Review Article

Assessing Information Needs of Students and Faculty in Pharmacy Colleges of the Vidarbha Region: A Case Study

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Abstract

This study examines an assessing students & Faculty information need in pharmacy colleges of the Vidarbha region. Data were collected by using 1150 questionnaires were distributed across 32 pharmacy colleges in Vidarbha 1033 responses and achieving an 89.83% response rate. This research aims to explore recent trends in information-seeking behavior to uncover the specific needs and practices of pharmacy users in Vidarbha. Objectives include identifying information needs among users in Pharmacy Colleges, understanding library usage purposes, assessing time devoted to information-seeking, evaluating satisfaction with library resources, and examining attitudes towards library services. The face problem of making comprehensive use of information sources and services to meet educational needs is evident. Hence, the study recommends that user training program be conducted to optimize the use of information sources and services. The studies are useful for enhancing the quality of information resources and services in pharmacy college libraries.

Keywords: Assessing, Information need, Knowledge, Seek information, Library user, Pharmacy Library & Vidarbha

INTRODUCTION

In today's information-driven society, information is a crucial resource impacting both personal and professional aspects of human life. Information is an important tool used in the realization of any objective or goal of the library and is especially critical for academics, researchers, and students who seek accurate and up-to-date information for academic and research purposes. Library and information science research often revolve around information-related behavior, encompassing information needs, seeking, and the utilization of information resources.

The Pharmaceutical science is now a leading educational institution imparting education from the primary stage to postgraduate stage. In the current scenario, more pharmacy colleges are being established in India in general and Vidarbha in particular which attract thousands of students towards pharmacy education. At this juncture, it becomes important to enhance the quality of these students and to ensure that they come out as a quality technical man power, best academic achiever and distinguished innovator. This paper aims to study and assess user information needs in pharmacy college libraries.

LITERATURE REVIEW

Babu BR & Selvamani J [1] This study investigates the motivating factors behind information-seeking behavior among pharmacy faculty in Tamil Nadu, India, and examines their opinions on the comprehensiveness of their institutions' library collections. It also analyzes the extent of reliance on various information sources for teaching and research. Out of 729 distributed questionnaires across 41 pharmacy institutions, 601 responses were received, yielding an 82.44% response rate. The findings suggest several measures to improve the quality of pharmacy libraries in Tamil Nadu, based on the identified needs and preferences of the faculty Rajawat K [2] this article presents findings from a study on information-seeking behavior among Pharmacy College users in Rajasthan, based on a survey of 495 respondents. This underscores the significant role of personal interaction and expertise in fulfilling information needs within the context of Pharmacy education in Rajasthan. Wilson [3] the author presents an outline of models of information seeking and other aspects of information behavior, showing the relationship between communication and information Behavior general with information seeking and information searching in information retrieval systems. They concluded that it provides a basis for relating the models in appropriate research strategies. Rao & Doraswamy [4] this study

examines the information usage patterns of pharmaceutical science faculty in institutes affiliated with Andhra University and Kakatiya University in Andhra Pradesh. Out of 700 surveyed faculty members, 545 responded. Results indicate that pharmacy faculty extensively use reprographic and borrowing services. They gather information for setting up question papers and exam-related work, as well as writing and publishing. Periodicals, abstracts, indexes, and dissertations are more crucial for their research than for teaching. Varalakshmi [5] the present study examines the growth and functioning of academic, public, and special libraries in Andhra Pradesh. Data was collected through questionnaires, phone calls, and institutional websites, focusing on six key parameters: budget, automation, collection, professional staff, ICT facilities, and services. The study reveals that academic libraries with professional librarians have adapted to the emerging digital environment. The findings indicate uneven development and functioning across all types of libraries.

OBJECTIVES OF THE STUDY

This study strives to achieve the following:

1. To identify the information needs of the users in Pharmacy Colleges in Vidarbha Region.

2. To identify the purposes for which users use the libraries.

3. To examine the motivating factors in information seeking by the users.

4. To identify the most frequently accessed resources, including books, journals, digital databases, and other reference materials.

