observed overall organizational functions and services provided by the libraries.

ANALYSES & INTERPRETATION OF DATA

- I. **Sample of population:** The sample of population and distribution for the undertaken study is given below:

Table 1 showing the sample of the population undertaken

Gender	No. of questionnaires Distributed	No. of questionnaires Received	Response Rate (%)
Males	75	67	89.33%
Females	75	63	84%
Total	150	130	86.66%

- II. **Educational Qualification:** The above Table 2 reveals the status of educational qualifications of the respondent.

Table 2 Distribution of respondent according to educational qualifications

Qualification	Male N=67	Female N=63	Total N=130
Post Graduate	42 (62.68%)	50 (79.36%)	92 (70.76%)
Ph.D.	10 (14.92%)	5 (7.93%)	15 (11.53%)
M.Phil	15 (22.38%)	8 (12.69%)	23 (17.69%)

- III. **Subject-wise Distribution:** With regard to subject wise analysis the Table 3 reveals

Table 3 Subject wise distribution of respondents

S.I.No.	Subject	Male	Female	Total (M+F)	Percentage (%) N=130	Total no. of students and scholars enrolled
1.	Animal Science	3	2	5	3.84	120
2.	Applied Psychology	2	1	3	2.30	80

3.	Bengali	4	3	7	5.38	230
4.	Chemistry	3	3	6	4.61	210
5.	Commerce	5	4	9	6.92	325
6.	Conservation Biology	1	1	2	1.53	110
7.	Education	3	2	5	3.84	90
8.	English	5	2	7	5.38	260
9.	Geography	3	2	5	3.84	225
10.	Geo-informatics	2	1	3	2.30	60
11.	Geology	3	1	4	3.07	75
12.	Hindi	3	3	6	4.61	310
13.	History	4	3	7	5.38	235
14.	Law	1	1	2	1.53	115
15.	Mathematics	4	3	7	5.38	160
16.	Philosophy	6	7	13	10	230
17.	Physics	3	5	8	6.15	180
18.	Political Science	4	5	9	6.92	265
19.	Urdu	2	5	7	5.38	210
20.	Zoology	4	4	8	6.15	165
21.	Social work	2	5	7	5.38	100

- IV. Discipline-wise Distribution:** It is evident from Table 4 that the greatest percentage of respondents belongs to Social Sciences discipline with 39.23% and Arts with 31.53%. The remaining respondent belongs to science with 29.23%.

Table 4 Discipline-wise Distribution of respondents

Discipline	Male N=67	Female N=63	Total N=130
Social Sciences	24 (35.82%)	27 (42.85%)	51 (39.23%)
Arts	22 (32.83%)	19 (30.15%)	41 (31.53%)
Science	21 (31.34%)	17 (26.98%)	38 (29.23%)

- V. Age-wise Distribution:** With regards to age-wise analysis of the respondents, the majority of the respondents with 45.38% belong to the 20-25 age groups with most of them enrolled in post-graduate courses, followed by 36.15% in the 26-30 age group, 13.84% belongs in the 31-35 age group and the remaining 4.61% in the above 36 age group.

Table 5 showing Age-wise Distribution of respondents

Age groups	Male N=67	Female N=63	Total N=130
20-25	28 (41.79%)	31 (49.20%)	59 (45.38%)
26-30	25 (37.31%)	22 (34.92%)	47 (36.15%)
31-35	10 (14.9%)	8 (12.69%)	18 (13.84%)
Above 36	4 (5.97%)	2 (3.17%)	6 (4.61%)

- VI. Time Spent in the Library:** A question has been asked to the respondents to know the amount of time they spent in the library per day. The replies given by them are shown in Table 6. The table 6 describes that majority of the respondents (29.23%) are spend one to two hours in the library followed by two or three hours (26.92%), less than one hour (25.38%), three or four hours (10.76%) and remaining of them (7.69%) are spend above four hours in the library.

