

Information Access Pattern of Graduates of Selected Naturopathy and Yogic Science Colleges in Bangaluru, Karnataka State

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Abstract: Information plays a pivotal role in shaping the academic, clinical, and professional competence of graduates in specialized health science disciplines such as Naturopathy and Yogic Science. This study, examines the manner in which graduates of Naturopathy and Yogic Science colleges access, retrieve, and utilize information to support their academic pursuits, and continuing professional development. A structured questionnaire was administered to graduates from select BNYS colleges in Bangalore, Karnataka State, and the data collected were analyzed using appropriate statistical tools to identify patterns, preferences, and gaps in information access. The findings of the study is based on 1,074 respondents selected from the six colleges among them 584 (54.38%) were female and 490 (45.62%) were male respondents. The main purpose of the respondents using the library for Academic/Curriculum-related study emerges as the predominant purpose of information use (32.03%), followed by General/Current awareness (17.69%). The majority of the respondents across the six institutions display a consistent and periodic pattern of library visitation, predominantly on a weekly or near-weekly basis, rather than either daily or sporadic (monthly) use. Among the various purpose the Text books/reference books emerge as the most preferred information source overall (23.74%), and this is even more pronounced among first-year students (35.37%) the highest single percentage in the entire table. The findings are expected to provide valuable insights for library and information professionals, curriculum planners, and institutional administrators in enhancing information resources and services tailored to the specific needs of this graduate population, thereby improving evidence-based practice and lifelong learning in the field of Naturopathy and Yogic Science.

Keywords: Information Access Pattern- Naturopathy- Yogic Science- Information Seeking Behaviour- Health Sciences Information- Library and Information Services; Information Use Studies;

How to cite this article: Bhakthavathsala H M1 Sivaraman P2. Information Access Pattern of Graduates of Selected Naturopathy and Yogic Science Colleges in Bangaluru, Karnataka State. Int J Drug Deliv Technol. 2026;16(84s):590-598. DOI: 10.25258/ijddt.16.84s.63.

1. Introduction

Naturopathy and Yogic Science represent a distinct stream within India's AYUSH (Ayurveda, Yoga, Unani, Siddha, Homoeopathy) system of healthcare, integrating traditional healing philosophies with modern principles of preventive and holistic health. Graduates emerging from Bachelor of Naturopathy and Yogic Sciences (BNYS) programmes are trained not merely as clinicians but as practitioners who must continuously draw upon an evolving body of scientific, clinical, and traditional knowledge to remain effective in practice, teaching, and research. In this context, information ceases to be a peripheral academic requirement and becomes a core professional resource shaping diagnosis, therapy planning, patient counselling, and lifelong learning.

The manner in which graduates locate, evaluate, and use information commonly studied under the rubric of "information access pattern" or information-seeking behaviour has long been a central concern of Library and Information Science research. Wilson's foundational work on information needs and information-seeking behaviour established that access to information is shaped by a complex interplay of personal, social, and environmental factors, including the availability of sources, technological

competence, institutional infrastructure, and the perceived credibility of channels used. For graduates of specialized health-science disciplines such as Naturopathy and Yogic Science, these general patterns are further inflected by the hybrid nature of their field, which straddles alternative medicine, conventional biomedical science, and lifestyle-based therapeutics each with its own literature, terminology, and repository of authoritative sources.

Bangalore, Karnataka, as a hub for AYUSH education and practice, hosts several recognized Naturopathy and Yogic Science institutions and serves as a natural setting to examine how graduates in this field engage with print resources, electronic databases, institutional libraries, professional networks, and the open web to meet their information requirements. Understanding this pattern is essential not only for improving library and information services tailored to this user group but also for strengthening the evidence base that underpins Naturopathy and Yogic Science as a credible healthcare discipline.