5. To assess respondents' satisfaction with the availability and utilization of library resources.

6. To examine users' attitudes and approaches towards library services.

RESEARCH METHODOLOGY

The established studies have explored the behavior of students and faculty in three state universities of pharmacy colleges in Vidarbha. Thirty-two colleges of pharmacy are affiliated with three state universities—Nagpur University, Amravati University, and Gondwana University-so these 32 colleges have been selected for this study. Data for the study were collected from students and faculty in pharmacy colleges using both hard-copy and web-based questionnaires. The questionnaire items were primarily adapted from existing literature. To ensure content validity, subject experts from information systems and library and information science reviewed the statements and suggested minor clarifications. The questionnaire underwent pilot testing with 71 respondents (who were not part of the main study) using a web-based format. Subsequently, a web-based questionnaire link was distributed to potential respondents via email, and hard copies were distributed to respective pharmacy colleges. The demographic information of the participants is shown in **Table 1**. The data were analyzed using a Likert-type scale item analysis approach, with mean and standard deviation calculated and priority ranked.

Table 1. Sample Characteristics.

Socio-demographic characteristics (N = 1033)		
Users Category	Questionnaires received	Percentage (%)
Students	886	85.77
Faculty	147	14.23
Total	1033	100

DATA ANALYSIS AND INTERPRETATION

The data collected through the questionnaire has been analyzed based on the opinions of students (N-886) and faculty (N-147).

Primary Purpose of Seeking Information

The primary objective of seeking information has been analyzed and is displayed in **Table 2**. The table shows the main purposes for users' library visits to seek information. It is observed that 53.34% of users visit the library for academic purposes. Additionally, 15.59% of users visit for information related to placement purposes, while 13.40% visit the library for both research work and higher studies. Only 4.36% of users visit the library for General Awareness information.

Table 2. Primary Objectives of Seeking Information.

POSI	Frequency	Percentage (%)
Academic	551	53.34
Research Work	138	13.36
Placement	161	15.59
Higher studies	138	13.36
General Awareness	45	4.36
Total	1033	100.00

Category Wise-Primary Objectives of Seeking Information

The primary objective of seeking information has been analyzed based on the opinions of students and faculty displayed in **Table 3**. As indicated in the table, approximately 53% of both students and teachers seek information for academic objectives. Additionally, 23.81% of users in the teacher category and 11.63% of users in the student category seek information for research work. Furthermore, students exhibit a higher utilization rate of 16.93% compared to 7.48% among teachers for seeking placement-related information. It is also evident that nearly 13% of users in both categories prioritize information seeking for higher education. However, seeking information for general awareness is minimal, with students and teachers representing 4.63% and 2.72% of users, respectively.

Table 3. Category Wise-Primary Objectives of Seeking Information.

POSI	Users Category	
	Students	Faculty
Academic	473 (53.39)	78 (53.06)
Research Work	103 (11.63)	35 (23.81)
Placement	150 (16.93)	11 (7.48)
Higher studies	119 (13.43)	19 (12.93)
General Awareness	41 (4.63)	4 (2.72)
Total	886 (100.00)	147 (100.00)

Dependence on sources of seek information

Table 4 presents the analysis of the primary sources used for seeking information. The findings show that that 59.92% of users from the College of Pharmacy in the Vidarbha region depend on the Library as their primary source for searching information, followed by the Internet at 21.49%, Faculty at 13.75%, and Colleagues at 4.84%, which represents the least dependence on a primary source for searching information. As indicated by the results, users prefer the library as their primary source for seeking information.

Table 4. Dependence on Primary sources of seek information.

