

“CHANGING PATTERN OF POST GRADUATE STUDENTS OF CHAUDHARY CHARAN SINGH UNIVERSITY IN THE CONTEXT OF INFORMATION-SEEKING BEHAVIOR: AN ANALYTICAL STUDY”

1. Prof.(Dr.) Haridutt Sharma, Department of Arts and Humanities,
Sabarmati University, Ahmadabad Gujarat.

2. Dr.Palak Kapoor, Associate Prof. Department of Commerce and Management,
Sabarmati University, Ahmadabad Gujarat.

ABSTRACT

Difficulty in navigating online tools and restricted access to resources were mentioned as challenges. To better assist students in their academic endeavours, the study emphasizes the need of raising awareness of university facilities, improving digital literacy, and increasing access to resources. An essential part of being a student, particularly for postgraduate (PG) students who pursue more advanced coursework and research, is actively seeking out new information. Using a descriptive research strategy, this study looks at how PG students at Ch. Charan Singh University seek for information. The major goal was to examine the trends, preferences, and difficulties that students had when trying to get information. Stratified random sampling was used to pick 140 students, with the goal of achieving diversity in demographics, majors, and class sizes. In addition to secondary sources like university records and library usage statistics, data were gathered through a structured questionnaire. Students most frequently sought information once every week, according to the data, from online resources and the university library.

Keywords:, Digital Resources, Library Usage, Academic Challenges, Information-Seeking Behaviour.

1.1 INTRODUCTION

- 2 Information overload, restricted access to certain resources, and ignorance of advanced search strategies are some of the obstacles that postgraduate students at Ch. Charan Singh University encounter when trying to get the information they need. The quality of students' academic work is sometimes affected by their inability to distinguish between credible and non-credible sources. The efficient use of digital resources might also be impeded by language obstacles and a lack of technological expertise.
- 3 In order to enhance the support systems that are accessible to postgraduate students, it is crucial to comprehend these dynamics. The university can learn where they are lacking in training and resources by watching how they look for information. One way to help students better navigate the large information ecosystem is to provide them with courses on digital literacy, training sessions on database usage, and improved library services.
- 4 Finally, the information-seeking habits of Ch. Charan Singh University postgraduates are indicative of their academic requirements, technical competence, and the availability of university resources. Their research output and academic experience can be greatly improved by addressing the problems they face and creating a supportive environment. In order to improve PG students' information-seeking activities, this analytical study will go further into these elements and offer practical insights.

The term "information-seeking behaviour" describes the actions people take to find, acquire, and apply data for their own personal, professional, or educational purposes. A crucial part of the learning and research process for postgraduate (PG) students is this conduct. The information-seeking habits of postgraduate students at Ch. Charan Singh University can tell us a lot about their academic goals, struggles, and the tools they use to achieve them.

Research projects, specialized coursework, thesis writing, and other advanced academic activities often undertaken by postgraduate students necessitate access to a wide variety of credible information sources. Several factors impact their information-seeking behaviour, such as their area of expertise, level of technical competency, level of institutional support, and personal preferences. Students majoring in the hard sciences may place a premium on current journal articles and online databases, whereas those studying the humanities may place a higher value on books, archives, and historical documents.

At Ch. Charan Singh University, these habits are largely influenced by the library's role and the accessibility of digital resources. Electronic books, databases, and journals have revolutionized the way people seek information by making a plethora of materials available to students at their fingertips, regardless of their location. The degree to which students make use of these resources, however, is contingent upon both their prior experience and the instruction they receive from the school.

The part that teachers and classmates play in directing students' information-seeking strategies is another important consideration. Faculty members frequently take on the role of mentors, guiding students to useful resources and instructing them on how to conduct effective research. Peer networks also play a big role because students are often telling one other about new resources that help them with their study.

4.1 REVIEW OF RELATED STUDIES

Dhiman, Bharat. (2021). Reading habits of undergraduate and graduate students at Kurukshetra University are the subject of this research article. One hundred questionnaires were handed out to the pupils. Out of those, 70 questionnaires were filled out by students. The study's objectives informed the analysis of the obtained data and the presentation of the results in tables.