2. Need for the Study

Despite the steady growth of AYUSH education in India and the increasing recognition of Naturopathy and Yogic Science as allied health disciplines, empirical

research on how graduates of these specific programmes access and use information remains limited compared to the extensive body of literature available on information-seeking behaviour among engineering, general science, and mainstream medical students. Several considerations underscore the need for a focused study of this kind:

- **Disciplinary distinctiveness:** Naturopathy and Yogic Science graduates operate at the intersection of traditional and modern health knowledge systems, requiring information sources that conventional health-science library models may not fully anticipate or accommodate.
- **Gap in institutional service planning:** Libraries attached to Naturopathy and Yogic Science colleges are often smaller and less resourced than those of mainstream medical institutions; without empirical data on graduate information behaviour, collection development and service design remain guesswork rather than evidence-based practice.
- **Transition from student to practitioner:** Information needs and access patterns typically shift once a student graduates and enters clinical practice, teaching, or further research a transition that is under-examined in the existing literature, which focuses predominantly on currently enrolled students.

Bangalore's concentration of Naturopathy and Yogic Science colleges makes it a strategically useful location to generate regionally grounded data that can inform both institutional policy and broader AYUSH education planning in Karnataka. As Naturopathy and Yogic Science seek greater integration into mainstream healthcare and policy frameworks, practitioners' ability to access current, credible, research-backed information becomes directly linked to the discipline's professional legitimacy and quality of patient care.

These gaps collectively justify a dedicated investigation into the information access patterns of Naturopathy and Yogic Science graduates, with a view to generating actionable recommendations for library and information services, curriculum designers, and institutional administrators.

3. Review of Literature

Ramaiah and Shimray (2018), in their study of engineering college students, found that information-seeking behaviour is strongly shaped by academic assignments and examinations, with students relying heavily on a mix of internet sources and prescribed textbooks; the study recommended stronger information literacy training to diversify source use. Swamy and Rao (2021), examining postgraduate students at Yogi Vemana University, reported that respondents depended significantly on electronic resources and the internet alongside traditional library collections, and identified inadequate awareness of subscribed databases as a recurring barrier to effective information access. Wiche-Humphrey and Ray-Ogbonna (2021), studies medical students at Pamo University of Medical Sciences, observed that clinical coursework and examination preparation were the primary drivers of information need, with textbooks and lecture notes remaining the most consulted sources

despite growing digital access. Al-Muomen, Morris and Maynard (2012), in modelling the information-seeking behaviour of graduate students at Kuwait University, demonstrated that discipline, language proficiency, and prior research experience significantly influenced the choice of information channels, with science and engineering students showing markedly different patterns from those in humanities and social sciences. Mahajan, made a study on undergraduate and postgraduate students at Panjab University, Chandigarh, found that a substantial proportion of respondents spent considerable weekly hours in the library, with textbook collections rated favourably while reference and thesis collections received more mixed evaluations pointing to uneven satisfaction across resource types. Manjunath and Babu (2018), surveyed among research scholars at Bangalore University, identified that scholars increasingly favoured electronic and web-based sources over print, though print journals and books retained importance for foundational and archival research, reflecting a hybrid pattern of information use. Nagaraju and Roja (2014), made a study on assessing information literacy among students of Atreya Ayurvedic Medical College and Research Centre in Doddaballapur, Karnataka, found notable gaps in students' ability to identify appropriate citations and construct effective search strategies, concluding that structured information literacy instruction was needed for AYUSH students specifically. Bhattacharjee (2014) studied, investigating web-searching behaviour of medical college students at Silchar Medical College, Assam, found that the majority of students searched the web primarily for class assignments and communication purposes, with Google as the dominant search engine and low bandwidth cited as the principal barrier to effective access.

4. Objectives of the Study

1. To identify the information needs of Naturopathy and Yogic Science graduates in Bangalore, Karnataka State.
2. To examine the range of information sources and channels accessed by these graduates, including print, electronic, institutional, and interpersonal sources.
3. To assess the frequency, purpose, and preferred mode (print vs. digital) of information access among the graduates.
4. To identify the barriers and constraints encountered by graduates in accessing relevant information.
5. To evaluate the level of awareness and utilization of library and information services, including institutional libraries and subscription databases, among the graduates.
6. To ascertain the role of information and communication technology (ICT) in shaping the information access pattern of the graduates.
7. To suggest measures for improving information resources and services to better meet the needs of Naturopathy and Yogic Science graduates.

