Information Seeking Behavior of Users of Maharajas College of Mysore, University of Mysore

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Abstract
The paper presents a study of the library services and its users information seeking behavior in Maharajas College Libraries. The study examines several aspect of library use and also assesses the use preference of information resources. The study also focuses to know the tools used to access information resources and also the satisfaction level of users. The understanding of user behavior that can be gained through a particular user study must be valuable enough, in terms of improving the practice of library professionals.

Keywords: Information resources, Use pattern, Information seeking behavior

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INTRODUCTION
The genesis of the Mysore University Library dates back to 1918. This was established with a core collection of 2311 Gift books, housed in 'Jubilee Building' as a part of Maharaja's College, which has a glorious history of more than one and a half century (originally established as the Raja's free school in 1833). The school grew from grade to grade and from strength to strength until it attained the status of a University college in the year 1916, when the University of Mysore was established by its founding father His Highness Nalvadi Krishnaraja Wodeyar-IV the then Maharaja of Mysore and during the dewanship of Sir. M. Vishweswariah under his able and enthusiastic initiative. Maharaja's College Campus was the University Campus including PG studies till the new campus Manasagangotri came into being in the year 1956. The Library was moved to the present building in Maharaja's College Campus and was named as 'Undergraduate Library' and the Library for PG courses was shifted to Manasagangotri Campus on 7th December 1965.

Mysore University Undergraduate Library grew and flourished well with a rich collection of Books, Journals, Reports, Archives and other materials under the able leadership of Sri Balasundaragupta, Sri. Sannaramegowda, Sri. Hiremath, Sri. Sainath, Sri. Ramasesh and Smt. Sudharani who worked as heads of the

library. This library was renamed as 'Mysore University Graduate Library' during 2002–2003 catering to the needs of the constituent colleges of University of Mysore viz Maharaja's College, Yuvaraja's College and Maharaja's Evening College. The original library building with 18,000 sq.ft. has been extended with another 10,000 sq.ft. space and the new building was inaugurated by the Honorable Chief Minister Siddaramaiah and Honorable Vice Chancellor Prof. S. Rangappa under the leadership of Deputy Librarian Sri. R. K. Somashekar in the year 2014.

REVIEW OF LITERATURE
Mahajan P. (2009) discusses that information seeking behavior differs among user group and academic librarians must understand the information needs of faculty and students in order to address those needs [1]. The study reviews that predominant information required by academic librarians was information on the actualization of the library's objectives. The study finds that the internet is major source of obtaining information in 21st century is very rich as they get what they wanted from it.

Mavodza J (2011) comments the use pattern of library database by metropolitan colleges of New York [2]. The study concentrates on the database research pattern and finds that there should be such an educational setting to the practices that help to make the library learning

real and meaningful to the users. Use pattern reflect that the use of database is only when there is academic need.

Natarajan M (2013) reports the most important aspects of information seeking behavior of the student [3]. The study highlights the major issues like the information services used, the purpose of information services and the level of satisfaction. The study concludes that this research acts as a guide to the library professional to educate the users even in physical environment.

Prabha K. (2013) discusses that libraries and information systems are designed and built with the primary objectives of meeting the information needs of a group of people who constitute their clientele [4]. The study finds how library resources are being used, in teaching and research and how users are satisfied with different features of libraries.

Wilson T.D. (1999) outlines the models of information seeking and other aspects of information behavior, showing the relationship between communication and information behavior in general with information seeking and information searching in information retrieval system [5]. The study suggests that of within both information seeking research and information searching research address similar issues in related ways and that the models are complementary rather than conflicting.

FUNCTIONAL SECTIONS
The functions of the Maharjas library mainly fall into the following traditional and technological divisions carrying out various library professional activities.
1. Acquisition Section
2. Technical Section
3. Stack Area/Section
4. Reference Section
5. Periodical Section
6. Circulation Section
7. Kannada Section
8. Information Technology Division
9. Office Section

Acquisition Section
This section performs the major activity of collection development/procurement of new documents. The users can avail the

information about the status of new arrivals to the library.

Technical Section
This section performs the major professional activities like numbering, classification, cataloguing and indexing of books, labelling, data entry, bar coding and preparation of new arrivals list procured by the library through various grants.

Stack Area/Section
The stack area is divided into two units, viz active stack area and controlled stack area. Most of the old documents in controlled stack area and new arrivals have been kept in active stack. The major collections of the library are housed in different stack areas.
- Science and Technology
- Linguistics and Literature (Hindi, Urdu, Sanskrit)
- Kannada and English literature
- History and Geography
- Social Science and Humanities

Reference Section
The important collections in this section are: Dictionaries, Encyclopedias, Reports, Annual Reports, Census Reports, Maps and Atlases.

Periodical Section
In this section, only few journals, newspapers and magazines have been kept and rendering services to the users.

Circulation Section
This section mainly deals with charging and discharging of books. Membership enrolment of the MCM and YCM students, research scholars, teaching and nonteaching staff of Mysore University.

Kannada Section
All the documents published in the Kannada language, both literature and as well as subject books have been housed in this section. Jnanapeeta awardees, works of eminent personalities and commemoration volumes are housed in this section.