Table 6 showing Time Spent in Library

Time Spent	Arts		Science		Social Science		Total
	N=41	%	N=38	%	N=51	%	N=130 (%)
0-1	9	21.95	11	28.94	13	25.49	33 (25.38%)
1-2	10	24.39	13	34.21	15	29.41	38 (29.23%)
2-3	8	19.51	11	28.94	16	31.37	35 (26.92%)
3-4	4	9.75	6	15.78	4	7.84	14 (10.76%)
Above 4	2	4.87	5	13.15	3	5.88	10 (7.69%)
Total	33	25.38	46	35.38	51	39.23	130 (100%)

- VII. Information Needs of Respondents:** Table 7 describes the information needs of students of PG and Research Scholars. It is shown from the table that the majority of the post-graduate seek information relating to their program of the study and assignments while research scholar seeks information related to their area of research and to write research articles.

Table 7 describes the information needs of Post Graduate and Research Scholars

Categories of Information Needs	Post Graduate		Research Scholars	
	(N=92)	%	(N=38)	%
Information related to University/Faculty	29	31.52	12	31.57
Related to programme of study	58	63.04	26	68.42
Related to assignment	49	53.26	28	73.68

Writing research article	20	21.73	35	92.10
Related to finding a job	24	26.08	21	55.26
For continuing education after the course	26	28.26	17	44.73
Any Other	13	14.13	9	23.68

Note-Multiple responses were permitted.

VIII. Methods used for information seeking: A question has been asked to the respondents to know their source of methods in using information seeking in their library. The replies given by them are shown in table 8.

Table 8 Shows Methods used for information seeking

Methods used for information seeking	Arts		Science		Social Science		Total N=130 (%)
	N=41	%	N=38	%	N=51	%	
Books and Articles	31	75.60	30	78.94	45	88.23	106(81.53%)
Discussion with colleagues	25	60.97	28	73.68	42	82.35	95 (73.07%)
Library Catalogue/OPAC	23	56.09	22	57.89	38	74.50	83 (63.84%)
Consult supervisor	18	43.90	19	50	35	68.62	72 (55.38%)
Indexing and abstracting sources	10	24.39	15	39.47	20	39.21	45 (34.61%)
Discussion with Librarian	8	19.51	12	31.57	5	9.80	25 (19.23%)
Any Other	2	4.87	5	13.15	7	13.72	14 (10.76%)

Note-Multiple responses were permitted.

IX. Frequency of Library Visit: Visits to library by the respondents are a very great indicator, which determines the actual usage of the library. The collected data on this aspect is represented in the table 9. 45.38% of the total respondents visited library several times a semester followed by 31.53% respondents who visit library once or twice a week, 13.84% respondents who visit the library once or twice a month, and 9.23% who visit the library almost daily.

Table 9 Frequency of Library visit

Frequency of Library Visit	Arts		Science		Social Science		Total
	N=41	%	N=38	%	N=51	%	N=130 (%)
Daily	7	17.07	3	7.89	2	3.92	12 (9.23%)
Once or twice a week	13	31.70	12	31.57	16	31.37	41 (31.53%)
Once or twice a month	6	14.63	5	13.15	7	13.72	18 (13.84%)
Several times a semester	15	36.58	18	47.36	26	50.98	59 (45.38%)

- X. Types of Materials used by Respondents in the Library:** A question has been put to the respondents to know their which type of materials seeking in the library. The replies given by them are shown in Table 10.

Table 10 Types of Materials seeking in the library

Materials used for meeting the information Needs	Arts		Science		Social Science		Total
	N=41	%	N=38	%	N=51	%	N=130 (%)
Internet	19	46.34	13	34.21	25	49.01	57 (43.84%)
Books	10	24.39	8	21.05	9	17.64	27 (20.76%)
Reference Sources	3	7.31	5	13.15	4	7.84	12 (9.23%)
E-resources	2	4.87	6	15.78	6	11.76	14 (10.76%)
Journals/Magazines	3	7.31	4	10.52	3	5.88	10 (7.69%)
Dissertation and Thesis	4	9.75	2	5.26	4	7.84	10 (7.69%)

- XI. Types of Libraries Used:** The usage of each type of library by the respondents is given by table no. 10. 40.76% of respondents use Central Library. 28.46% of respondents use Departmental Library and 10.76% of respondents use College Library. 20% respondents use another library.