5. Methodology

The study adopts a descriptive survey research design, suited to capturing the prevailing information access patterns of a defined population at a given point in time. The study is confined to select Naturopathy and

Yogic Science colleges located in Bangalore, Karnataka State. The population of the study comprised students enrolled across six select Naturopathy and Yogic Science colleges in Bangalore, Karnataka. A stratified proportionate random sampling technique was adopted, wherein the sample size for each institution was determined in proportion to its respective student strength, ensuring balanced representation across all participating colleges. This yielded a total sample of 1,074 respondents drawn from a combined population base across the six institutions.

Data Collection Tool: A structured questionnaire was designed as the primary tool for data collection, covering respondent demographic details and the variables under study. The instrument was pre-tested on a small sample to check clarity, internal consistency, and content validity,

and was refined based on the pilot feedback before full-scale administration.

Data Collection Procedure: The questionnaire was administered directly to students at each of the six institutions, either in person or through a validated online form, with the investigator ensuring proportionate coverage of respondents matching the sample allocation shown in Table 1.

Scope and Limitations: The study is confined to the six select Naturopathy and Yogic Science colleges in Bangalore, Karnataka, listed in Table 1, and the findings are representative of this defined population rather than of Naturopathy and Yogic Science education in Karnataka or India as a whole. Let me know if you'd like this appended to the article file, or if you want the next section (e.g., data analysis and interpretation of the gender distribution) drafted as well.

6. Analysis and Interpretation

Table 1 Gender wise distribution of Respondents in Naturopathy and Yogic science colleges

Sl. No	Name of the Institution	Male	%	Female	%	Total
1	SDM College of Naturopathy & Yogic Sciences	124	46.79	141	53.21	265
2	Sharada Yoga & Naturopathy Medical College	56	44.80	69	55.20	125
3	Tapovana Medical College of Naturopathy & Yogic Sciences	53	42.40	72	57.60	125
4	Alva's College of Naturopathy & Yogic Sciences	95	45.02	116	54.98	211
5	Government Nature Cure & Yoga College	58	48.33	62	51.67	120
6	S-VYASA Deemed to be University	104	45.61	124	54.39	228
	Total	490	45.62	584	54.38	1,074

Figure 1 Gender wise distribution of Respondents in Naturopathy and Yogic science colleges

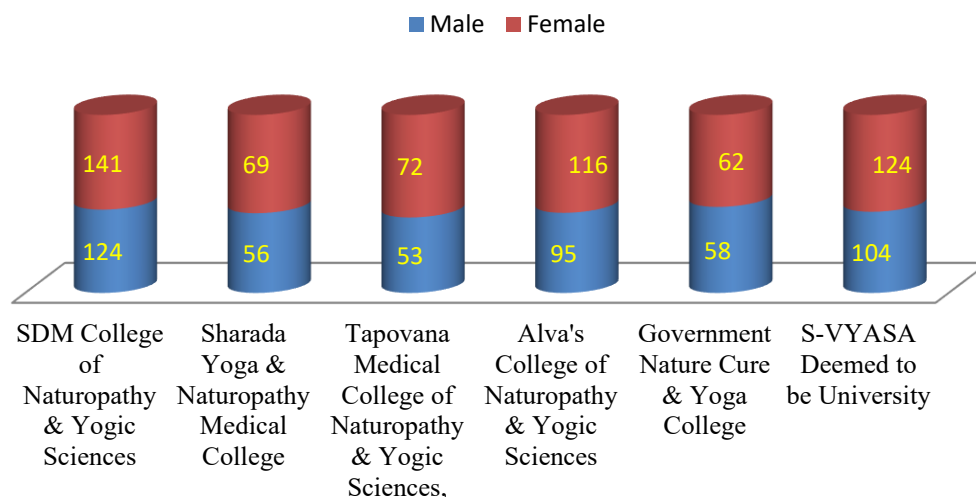


Table 1 shows among the six institutions surveyed, female respondents consistently outnumbered male respondents, though the extent of this gap varied across colleges. At

SDM College of Naturopathy & Yogic Sciences, out of 265 respondents, 141 (53.21%) were female against 124 (46.79%) male. Sharada Yoga & Naturopathy Medical