Primary Sources	Frequency	Percentage (%)
Library	619	59.92
Internet	222	21.49
Colleagues	50	4.84
Faculty	142	13.75
Total	1033	100.00

Category Wise-Dependence on Primary Sources for Seeking Information

The analysis in **Table 5** elaborates on the dependence of users on primary sources to obtain information across two different categories of pharmacy colleges. Table show that 80.27% of teachers depend on the library as the primary source for finding information, compared to 56.55% of students. Additionally, 22.69% of students rely on the internet for finding information, while 14.29% of teachers depend on the internet for seeking information. Moreover, 15.58% of students rely on teachers to obtain information,

whereas faculty rely on guidance for information, with only 2.72% reporting this. Both students (5.19%) and faculty (2.72%) depend on colleagues as a primary source of information. The results indicate a preference for the library as the primary source for searching information among both students and faculty.

Table 5. Category Wise Dependence on Primary Sources for Seeking Information.

Primary Sources	Users Category	
	Students	Faculty
Library	501 (56.55)	118 (80.27)
Internet	201 (22.69)	21 (14.29)
Colleagues	46 (5.19)	4 (2.72)
Faculty	138 (15.58)	4 (2.72)
Total	886 (100.00)	147 (00.00)

Frequency of Visit of college library

The analysis presented in **Table 6** explains how often users visit a college library to seek information. The table shows that 43.08% visit the library every day on a regular basis, while 25.36% visit it more than once a week. Additionally, 16.75% visit the library once a week, 6% visit once a fortnight, and 5.61% visit occasionally. Moreover, 3.19% of respondents visit the library once a month. This data reflects the level of information-seeking behavior and reading habits among the users.

Table 6. Frequency of Visit of college library.

Frequency	No of user	Percentage (%)
Every Day	445	43.08
Once in a week	173	16.75
More than once in a week	262	25.36
Once in fortnight	62	6.00
Once in a Month	33	3.19
Occasionally	58	5.61
Total	1033	100.00

Category Wise-Frequency of Visit of college library

The analysis presented in **Table 7** delves into the frequency distribution of students & faculty visiting the college library. According to the survey, 43.91% of student users visit the library every day on a regular basis, followed by 24.49% who visit more than once a week, 16.70% who visit once a week, 6% who visit occasionally or once in a fortnight, and 3.27% who visit once a month. Among Faculty users, the majority, 38.10%, visit the library every day, followed by 30.61% who visit more than once a week, 17.01% who visit once a week, 8.16% who visit once a fortnight, 3.40% who visit occasionally, and 2.72% who visit once a month.

Table 7. Category Wise- Frequency of Visit of college library.

Frequency	Users Category	
	Students	Faculty
Every Day	389 (43.91)	56 (38.10)
Once in a week	148 (16.70)	25 (17.01)
More than once in a week	217 (24.49)	45 (30.61)
Once in fortnight	50 (5.64)	12 (8.16)
Once in a Month	29 (3.27)	4 (2.72)
Occasionally	53 (5.98)	5 (3.40)
Total	886 (100.00)	147 (00.00)

Purpose of visits to the College Library (Multiple choice Answer)

Table 8 analyzes user responses regarding the purpose of visiting the college library.

Table 8. Purpose of visits to the College Library.

Purpose of visits	Frequency (Each-1033)	Percentage (%)
Borrowing Books	693	67.09
To refer periodicals	416	40.27
Access reference resource	570	55.18
To refer project / thesis	445	43.08
Question bank	533	51.60
Access online resource	397	38.43
To gather general knowledge	419	40.56
Read news paper	384	37.17
Access back volumes	212	20.52

The question analyzed in **Table 8** allowed users to provide more than one answer. According to the information obtained, it is evident that, 67% of respondents visited the library for borrowing books. Subsequently, 40.27% visited to refer to periodicals. Similarly, 55.18% visited the library for accessed reference resources. Additionally, 43% come to refer to project/thesis, and 51.60% come for the Question Bank. Moreover, 38.43% visited for online resources, and 40.56% visited for general knowledge. Only 37.17% visited the library for read newspapers. Lastly, only 20.52% visited the library for access back volumes.

Category Wise-Purpose of visits to the College Library

Table 9 the analysis of responses solely from user respondents regarding the purpose of visiting the college library students & faculty.

Table 9 Category Wise-Purpose of visits to the College Library.