Table 11 Type of Library used by respondents

Types of Libraries	Arts		Science		Social Science		Total
	N=41	%	N=38	%	N=51	%	N=130 (%)
Departmental Library	9	21.95	12	31.57	16	31.37	37 (28.46%)
Central Library	17	41.46	15	39.47	21	41.17	53 (40.76%)
College Library	7	17.07	3	7.89	4	7.84	14 (10.76%)
Any Other Library	8	19.51	8	21.05	10	19.60	26 (20%)

- XII. Use of Library for fulfilling the Information Needs:** Table 12 indicates the use of the library for fulfilling the information needs. It is evident that majority of the respondents 68.46% of the total indicate that the library is the main source of fulfilling their information needs whereas the remaining 31.53% of the total respondents as don't agree. Thus, the study indicates that the library is still the main source of meeting information needs of students.

Table 12 Use of Library for fulfilling the Information Needs

Use of Library fulfilling the information Needs	Arts		Science		Social Science		Total
	N=41	%	N=38	%	N=51	%	N=130 (%)
Yes	31	75.60	20	52.63	38	74.50	89(68.46%)
No	10	24.39	18	47.36	13	25.49	41(31.53%)

- XIII. Awareness of electronic information sources in the library:** A question has been formed to the respondents to know their awareness on electronic information sources available in the library. The replies given by them are shown in table no. 13. Almost 92.30% respondents were aware of electronic information sources available in the library whereas 7.69% respondents not aware the e-resources available in the library.

Table 13 Awareness of electronic Information sources in the library

Reply	Arts		Science		Social Science		Total
	N=41	%	N=38	%	N=51	%	N=130 (%)
Yes	38	92.68	36	94.73	46	90.19	120(92.30%)
No	3	7.31	2	5.26	5	9.80	10(7.69%)

- XIV. Sources of awareness of electronic information sources in the library:** Table no. 14 indicates the sources of respondents which they are aware of electronic information sources in the library. Most of the respondents 47.69% are aware of electronic information sources in the library by training provided by the library staff. 17.69% aware through friends or colleagues, 16.92% respondents aware through self-trials, 9.23% through online instructions and 8.46% through by reading books, journals etc.

Table 14 Sources of Awareness of electronic information sources in the library:

Sources of Awareness of e-resources information in the library	Arts		Science		Social Science		Total
	N=41	%	N=38	%	N=51	%	N=130 (%)
Training provided by the library staff	19	46.34	15	39.47	28	54.90	47.69
Through Friends/Colleagues	10	24.39	5	13.15	8	15.68	17.69
By reading books, journals etc.	5	12.19	2	5.26	4	7.84	8.46

Through Online instructions	3	7.31	4	10.52	5	9.80	9.23
Self by Trial	4	9.75	12	31.57	6	11.76	16.92

XV. Purpose of using electronic information sources in the library: A question has been put to the respondents to know the purpose for which they use electronic information sources in the library. The replies given by them are shown in table no. 15. The majority of the respondent's 34.61% using electronic information sources in the library for reading purpose. 17.69% of respondents use for e-journals/e-books, 15.38% use web search, 13.07% use literature search, 10.76% use online databases and 8.46% respondents use for database search.