College recorded 69 (55.20%) female and 56 (44.80%) male respondents out of 125, while Tapovana Medical College of Naturopathy & Yogic Sciences showed the highest female proportion among all institutions, with 72 (57.60%) female and 53 (42.40%) male respondents out of 125. At Alva's College of Naturopathy & Yogic Sciences, 116 (54.98%) of 211 respondents were female compared to 95 (45.02%) male. Government Nature Cure & Yoga

College displayed the narrowest gender gap, with 62 (51.67%) female and 58 (48.33%) male respondents out of 120, while S-VYASA Deemed to be University showed 124 (54.39%) female and 104 (45.61%) male respondents out of 228, closely mirroring the overall sample trend. It is concluded from the table out of 1,074 respondents 584 (54.38%) were female and 490 (45.62%) were male respondents.

Table 2. Distribution of respondents based on Primary purpose of seeking information from the library

Sl. No	Purpose	I year	II year	III year	IV year	Total
1	Academic/Curriculum-related study	98 (39.84)	90 (33.58)	82 (30.26)	74 (25.61)	344 (32.03)
2	Research/Thesis/Dissertation work	23 (9.35)	24 (8.96)	30 (11.07)	65 (22.49)	142 (13.22)
3	Clinical practice/Patient case study	0 (0.0)	5 (1.87)	15 (5.54)	58 (20.07)	78 (7.26)
4	Competitive examinations	34 (13.82)	41 (15.30)	52 (19.19)	36 (12.46)	163 (15.18)
5	General/Current awareness	52 (21.14)	49 (18.28)	48 (17.71)	41 (14.19)	190 (17.69)
6	Personal health/wellness interest	39 (15.85)	59 (22.01)	44 (16.24)	15 (5.19)	157 (14.62)
	Total	246	268	271	289	1074

Figure 2: Distribution of respondents based on Primary purpose of seeking information from the library

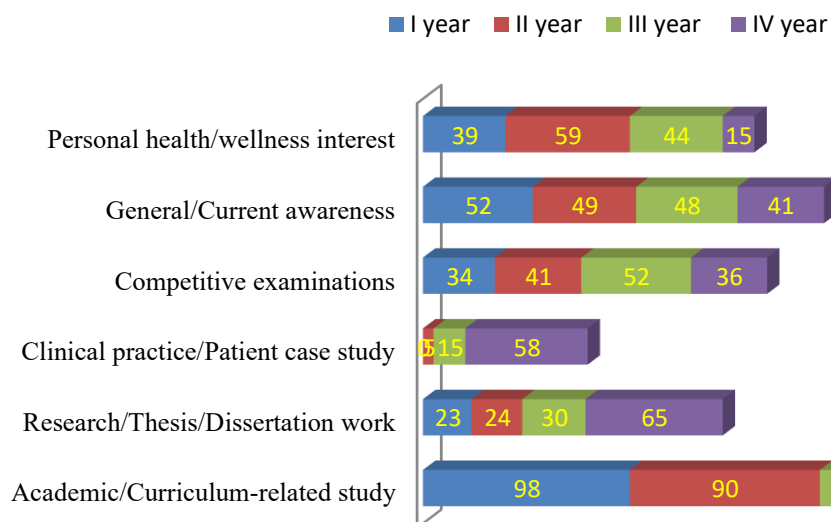


Table 2, indicates that Naturopathy and Yogic Science students primarily seek information to meet immediate academic and curricular demands, reflecting the theory-intensive nature of the early years of the programme. However, a clear year-wise progression is evident: as students move from I year to IV year, their information needs shift from generalized, syllabus-bound and awareness-oriented use toward specialized, research- and clinical-practice-oriented use. This is most visible in the steep rise in Clinical practice/Patient case study (0% to

20.07%) and Research/Thesis/Dissertation work (9.35% to 22.49%), coupled with the corresponding decline in Academic/Curriculum-related study (39.84% to 25.61%) and Personal health/wellness interest (peaking in II year at 22.01% before dropping to 5.19% in IV year).