Purpose of visits	Users Category	
	Students (E-886)	Faculty (E-147)
Borrowing Books	596 (67.27)	97 (65.99)
To refer periodicals	348 (39.28)	68 (46.26)
Access reference resource	486 (54.85)	84 (57.14)
To refer project / thesis	386 (43.57)	59 (40.14)
Question bank	471 (53.16)	62 (42.18)
Access online resource	339 (38.26)	58 (39.46)
To gather general knowledge	374 (42.21)	45 (30.61)
Read news paper	313 (35.33)	71 (48.30)
Access back volumes	180 (20.32)	32 (21.77)

As shown in **Table 9**, the majority of both users-students, accounting for 67.27%, and faculty, accounting for 65.99% visited the college library for purpose of borrowing books. While the lowest proportions of both user categories faculty, accounting for 21.77%, and students accounting for 20.32% visited the library for purpose to access back volumes.

Preferred Sources for Obtain Information in the Library

Table 10 shows the type of source users prefers for obtain information in the Library. The Mean and standard deviation are calculated, and the preference of sources is ranked. Books are the most frequently preferred source for obtaining information, with 54.70% of users indicating it as their top choice.

Based on the responses Mean were calculated and ranked. Users gave first preference to source of Books as obtain information in the Library (4.16). Followed by Reference sources (4.01), Newspapers (3.87), E-resources/ e-database (3.82), Thesis / dissertations (3.73), Periodicals (3.68), Patent/ standard/maps (3.41) and Back volumes (3.37).

Table 10. Preferred Sources for Obtain Information in the Library.

Source	MF-5	F-4	O-3	R-2	NU-1	Total	M	R	SD
Books	565 (54.70)	223 (21.59)	134 (12.97)	63 (6.10)	48 (4.65)	1033 (100)	4.16	1	1.15
Reference sources	438 (42.40)	335 (32.43)	144 (13.94)	64 (6.20)	52 (5.03)	1033 (100)	4.01	2	1.12
Periodicals	347 (33.59)	269 (26.04)	236 (22.85)	101 (9.78)	80 (7.74)	1033 (100)	3.68	6	1.25
E-resources/ e-database	377 (36.50)	313 (30.30)	187 (18.10)	97 (9.39)	59 (5.71)	1033 (100)	3.82	4	1.19
Thesis / dissertations	361 (34.95)	272 (26.33)	227 (21.97)	101 (9.78)	72 (6.97)	1033 (100)	3.73	5	1.23
Patent/ standard/maps	320 (30.98)	234 (22.68)	183 (17.72)	141 (13.65)	155 (15.00)	1033 (100)	3.41	7	1.43
Back volumes	311 (30.11)	224 (21.68)	188 (18.20)	159 (15.39)	151 (14.62)	1033 (100)	3.37	8	1.42
News papers	422 (40.85)	292 (28.27)	150 (14.52)	96 (9.29)	73 (7.07)	1033 (100)	3.87	3	1.24

*Most Frequently (MF-5); Frequently (F-4); Occasionally (O-3); Rarely (R-2); Not Used (NU-1); Mean (M); Standard Deviation (SD); Rank (R)

Categorized Wise-Preferred Sources for Obtain Information

The preference of sources for obtain information is analyzed based on the opinion of students and faculty users. **Table 11** shows that more faculty users (4.31) prefer books for obtaining information compared to student users (4.13). Reference sources are given the second choice of preference by more faculty users (4.21) than student users (3.98). Newspapers are the third choice for faculty users (4.14), whereas students prefer E-resources/e-databases (3.83) as their third choice. Periodicals are the fourth choice for faculty users (3.97), whereas students prefer Newspapers (3.82) as their fourth choice. E-resources/ e-database are the fifth choice for faculty users (3.78), whereas students prefer Thesis / dissertations (3.75) as their fifth choice. Patents/ standards/ maps are the sixth choice for faculty users (3.72), whereas students prefer Periodicals (3.63) as their sixth choice. Thesis /dissertations are the seventh choice for faculty users (3.55), whereas students prefer Back volumes (3.42) as their seventh choice. The least preference is given to patents/standards/maps by student users (3.36), whereas faculty users prefer back volumes (3.10).