Information Technology Section
Internet Centre: Internet centre provides service for faculty, research scholars and students. This service is available between 10

a.m. and 5.30 p.m. The centre is providing accessibility of UGC-INFONET Journals with full text and abstracts in addition to other subject databases and also providing N-list services.

CD-ROM Section: The establishment of CD ROM workstation is a novel step. The library has a collection of CD-ROMs and also getting some CDs along with the textbooks. There is a provision of CD browsing for the students and research scholars. There are quite a good number of multimedia CDs which are educative and informative.

Centre for Education of Visually Challenged: This section renders services to the blind students with four terminals along with latest Assistive Technology.

Office Section

Office is situated adjacent to the Deputy Librarian's Chamber which takes care of establishment and the members' service. Office renders the following services to its members:

- Collection of membership fee, overdue charges, loss of books.
- Issue of receipts

REVIEW OF LITERATURE

Elizabeth T. Hewins focuses on the need and use studies of the literature in: medical informatics, business, public administration and marketing research, and library and information science [6].

She highlights at information-provision mechanisms, user modeling, information value, cognitive processes and interface designs as they relate to use studies. She concludes that group needs and uses should be studied so that systems can be designed to serve the members of the group. She finds that new paradigms and approaches are user centered rather than system centered.

Hewins suggests that research must become more interdisciplinary than in the past, that research on user behavior should drive research on systems and interfaces to a greater degree than in the past, and that the two areas should ultimately be linked to user behavior.

Ellis D., Cox D., and Hall K. (1993) studies the information seeking patterns of a group of research physicists and research chemists and the key features of those patterns identified [7].

The study aims to a comparison between the information seeking patterns of the scientists and the social scientists. The information seeking patterns were derived from interviews with physicists at Manchester University and chemists at the University of Sheffield. The methodology adopted for the interviews and analysis was qualitative and based on the grounded theory approach. The results were then compared with the findings of the previous study of the social scientists to try and identify similarities and differences between the two groups. The study identifies certain minor difference concerned with awareness levels of facilities, and the extent of usage of a source and the research stage at which a strategy may be employed. however, fundamental differences in information seeking behavior could not be determined and finally, the extent to which developments in electronic communication has had any impact on the information or communication patterns of the scientists and social scientists is considered.

METHODOLOGY

The investigator used survey method to collect primary data. The sources for collection of primary data were questionnaire tool for users.

The research started with literature search of recent published articles. The total number of users to whom questionnaire was distributed was 100 in numbers for each year i.e., 1st, 2nd and 3rd year of students of Maharajas College of University of Mysore. The received filled in questionnaire are 38(20.84%), 64(35.16%) and 80(43.95%) from 1st, 2nd and 3rd year, respectively.

SCOPE AND LIMITATION OF THE STUDY

The scope of the study focuses on information seeking behavior of users and limits to cover 1st, 2nd and 3rd year students of Maharajas College, Mysore, University of Mysore, Mysore.

OBJECTIVE OF THE STUDY

1. To find out the purpose of visit to library
2. To examine purpose of use of information resources
3. To assess the use preference of information resources
4. To find out the tools used to access information resources
5. To know the satisfaction level of users.

Table 1 gives the total number of responses of this survey. The survey shows that out of 300 questionnaires distributed among 1st, 2nd and 3rd year students of Maharajas graduate students, 182 total response are received where in it can be observed 38 (20.84%), 64 (35.16%) and 80 (43.95%) are from 1st, 2nd and 3rd years of students, respectively.

Table 2 examines the purpose of visit to library by users. It shows that out of total 182 users across 1st, 2nd and 3rd year users. The table reveals that 52 (81.25%) of respondents of 2nd year opine they visit library for the purpose "to borrow books", 68(85.00%) of respondents from 3rd year opine they visit library "to read books". Besides, it can be observed that 55(68.75%) and 60 (75.00%) of respondents from 3rd year opine that they visit library "to read newspaper".

Table 3 reveals the details of purpose of use of information resources. The table shows that 100% of the respondents from 1st, 2nd and 3rd opine that they use information resources "for exam", respectively. 74 (92.50%) and 78 (97.50%) of respondents from 3rd year opine that they use "for writing assignment" and "to gain knowledge", respectively. 18 (47.36%) of 1st year students opine that their purpose of use of information resources is to read books. (68.75%) of respondents from 3rd year opine that they use information resources "for recreational purpose".

Table 1: Status of Responses.

Status of Responses				
Sl No	Students	Distributed	Response	Percentage
1	1st	100	38	20.84
2	2nd	100	64	35.16
3	3rd	100	80	43.95
	Total	300	182	100

Table 2: Purpose of Visit.

Sl No	Purpose of Visit to the Library	1st Year	2nd Year	3rd Year
1	To Borrow Books	38 (100%)	52 (81.25%)	80 (100%)
2	To Read Books	22 (57.89%)	48 (75.00%)	68 (85.00%)
3	To Consult Reference Books	18 (47.36%)	30 (46.87%)	55 (68.75%)
4	To Consults Periodicals	09 (23.68%)	28 (43.75%)	42 (52.50%)
5	To Read Newspaper	12 (31.57%)	36 (56.25%)	60 (75.00%)

Table 3: Purpose of Use of Information Resources.