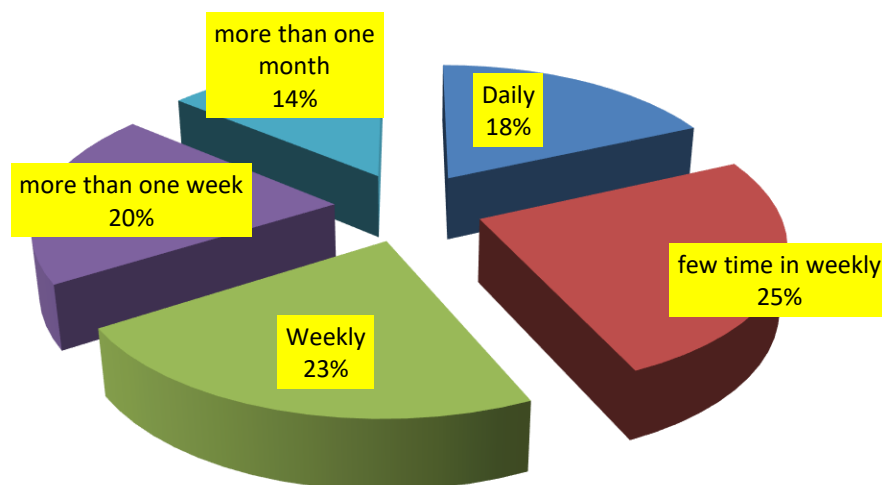
At the outset among the 1,074 respondents, Academic/Curriculum-related study emerges as the predominant purpose of information use (32.03%), followed by General/Current awareness (17.69%), Competitive examinations (15.18%),

Research/Thesis/Dissertation work (13.22%), Personal health/wellness interest (14.62%), and Clinical practice/Patient case study (7.26%).

Table 3 Distribution of Respondents based on frequency of visiting to library to seek information related to their subject

Sl. No	Institution	Daily	Few times weekly	Weekly	More than a week	More than a month	Total
1	SDM College of Naturopathy & Yogic Sciences	41 (15.47)	47 (17.74)	67 (25.28)	59 (22.26)	51 (19.25)	265 (100)
2	Sharada Yoga & Naturopathy Medical College	24 (19.20)	36 (28.80)	27 (21.60)	24 (19.20)	14 (11.20)	125 (100)
3	Tapovana Medical College of Naturopathy & Yogic Sciences	21 (16.80)	32 (25.60)	39 (31.20)	21 (16.80)	12 (9.60)	125 (100)
4	Alva's College of Naturopathy & Yogic Sciences	45 (21.33)	54 (25.59)	44 (20.85)	42 (19.91)	26 (12.32)	211 (100)
5	Government Nature Cure & Yoga College	23 (19.17)	37 (30.83)	16 (13.33)	21 (17.50)	23 (19.17)	120 (100)
6	S-VYASA Deemed to be University	42 (18.42)	63 (27.63)	51 (22.37)	48 (21.05)	24 (10.53)	228 (100)
	Total	196 (18.25)	269 (25.05)	244 (22.72)	215 (20.02)	150 (13.97)	1074 (100)

Figure 3 presents the distribution of respondents based on the frequency of their visits to the library for seeking subject-related information.



It is observed from the table 3 that out of the total 1,074 respondents, a majority of 269 respondents (25.05%) visit the library a few times in a week to seek information pertaining to their subject, followed by 244 respondents (22.72%) who visit the library on a weekly basis. 215 respondents (20.02%) reported visiting the library more than once a week (at irregular intervals), while 196 respondents (18.25%) visit the library daily. The lowest proportion, 150 respondents (13.97%), visit the library

more than once a month, indicating a comparatively low level of infrequent library use among the sampled population.