Table 11. Categorized Wise- Preferred Sources for Obtain Information.

Sources	Student			Faculty		
	Mean	R	SD	Mean	R	SD
Books	4.13	1	1.17	4.31	1	1.02
Reference sources	3.98	2	1.15	4.21	2	0.92
Periodicals	3.63	6	1.27	3.97	4	1.04
E-resources/ e-database	3.83	3	1.19	3.78	5	1.15
Thesis / dissertations	3.75	5	1.24	3.55	7	1.15
Patents/ standards/ maps	3.36	8	1.46	3.72	6	1.18
Back volumes	3.42	7	1.44	3.10	8	1.31
News papers	3.82	4	1.26	4.14	3	1.08

Sources of Information Preferred for updating current affairs knowledge

Table 12 displays the types of information sources users prefer for updating current affairs knowledge. Newspapers are the most frequently preferred source, with 41.82% of users indicating it as their top choice Based on the responses, means were calculated and ranked. Among the five groups, users give first preference to newspapers (3.90) for updating current affairs knowledge. This is followed by E-

resources/e-databases (3.83), current awareness services (3.81), journals/magazines (3.79), and conferences/ workshops (3.67).

Table 12. Sources of Information Preferred for Updating Current Affairs Knowledge.

Sources	MF-5	F-4	O-3	R-2	NU-1	Total	M	R	SD
Journals / magazine	405 (39.21)	257 (24.88)	197 (19.07)	98 (9.49)	76 (7.36)	1033 (100)	3.79	4	1.26
News paper	432 (41.82)	258 (24.98)	199 (19.26)	94 (9.10)	50 (4.84)	1033 (100)	3.90	1	1.18
E-resources/ e-database	372 (36.01)	305 (29.53)	223 (21.59)	77 (7.45)	56 (5.42)	1033 (100)	3.83	2	1.16
Current awareness service	391 (37.85)	282 (27.30)	204 (19.75)	83 (8.03)	73 (7.07)	1033 (100)	3.81	3	1.22
Conferences/ workshops	336 (32.53)	294 (28.46)	211 (20.43)	108 (10.45)	84 (8.13)	1033 (100)	3.67	5	1.25

Categorized Wise-Sources of Information Preferred for updating current affairs knowledge

With regard to updating current affairs knowledge, the preferred sources among users are analyzed based on the opinions of both students and faculty. From **Table 13**, it is evident that faculty users (4.05) prefer Journals/ magazines as their first choice for updating current affairs knowledge, whereas student users (3.89) prefer newspapers as their first choice. Current awareness services are the second choice for faculty users (3.97), whereas students prefer E-resources/e-databases (3.84) as their second choice. Newspapers are the third choice for faculty users (3.96), while current awareness services are the third choice for students (3.78). E-resources/e-databases are the fourth choice for faculty users (3.78), while Journals/magazines are the fourth choice for students (3.75). The least preference is given to conferences/workshops by both students (3.69) and faculty (3.55) users.

Table 13. Categorized Wise- Sources of Information Preferred for Updating Current Affairs Knowledge.

S. No	Sources	Student			Faculty			CST	
		Mean	R	SD	Mean	R	SD	CV	Df
1	Journals / magazine	3.75	4	1.27	4.05	1	1.15	9.61	4
2	News paper	3.89	1	1.20	3.96	3	1.10	8.37	4
3	E-resources/ e-database	3.84	2	1.16	3.78	4	1.12	3.90	4
4	Current awareness service	3.78	3	1.24	3.97	2	1.09	6.46	4
5	Conferences/ workshops	3.69	5	1.28	3.55	5	1.08	26.92	4

User responses to the library offered services

Table 14 analyzes the users' opinion of library services offered by college libraries. From **Table 14** it's evident that the majority of user's rate the circulation services as excellent compared to all other services, respondents rated circulation at 53.53%.

Table 14. Users' Responses to the Library Offered Services.