Sl No	Purpose of use of Information Resources	1st	2nd	3rd
1	For Exam	38 (100%)	64 (100%)	80 (100%)
2	For Writing Assignment	25 (65.78%)	55 (85.93%)	74 (92.50%)
3	To Read Books	18 (47.36%)	22 (34.37%)	30 (37.50%)
4	To Gain Knowledge	31 (81.57%)	60 (93.75%)	78 (97.50%)
5	For Recreational	18 (47.36%)	42 (65.62%)	55 (68.75%)

Table 4: Use Preference of Information Resources.

Sl No	Most Preference of use of Information Resources	Rank	1st		2nd		3rd	
			F	%	F	%	F	%
1	Textbooks	1	38	100	63	100	80	100
2	Reference Books	2	22	57.89	50	78.12	68	85
3	Periodicals	3	13	34.21	32	50	55	68.75
4	Question Papers	4	28	73.68	64	100	72	90
5	News Papers	5	15	39.47	22	34.37	41	51.25

Table 5: *Tools used to Access Information Resources.*

Sl No	Tools used to access/to know information Resources	1st	2nd	3rd
1	Catalogue	14 (36.84%)	48 (75%)	71 (88.75%)
2	Staff	29 (76.31%)	32 (50%)	48 (60%)
3	Friends	16 (42.10%)	30 (46.87)	54 (67.50%)
4	Self	12 (31.57%)	55 (85.93%)	79 (98.75%)
5	Orientation Programme	Nil	Nil	13 (16.25%)

Table 6: *Satisfaction Level of Users.*

Sl No	Variables	Yes	Percentage
1	To a Little Extent	13	7.14
2	To a Moderate Extent	31	17.03
3	To a Large Extent	98	53.84
4	Cannot Say	40	21.97
	Total	182	100

Table 5 indicates that the tools used to access information resources. The table shows that 71(88.75%) and 48(60%) of 3rd and 2nd year of users opine that they use catalogue tools to access information resources. Besides, 54(67.50%), and 79(98.75%) students opine they use catalogue tool to access information resources, respectively and only 13(16.25%) of students take the help orientation programmes to access information resources.

Table 4 shows the details of sought data of respondents' opinion regarding "most Preference of use of Information Resource". The table shows that all the 100% respondents from 1st, 2nd and 3rd year of students opines the preference of textbooks. 68(85%) of 3rd year students opines that they most preference to use is reference books. Besides, 55 (68.75%), 72 (90%) and 41 (51.25%) of students opines that they most prefer to use periodicals, question papers and newspapers, respectively. Table 6 reveals the details of sought information for satisfaction level of users. The table shows that 53.84% of respondents opine that they are satisfied "to a large extent".

Findings
Table 2 discovers that nearly 100% of students of all the three years visits library for the purpose to borrow books as against to this more than 50% of students visit library to read books. The table finds that 75% of the 3rd year students compared to 1st and 2nd year visit library to read newspaper.

Table 3 ascertains that more or less 60% and only 47.36% of 1st year students' purpose of use of information resources is for exam purpose and to read purpose, respectively. Around more or less 30% of the 2nd and 3rd year students purpose of use of information resources are for reading purpose.

Thus, it can be said students are not interested in reading books as well as in writing by using the information resources of library, probably this may be due to lack of awareness among students of all the three years about what type of information resources are available in the library. Later this attitude may lead to lose reading and writing interest obviously to reading and writing habits.

Table 4 discovers that only 34.21 and 39.47%, 50 and 34.37% and 68.75 and 51.25% of 1st, 2nd and 3rd year, respectively, students opine that they rank 3rd and 5th rank as most preference of use of information resources for periodicals and newspapers resources.

Table 5 determines that there is nil response from 1st and 2nd year students for "orientation" is the tools used to access/to know information resources.

Table 6 notices that 21.97% of respondents responses "cannot say" for level of satisfaction.

RECOMMENDATIONS AND CONCLUSION
The students of 1st and 2nd year have to be given awareness programme on use of periodicals and newspaper thus this enables the student to get to know about current affairs

and update themselves to face competitive exams.

The library authority have to take more initiative to conduct orientation programme for students of 1st as well as for the 2nd and 3rd year to update their knowledge on new arrivals. The library authority has to make conducting orientation programme mandatory and at the same time, it should be made mandatory for students to attend O.P. O.P programme will boost interest among students to come to library and make use of information resources.

The undergraduate students have to be made to cultivate the habit of referring periodicals and reading news as the periodicals like journals, magazines and newspaper are rich in current information in particular disciplines.

The library manager has to conduct regular orientation programme for fresher to bring awareness on various functions, facilities and services of library.

The overall study concludes that most of the students are totally confused with the usage of overall facilities, functions and services of the library. The information seeking behavior of users should be clearly and regularly be researched by library staff.

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