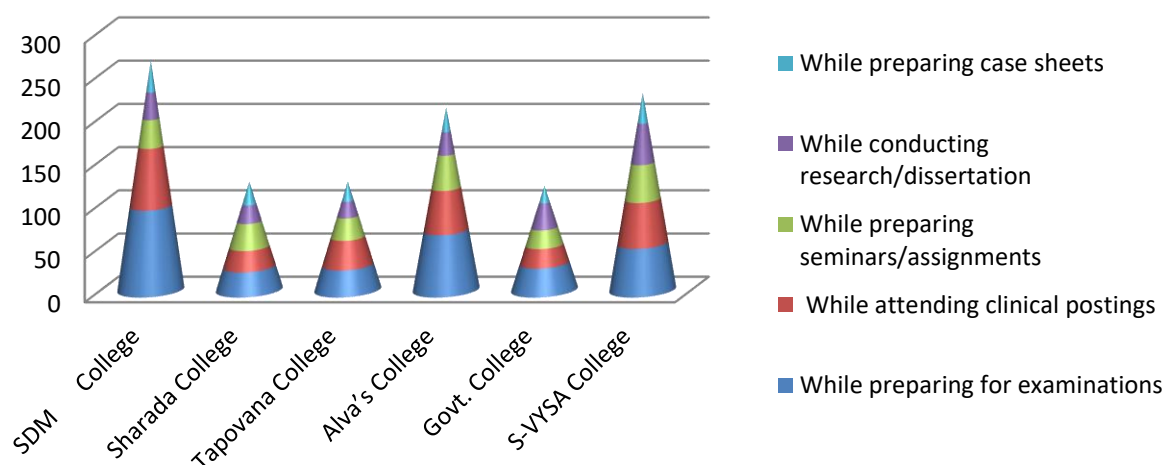
It is concluded that the majority of the respondents across the six institutions display a consistent and periodic pattern of library visitation, predominantly on a weekly or near-weekly basis, rather than either daily or sporadic (monthly) use. This finding has implications for library service planning, suggesting that library resources and

services in these institutions should be optimally scheduled to accommodate the peak weekly usage pattern observed among naturopathy and yogic science students.

Table 4. Distribution of respondents according to their most acutely felt information need for academic work

Sl. No	Information Need	SDM College	Sharada College	Tapovana College	Alva's College	Govt. College	S-VYSA College	Total
1	While preparing for examinations	97 (36.60)	27 (21.60)	29 (23.20)	69 (32.70)	31 (25.83)	54 (23.68)	314 (29.24)
2	While attending clinical postings	69 (26.04)	23 (18.40)	32 (25.60)	49 (23.22)	21 (17.50)	51 (22.37)	245 (22.81)
3	While preparing seminars/assignments	32 (12.08)	29 (23.20)	24 (19.20)	39 (18.48)	20 (16.67)	42 (18.42)	186 (17.32)
4	While conducting research/dissertation	31 (11.70)	20 (16.00)	18 (14.40)	26 (12.32)	29 (24.17)	46 (20.18)	170 (15.83)
5	While preparing case sheets	36 (13.58)	26 (20.80)	22 (17.60)	28 (13.27)	19 (15.83)	35 (15.35)	166 (15.46)
	Total	265 (100)	125 (100)	125 (100)	211 (100)	120 (100)	228 (100)	1074 (100)

Figure 4. Distribution of respondents according to their most acutely felt information need for academic work



From the table 4, the distribution of information needs across the six naturopathy and yogic science colleges shows a clear overall hierarchy, with notable institution-specific variations. Examination preparation is the single most acutely felt information need overall, accounting for the highest share (29.24%) of total responses. This dominance is especially strong at SDM College (36.60%) and Alva's College (32.70%), suggesting these institutions have particularly exam-oriented academic structures that push students toward information-seeking behavior around assessment periods. Clinical postings rank second overall (22.81%), with SDM College (26.04%) and Tapovana College (25.60%) showing the strongest emphasis reflecting the practice-based, hands-on nature of naturopathy education, where real-time information access during clinical work is critical. Seminars/assignments