Library Services	E-5	Good-4	Poor-3	VP -2	NI-1	Total & %	M	R	SD
Circulation	553 (53.53)	301 (29.14)	55 (5.32)	28 (2.71)	96 (9.29)	1033 (100)	4.15	1	1.23
OPAC	371 (35.91)	431 (41.72)	82 (7.94)	42 (4.07)	107 (10.36)	1033 (100)	3.89	5	1.23
Reference	457 (44.24)	317 (30.69)	130 (12.58)	31 (3.00)	98 (9.49)	1033 (100)	3.97	3	1.24
Current awareness	409 (39.59)	354 (34.27)	90 (8.71)	54 (5.23)	126 (12.20)	1033 (100)	3.84	8	1.33
Wi-Fi/ internet	386 (37.37)	325 (31.46)	132 (12.78)	60 (5.81)	130 (12.58)	1033 (100)	3.75	10	1.34
Question bank	455 (44.05)	372 (36.01)	63 (6.10)	40 (3.87)	103 (9.97)	1033 (100)	4.00	2	1.25
Book bank	426 (41.24)	340 (32.91)	93 (9.00)	52 (5.03)	122 (11.81)	1033 (100)	3.87	6	1.32
Digital library	418 (40.46)	358 (34.66)	80 (7.74)	51 (4.94)	126 (12.20)	1033 (100)	3.86	7	1.33
Reprographic	395 (38.24)	328 (31.75)	133 (12.88)	70 (6.78)	107 (10.36)	1033 (100)	3.81	9	1.30
Inter-library loan	349 (33.79)	309 (29.91)	120 (11.62)	97 (9.39)	158 (15.30)	1033 (100)	3.58	11	1.42
Library orientation	412 (39.88)	372 (36.01)	86 (8.33)	58 (5.61)	105 (10.16)	1033 (100)	3.90	4	1.27

*Excellent (E-5); Very Poor (VP-2) Needs Improvement (NI-1)

Based on the responses, means were calculated and services were ranked accordingly. Users ranked circulation services highest, with a mean response of (4.15) indicating it as their first choice. Following this were Question bank (4.00), Reference (3.97), Library orientation (3.90), OPAC (3.89), Book bank (3.87), Digital library (3.86), Current awareness (3.84), Reprographic (3.81), Wi-Fi/internet (3.75), and Inter-library loan (3.58).

Categorized Wise-Responses to the Library Offered Services

The responses of users to the library's offered services are analyzed based on the opinions of both student and faculty users. **Table 15** indicates that circulation service is the most preferred service among all other services by both student and faculty users. Faculty users (4.27) show a slightly higher preference for circulation service compared to student users (4.13). Reference services emerge as the second choice for faculty users (4.18), while students prefer Question bank services (4.01) as their second choice. Reprographic services rank third among faculty users (4.06), whereas students prioritize Reference services (3.94) as their third choice. Digital library services rank fourth among faculty users (4.01), whereas students favor Book bank services (3.91) in this position. Question bank services are the fifth choice for faculty users (3.99), while students opt for Current awareness services (3.90) as their fifth choice. Both student and faculty users assign the least preference to Inter-library loan services, with student users rating it at 3.65 and faculty users at 3.14.

Table 15. Categorized Wise- Responses to the Library Offered Services.

S No	Library Services	Student			Faculty		
		Mean	R	SD	Mean	R	SD
1	Circulation	4.13	1	1.23	4.27	1	1.21
2	OPAC	3.9	6	1.21	3.82	7	1.37
3	Reference	3.94	3	1.23	4.18	2	1.29
4	Current awareness	3.9	5	1.26	3.46	10	1.65
5	Wi-Fi/ internet	3.75	10	1.33	3.79	8	1.44
6	Question bank	4.01	2	1.22	3.99	5	1.39
7	Book bank	3.91	4	1.29	3.59	9	1.48
8	Digital library	3.84	8	1.32	4.01	4	1.37
9	Reprographic	3.77	9	1.29	4.06	3	1.33
10	Inter-library loan	3.65	11	1.38	3.14	11	1.62
11	Library orientation	3.89	7	1.28	3.95	6	1.21

Ratings on the college library collection

The ratings on the college library collection are analyzed based on users categorized as students **(Table 16)**.