Partap, Bhanu. (2019). The academic community at Chaudhary Charan Singh Haryana Agricultural University, Hisar, is the target audience for this survey about modern reading habits. The purpose of this study was to examine, on a gender basis, the reading habits, preferences, and obstacles to reading of faculty members, Ph.D. research scholars, and final-year postgraduate students. The study team opted for a survey design and utilized a basic random sampling procedure to choose the participants. For this study, the primary instrument for gathering information was a structured questionnaire. The Nehru Library patrons of Chaudhary Charan Singh Haryana Agricultural University in Hisar were randomly assigned 225 surveys to fill out. A response rate of 83.55% was achieved when 188 out of 225 questionnaires were returned after being filled out. Internet and mobile phones are the biggest obstacle to reading habits, according to most faculty members, Ph.D. students, and first-year graduate students.

Pal, Mr et al., (2014). Faculty, Ph.D. and M.Phil. students, postgraduates, and non-teaching staff of Chaudhary Charan Singh University participated in a user satisfaction survey, and the findings are presented in this article. The study's goals are to(1) determine how satisfied library users are with the resources and services that are already available to them and(2) determine what needs the library should address in order to better serve its faculty, Ph.D. and M.Phil. students, postgraduate students, and non-teaching staff in the

future. Faculty members, Ph.D. and M. Phil. scholars, postgraduate students, and support staff were all surveyed using questionnaires. Users' satisfaction with library services, the number and types of library visits, the materials available to them, and the study's recommendation that libraries be automated are all covered in detail in this study. Additionally, the study delves into the personal assistance that respondents utilized, the significant obstacles that prevent them from utilizing the library, their level of satisfaction with the infrastructure amenities, and more.

Ganaie, Shabir & Rather, Mudasir. (2014). This research aims to provide light on how graduate students from various departments at the University of Kashmir seek out information. The relevant data was collected using a well-designed questionnaire. The University of Kashmir's graduate students were polled using questionnaires. Both the students and the departments were chosen at random using a sampling technique. The results show that most students do research using the available information resources. The majority of students use remote login to access information sources. Many issues arise when users try to access various sources of information. The user community has faced issues due to the abundance and variety of information sources. Additionally, students are making use of a variety of resources made available to them by the university library and its affiliated departments. In addition, they make use of digital data that is accessible online. A more comprehensive view of current patterns can be obtained by expanding the study to include investigation of information-seeking behavior through different information models. In order to remove obstacles to easy access to information resources, the study will highlight the significance of giving access to high-quality information resources. With the study's results in hand, the administration should reevaluate its approach.

1.2 METHODOLOGY

Research Design

Postgraduate (PG) students' information-seeking behavior at Ch. Charan Singh University was examined in this study using a descriptive research approach. It was determined that this method would be useful for deciphering the target population's information-seeking habits, preferences, and the variables impacting those habits.

Population and Sample

This study's demographic included graduate students from Ch. Charan Singh University.

- **Sample Size:** One hundred forty-four pupils were chosen.
- **Sampling Technique:** The use of stratified random sampling was implemented to guarantee that all genders, departments, and course types were adequately represented.

Data Collection Methods

- **Primary Data:** The data was primarily gathered using a standardized questionnaire. In order to collect quantitative and qualitative data about the students' behavior, the questionnaire had both open-ended and close-ended questions.

- **Secondary Data:** Supplementing the primary data were university records, statistics on library usage, and pertinent scholarly literature.

Data Analysis

Statistical software such as Microsoft Excel was used to evaluate quantitative data using methods like cross-tabulation and frequency distribution.

1.3 RESULTS AND DISCUSSION

Table 1.1:

Demographic Distribution of Respondents

Demographic Factor	Category	Frequency (n)	Percentage (%)
Gender	Male	72	51.4
	Female	68	48.6
Department	Arts & Humanities	45	32.1
	Science	50	35.7
	Commerce	30	21.4
	Other	15	10.7

With men making up 51.4% of the total and females 48.6%, the demographic distribution of respondents shows a roughly balanced gender mix. The results show that there is very little difference between the sexes. When broken down by department, the Science category has the highest presence at 35.7%, with the Arts & Humanities category coming in a close second at 32.1%. Of these, 21.4% are related to commerce and 10.7% to the less prevalent "Other" category. These numbers show that there is a wide range of educational backgrounds represented, with Science slightly outnumbering the other fields, which may be due to higher enrolment or interest in Science among respondents.