Table 15 Purpose of using electronic information sources in the library:

Purpose	Arts		Science		Social Science		Total
	N=41	%	N=38	%	N=51	%	N=130 (%)
Reading	15	36.58	11	28.94	19	37.25	34.61
Literature Search	6	14.63	3	7.89	8	15.68	13.07
Database search	2	4.87	5	13.15	4	7.84	8.46
Web search	8	19.51	3	7.89	9	17.64	15.38
Online Databases	3	7.31	4	10.52	7	13.72	10.76
e-journals/e-books	7	17.07	12	31.57	4	7.84	17.69

XVI. Types of Barriers while seeking information: With regard to different types of barriers confronted by the respondents, it is evident from table 16 that 43.07% of the total respondents find that not enough computer terminals in the library is creating barriers in meeting their needs, while 20% reveal that they find the library as having material that is too old or outdated, which

creates hassles in seeking desired information. 10% followed by non-cooperative behavior of the library staff, not knowing how to use the catalogue/OPAC (5.38%) same as lack of time.

Table 16 Types of Barriers while seeking information

Types of Barriers	Arts		Science		Social Science		Total
	N=41	%	N=38	%	N=51	%	N=130 (%)
Materials Not available	6	14.63	4	10.52	7	13.72	17 (13.07%)
Less number of Computer	19	46.34	16	42.10	21	41.17	56 (43.07%)
Non-co-operative Library staff	4	9.75	3	7.89	6	11.76	13 (10%)
Don't Know how to use OPAC/Catalogue	2	4.87	2	5.26	3	5.88	7 (5.38%)
Some materials are too old	8	19.51	6	15.78	12	23.52	26 (20%)
Lack of time	2	4.87	4	10.52	1	1.96	7 (5.38%)
Any Other	0	0	3	7.89	1	1.96	4 (3.07%)

FINDINGS OF THE STUDY

- The frequency of visiting the library by the respondents was fairly poor. Only 12 (9.23%) respondent visited library daily. The reason could be that they preferred to access the library resources on the internet through their laptops/mobiles.
- The internet is the most used by both post graduate students as well as by research scholars for meeting in their information needs. Research scholars also used electronic databases, journals, dissertations and theses for meeting their information needs. Male research scholars also used newspapers for getting information.
- The study finds that 58 (63.04%) of the post graduate respondents need information regarding their Programme of study while all research scholars i.e., 35 (92.10%) need information for writing research articles. It is clear from this finding that post graduate students have different information needs than research scholars.
- From the point of educational qualifications, 92 of the respondents (62.68% males and 79.36% females) are enrolled in the post graduates Programme such as M.A., M.Com. and M.Phil. of study in University of Kazi Nazrul University. There are more females enrolled in post-graduate courses while

there are more males enrolled in research courses such as M.Phil. (22.38%) and Ph.D. (14.92%).

- The study finds that respondents encountered with different types of barriers while meeting their information needs. 56 (43.07%) of the respondents reported that there too few computer terminals in the library followed by 26 (20%) who found that libraries are had old or outdated materials and this could be the main reasons behind the poor use of libraries. Female students had more problems in using the library catalogue/OPAC as they had less knowledge of how to use the library, and they also unable to evaluate the obtained information.

SUGGESTIONS AND RECOMMENDATIONS

- Regular information literacy programmes should be organized in order to make users aware of and how to better utilize electronic resources.
- Libraries should provide login based remote access facilities to users.
- Libraries should recruit one or two English speaking reference staff.
- The behavior of library staff should be cooperative and polite towards users.
- Library staff should be trained with new skills and techniques.
- The library should conduct users' surveys in order to know the needs of the users.
- More new books should be acquired by the library.
- Proper physical facilities such as provision of A.C. in reading rooms, new furniture, and water coolers should be provided in the library.

CONCLUSION

The study conducted by students of Kazi Nazrul University, Asansol, West Bengal to know the information needs of students in present scenario of library. From the study, it has been found that the students much not like to visit the library without any library-oriented goal in an electronic environment that reduces regular library user's visit. Since students do not spend more time in the library, they were unaware of their subject related information sources available and service provided by the library. With the present library opening hour, they do not feel themselves and wants some more time for the opening of the library. In this regards library staff has to approach users to solve their problems in locating the information sources and try to build friendly relation with library users.

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