Table 16. Ratings on the College Library Collection.

Ratings	No of user	Percentage (%)
Excellent	532	51.50
Good	322	31.17
Uncertain	109	10.55
Poor	37	3.58
Very Poor	33	3.19
Total	1033	100.00

From **Table 16** it is evident that the majority of users (51.50%) provided an excellent rating for the college library collection, followed by 31.17% rating it as good, and 10.55% expressing uncertainty. The least closely equal ratings were given to both poor (3.58%) and very poor (3.19%) for the college library collection by users.

Categorized Wise-Ratings on the College Library Collection

The ratings on the college library collection are analyzed based on the opinions of student and faculty users, as shown in **Table 17**. The table indicates that more faculty users (51.70%) provided an excellent rating on the college library collection compared to student users (51.47%). Additionally, more faculty users (34.01%) provided a good rating for the college library collection compared to student users (30.70%). The ratings for uncertain were nearly equal, with both student users (10.50%) and faculty users (10.88%) providing uncertain ratings for the college library collection. Furthermore, more student users (3.72%) provided a poor rating for the college library collection compared to faculty users (2.72%). Finally, the least number of student users (3.61%) provided a very poor rating for the college library collection compared to faculty users (0.68%).

Table 17. Categorized Wise Ratings on the College Library Collection.

Ratings	Users Category	
	Students	Faculty
Excellent	456 (51.47)	76 (51.70)
Good	272 (30.70)	50 (34.01)
Uncertain	93 (10.50)	16 (10.88)
Poor	33 (3.72)	4 (2.72)
Very Poor	32 (3.61)	1 (0.68)
Total	886 (100.00)	147 (100.00)

FINDINGS

1. The majority of both students and faculty, approximately 53%, seek information for academic purposes.

2. The majority 80.27% of faculty and 56.55% of student's dependence on the library as the Primary Sources for Seeking Information.

3. The majority of respondents, 43.91% of students and 38.10% of teachers, visit the college library daily to seek information.

4. The majority of respondents, 67.27% of students and 65.99% of faculty, visit the library to borrow books.

5. Most of the faculty (4.31) and students (4.13) have given first preference to seeking information from books.

6. Most of the faculty users (4.05) prefer Journals/ magazines as their first choice for updating current affairs knowledge, while student users (3.89) prefer newspapers.

7. This indicates that circulation service is the most preferred service among all other services by both student and faculty users.

8. More faculty users (51.70%) and student users (51.47%) gave an excellent rating to the college library collection.

SUGGESTIONS

Users have suggested valuable improvements for relevant practices. One significant recommendation is to expand the comprehensive collection of books and resources to cater to diverse interests and educational needs. Another suggestion is to organize workshops to assist users in maximizing their utilization of library resources and enhancing their proficiency. Additionally, there is a need to improve library services, such as current awareness and interlibrary loans.

CONCLUSION

Numerous factors influence information needs, seeking behavior, and library services, making it essential to determine the substantial requirements of information users. The library's collection of resources plays a crucial role in achieving its goals and meeting the diverse needs of its users. This study revealed that users depend on the library to obtain information. Prefer to find information from books, reference books, newspapers and e-resources. Out of the services offered by the library, circulation services are utilized more while suggesting service lines such as interlibrary loan. Procuring effective and useful resources keeping in mind the demands and requirement of users will satisfy library's users and increase their frequency of visits in library.

CONTRIBUTORS

Mr. Sachin P. Dhande is presently working as Librarian, at Dadasaheb Balpande College of Pharmacy, Nagpur, Maharashtra. I am currently a Ph D Scholars in the library & information department at Rashtrasant Tukadoji Maharaj Nagpur University Nagpur. I hold M. Phil and MLISc and qualified MH-SET. His contributions to the current study are data collection, analysis and writing.

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