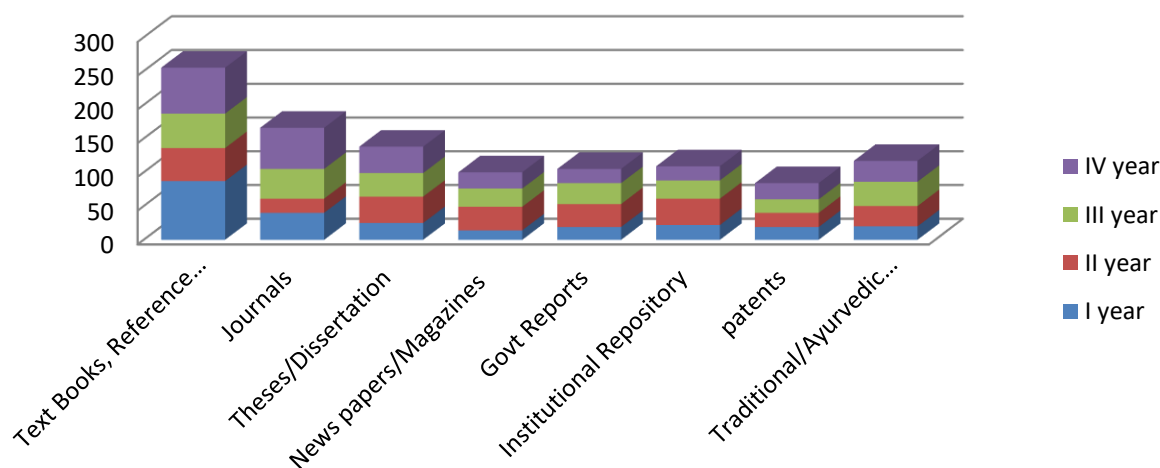
(17.32%) and research/dissertation work (15.83%) occupy the middle and lower-middle positions overall, but Govt. College breaks from this general pattern: it records its highest need for research/dissertation work (24.17%) well above every other institution while examinations (25.83%) are only marginally higher. This is a distinctive finding: unlike the other five colleges, where exam preparation clearly dominates, Govt. College respondents show a comparatively research-oriented information-seeking profile, possibly indicating a curriculum or institutional culture that places stronger emphasis on independent research and academic writing rather than rote examination-centered learning. Case sheet preparation is the least acutely felt need overall (15.46%), though it is comparatively more prominent at Sharada College

(20.80%), hinting at a stronger clinical documentation component there relative to other colleges.

Table 5 Distribution of Respondents according to information sources use in their library

Sl. No	Information Source	I Year	II ear	III Year	IV Year	Total
1	Text Books, Reference Books	87 (35.37)	49 (18.28)	51 (18.82)	68 (23.53)	255 (23.74)
2	Journals	40 (16.26)	21 (7.84)	44 (16.24)	61 (21.11)	166 (15.46)
3	Theses/ Dissertation	25 (10.16)	39 (14.55)	35 (12.92)	39 (13.49)	138 (12.85)
4	Newspapers/ Magazines	14 (5.69)	35 (13.06)	27 (9.96)	24 (8.30)	100 (9.31)
5	Govt. Reports	19 (7.72)	34 (12.69)	31 (11.44)	21 (7.27)	105 (9.78)
6	Institutional Repository	22 (8.94)	39 (14.55)	27 (9.96)	21 (7.27)	109 (10.15)
7	Patents	19 (7.72)	21 (7.84)	20 (7.38)	24 (8.30)	84 (7.82)
8	Traditional/ Ayurvedic Text and Manuscript	20 (8.13)	30 (11.19)	36 (13.28)	31 (10.73)	117 (10.89)
	Total	246 (100)	268 (100)	271 (100)	289 (100)	1074

Figure 5. Distribution of Respondents according to information sources use in their library



5. Distribution of Respondents according to information sources use in their library

The table 5 reveals a clear preference pattern in the information sources used by respondents across all four years of study, with notable shifts in behavior as students progress academically. Text books/reference books emerge as the most preferred information source overall (23.74%), and this is even more pronounced among first-year students (35.37%). Journals rank second overall (15.46%), but with a distinctive pattern across years: usage is comparatively low in I year (16.26%) and II year (7.84%), then rises sharply in III year (16.24%) and peaks in IV year (21.11%). Theses/Dissertations and Institutional

Repository usage both show a similar rising trend from I year through the middle years (peaking around II–III year at 14.55%), before slightly declining in IV year for institutional repository use. Interestingly, Newspapers/Magazines and Govt. Reports show their highest usage in II year (13.06% and 12.69% respectively) rather than in later years, which may reflect a phase where students engage more broadly with contemporary/contextual reading before narrowing into specialized, discipline-specific research sources.