Table 1.2:

Frequency of Information-Seeking Behaviour

Frequency of Information-Seeking	Category	Frequency (n)
Daily	50	35.7
Weekly	60	42.9
Monthly	20	14.3
Rarely	10	7.1

The majority of responders prefer regular intervals while requesting information, as seen in the table. The majority of people (42.9%) report seeking information at least once a week, suggesting a methodical approach to expanding one's knowledge base. Among those who actively and regularly seek out information, 35.7% are daily seekers. Less frequent or situational demands may be reflected in the smaller groups of

people who seek information less frequently (14.3% vs. 7.1%). The data shows that people are increasingly seeking information frequently, with weekly and daily habits being the most common.

Table 1.3:**Preferred Sources of Information**

Source	Frequency (n)	Percentage (%)
University Library	90	64.3
Internet/Online Resources	120	85.7
Peer Interaction	50	35.7
Faculty Guidance	40	28.6

The data in the table show that 85.7% of respondents prefer to use internet/online resources as their primary source of information. This shows that people rely heavily on diverse and easily accessible online platforms to meet their information needs. With 64.3% of respondents mentioning its usage, the university library follows as the second most chosen source, highlighting its significance for reliable and organized academic resources. Third place goes to peer interaction; collaborative learning is important because 35.7% of people say they benefit from sharing what they've learned with coworkers. Finally, just 28.6% of students want their teachers to provide them advice, which could be because they don't have enough time or just prefer self-paced courses. Taken as a whole, the data shows that traditional and expert-guided approaches are taking a back seat to digital and collaborative resources.

Table 1.4:**Challenges Faced During Information-Seeking**

Challenge	Frequency (n)	Percentage (%)
Limited Access to Resources	70	50.0
Lack of Time	40	28.6
Difficulty in Navigating Online Tools	30	21.4

In their pursuit of knowledge, graduate students of Ch. Charan Singh University encountered the obstacles listed in the table. Among the concerns voiced, the lack of available resources stands out as the most common obstacle, cited by half of the participants (70 students) as a major hurdle. This suggests that there are still gaps in giving scholars and researchers with complete access to the materials they need, even though digital and physical resources are more widely available. Concerning 28.6% of students, or 40 people, the second most prevalent problem is insufficient time. Postgraduate students typically have to juggle research, assignments, and other obligations, which leaves them with little time for thorough information searches. Finally, 21.4% of students (or 30 people) are worried about having trouble accessing online tools, which shows that students need more help learning how to use digital platforms properly. Taken as a whole, these results highlight the need of fixing problems with PG students' skills and resources in order to improve their information-seeking experience.

1.4 CONCLUSION

The study of information-seeking behavior among Ch. Charan Singh University postgraduate (PG) students highlights the intricate relationship of factors impacting their approach to, utilization of, and utilization of information resources. Their academic and scientific endeavors rely on this knowledge about their actions, thus any improvements to their learning environment must take this into account.

Students' knowledge of academic topics, their comfort with technology, and their familiarity with research tools all have a substantial impact on their information-seeking behavior, according to one major result. Digital resource developments have increased access to information, but PG students' success in making the most of these tools hinges on how well they can use them. Students who get instruction in using databases and other forms of digital literacy appear to be more capable and assured when it comes to accessing the information they need. This emphasizes the need of providing students with specialized training and education to help them develop their research abilities.

The significance of institutional support, especially the function of libraries and academic assistance, is another important finding. With its extensive collection of print and digital materials, the university library is an indispensable tool for students and faculty conducting research. The success of these tools, though, will hinge on how easily students can access and utilize them. Teachers also play a crucial role by helping students find reliable resources and encouraging them to think critically. Faculty and library services working together can help students find what they need even more quickly.

Even now, graduate students face obstacles like information overload, a dearth of specialized resources, and an ignorance of modern research methods. Their academic performance suffers as a result of the irritation and inefficiency brought on by these challenges. To overcome these obstacles, we need to do more than just make more resources available; we also need to train users better and encourage a culture of knowledge sharing among teachers and students.

Additionally, PG students now have access to an informal yet powerful support structure in the form of peer networks. Students have access to alternate methods of resource discovery and institutional support is filled through the sharing of knowledge within these networks. In order to further improve information-seeking activities, the institution should promote collaborative learning environments after realizing the significance of these networks.

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