Traditional/Ayurvedic texts and manuscripts show a gradual increase from I year (8.13%) to III year (13.28%), before slightly tapering in IV year (10.73%)

suggesting that engagement with traditional textual sources intensifies as students move deeper into specialized coursework, which aligns naturally with the disciplinary focus of naturopathy and yogic science education. Patents, consistently the least-used source across all years (7.82% overall), indicate that patent literature remains a peripheral information need for this student population likely because patent-based research is less central to a

clinical/therapeutic curriculum compared to conventional science and technology disciplines. It is concluded that Text books/reference books emerge as the most preferred information source overall (23.74%), and this is even more pronounced among first-year students (35.37%) the highest single percentage in the entire table.

Table 6 Distribution of Respondents according to opinion on rate of available subject literature in their libraries

Sl. No.	Institution	Adequate	Highly Adequate	Moderate	Inadequate	Some times Inadequate	Total
1	SDM College	75 (28.30)	59 (22.26)	68 (25.66)	24 (9.06)	39 (14.72)	265 (100)
2	Sharada College	30 (24.00)	31 (24.80)	35 (28.00)	12 (9.60)	17 (13.60)	125 (100)
3	Tapovana College	29 (23.20)	26 (20.80)	37 (29.60)	13 (10.40)	20 (16.00)	125 (100)
4	Alva's College	61 (28.91)	52 (24.64)	46 (21.80)	20 (9.48)	32 (15.17)	211 (100)
5	Government College	29 (34.17)	41 (24.17)	26 (21.67)	11 (9.17)	13 (10.83)	120 (100)
6	S-VYASA College	72 (57.46)	59 (47.18)	42 (33.58)	23 (18.18)	32 (25.45)	228 (100)
	Total	308 (28.68)	256 (23.84)	254 (23.65)	103 (9.59)	153 (14.25)	1074 (100)

From the table 6 Government College shows the strongest positive opinion, with the highest "Adequate" rating (34.17%) and the lowest "Sometimes Inadequate" rating (10.83%) among all institutions suggesting its collection is perceived as meeting student needs comparatively well, though this may partly reflect its smaller respondent base (120). S-VYASA College also reflects strong satisfaction, with 57.46% combined Adequate and Highly Adequate. The highest combined positive score of all six colleges and the lowest Moderate rating (18.42%), indicating a fairly polarized but largely favourable opinion. SDM College, the largest sample (265), shows a more even spread, with a relatively high Moderate rating (25.66%) alongside solid positive ratings, suggesting mixed but broadly acceptable perceptions of the collection. Alva's College mirrors SDM's pattern closely, with over half (53.55%) rating the literature Adequate or Highly Adequate. Sharada and Tapovana Colleges stand out as relatively weaker performers: both show the lowest combined positive ratings (48.80% and 44.00% respectively) and the highest Moderate ratings (28.00% and 29.60%), with Tapovana also recording the highest "Sometimes Inadequate" rating (16.00%) of any college indicating these two libraries may need particular attention to strengthen their subject literature holdings.

Overall, a majority of respondents (52.52% Adequate and Highly Adequate combined) across the six Naturopathy and Yogic Science colleges in Bangalore rated the subject literature available in their libraries positively, while 23.84% expressed dissatisfaction

(Inadequate + Sometimes Inadequate), and the remaining 23.65% held a moderate/neutral view.

7. Conclusion

The study of 1,074 students across six Naturopathy and Yogic Science colleges in Bangalore reveals a female-majority sample (54.38% female, 45.62% male) whose information behaviour is predominantly academic in orientation, with curriculum-related study (32.03%) as the leading purpose and examination preparation as the single most pressing need (29.24%), especially at SDM (36.60%) and Alva's College (32.70%). Textbooks/reference books remain the most preferred source (23.74% overall, 35.37% among first-years), and most students visit the library on a weekly basis, aligning with this examination-driven pattern. These findings suggest that libraries in such institutions should strengthen textbook collections, align service intensity with weekly and exam-period demand, and gradually expose students to broader research and clinical resources as they progress academically.

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