

INFORMATION SEEKING PATTERN OF SOCIAL SCIENCE RESEARCH SCHOLARS AT UNIVERSITY OF DELHI IN DIGITAL ENVIRONMENT: A STUDY

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ABSTRACT

The behaviour of information seekers is changing rapidly in the age of digital communication. Information and communication technology (ICT) has advanced quickly today and has a significant impact on how easily people may obtain information. Today, all researchers mostly rely on the Internet to collect material for their work, for fun, for producing papers and presentations, and for current information. Numerous magazines, research papers, e-theses, e-journals, and other resources are accessible over the Internet for free or a fee, making it much easier to collect literature. With these facts in mind, the current study is an effort to address the study's difficulty. ICT has an impact on academic, scholarly, and scientific user communities' information-gathering practises in addition to document management in libraries. In the Google Age, users also expect their information delivered to their door in the shortest amount of time and without a physical visit. Libraries now have a greater obligation than ever to assist users and researchers, give them specialised information, and save their valuable time. The purpose of this study is to address the Information Seeking Behaviour (ISB) pattern of research scholars in the social sciences at the University of Delhi.

Keywords: Information Seeking Behaviour, University of Delhi, Sociology, Economics, Adult Education, Social Science, Political Science, etc.

1. INTRODUCTION

The library, a genuine treasure trove of knowledge, serves as a center for the creation of new ideas and knowledge in addition to collecting, preserving, and disseminating information. A well-stocked library is necessary for both teaching and research. The rapid growth of information technologies has had a significant impact on how Libraries and Information Centers (LICs) provide information services to consumers. ICT has an impact on academic, scholarly, and scientific user communities' information-seeking behaviors in addition to document management in libraries.

The libraries are known as the information resource centers for the students, researchers, and faculty members, where the information seekers come to find and use the information for different purposes. From the beginning, the libraries provide the resources in a traditional way and they are witnessing the changing information seeking behavior of the users. But the incremental technological changes have forced the libraries to change according to the technology. In this age of information where everyone needs right (accurate) information at the right time at their fingertips. The information users like, scientists, researchers and others search the information through different methods and techniques from different types of sources in different ways. Therefore, it is difficult to predict the information seeking behavior of the users.

2. REVIEW OF LITERATURE

The beginning of the twenty-first century resulted in a dramatic shift towards electronic communication of scholarly information. Google can provide overwhelm information which is again hard to find the pinpointed information from a bunch of information database. Therefore, with the advent of computer technology is a drastic change in information storage and retrieval. Kavitha and Chandrashekara (2022) found that school libraries contain the energy that enlightens and encourages students' creative minds. According to the survey, it is now simpler for students to access a wide range of educational resources for the improvement of their academic and personal information. Laskar & Dasgupta (2022) discussed the rapid development of technology has altered how people look for, gather, organize, and retrieve information. The habits of seeking information have been significantly impacted by technology.

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Oliveira, Carroll and Greenidge (2022) sought to ascertain how well Andrews University's James White Library meets the information needs of graduate students enrolled in distance learning programs and to look at their information-seeking habits to learn how they obtain materials for their online courses. Even though some off-campus students were happy with the services and materials provided, the data suggested that the library could adjust its services to better suit students' academic demands and come up with marketing plans to raise awareness of its products. Chanda (2021) surveyed university students in the Guwahati Metro to learn what services the college library offers to satisfy users' needs. She also wanted to learn about their information-seeking habits and get suggestions for how to improve the current library situation. The survey's conclusions demonstrated that students use the Google search engine and the OPAC to acquire information, primarily for academic studies and competitive exams. Findings also indicated that the biggest obstacle is a lack of study materials and information sources, as well as a limited range of internet connectivity. e-Roigues, M. C., & Manekar, B. (2021) surveyed that all educational activities are suspended during a pandemic. Then, at that time, information-seeking behavior also changed. It is crucial and fundamental to investigate how faculty and students changed their information-seeking behaviors during the pandemic to understand the challenges they encountered while trying to find and access the information they needed. The widespread use of the Internet in education has flooded the teaching and learning process with digital resources and significantly altered many viewpoints and aspects of academic life, including students' reading habits. Eswaramma (2021) talked about how libraries were dealing with fresh difficulties as a result of the advancement of technology. The user's pattern of information consumption has expanded in this evolving context. The goal of the current study is to examine the information-seeking behaviors and usage patterns of female students enrolled in government degree programs in Kurnool District, A.P. Hadavi & Farhadpoor (2021) studied the relationship between information-seeking and information-processing preferences, as well as how information anxiety influences it and discovered that anxiety and the way one processes information analytically interact significantly. Kharat and Azeeza (2021) explored that a library is a collection of information sources and other materials that have been hand-picked by specialists and made available to a certain community for use as a resource or for borrowing. This study identifies the user's awareness of, and use of, resources and services to develop new goods and services for the users' satisfaction. It is also expected to assist the library authority in adopting appropriate strategies to develop their collection building and offer more effective library services. Kumari & Sharma (2021) provided a critical evaluation of a few studies on the information-seeking behavior of patrons of academic libraries in a digital environment. Mallik & Sahu (2021) discussed information is a basic need of life and communities cannot develop without it. They attempted to analyze the information demands of a tribal group in their study, which indicated that these needs and methods of gathering information vary depending on the location. Parvathamma & Mahadevagouda (2021) discovered the needs range from fundamental information on a particular topic to information for fact-checking, supporting evidence in the form of images, and public opinion to comprehend newspaper journalists' information demands. Pateria, Partap and Kumar (2021) discovered in their investigation of the information-seeking habits of postgraduate students in various fields of agricultural science, that the respondents were well-aware of the library's resources. Singh (2021) investigated how ICT can affect students at Devi Ahilya Vishvavidyalaya in Indore's reading and information-seeking behaviors and discovered that the students were aware of electronic resources. Yadav and Kumar (2021) found that libraries provide excellent resources, services, and contemporary technology, demonstrating their tremendous ability to offer a favorable setting for satisfying students' thirst.

The review has demonstrated that significant and substantial work has been done on several issues pertaining to usage, access, use pattern, methods, approaches, information-seeking behavior, etc. This shows that although there has been a lot of research on information-seeking behavior generally, there have not been many articles published with the ISB on the digital environment among the research experts. The research on "Information Seeking Pattern of Social Science Research Scholars at University of Delhi in Digital Environment" will be relevant in light of the literature.

3. OBJECTIVES OF THE STUDY

The study was taken up to keep in mind the following objectives.

- i) To know the pattern of ISB of research scholars in the digital environment;
- ii) To know the factors which influence the ISB of research scholars under study; and
- iii) To find out the strategies for improvement in ISP in finding resources and services.

4. SCOPE OF THE STUDY

The scope of the present study was restricted to research scholars pursuing their M.Phil. & Ph.D. in the selected departments viz., Economics, Political Science, African Studies, East-Asian Studies, and Sociology; under the Faculty of Social Science, North Campus, University of Delhi. The study will be based on the survey of the systematic/convenient sampling of the population. The pattern followed by the research scholars nowadays and the development of technology were taken into consideration when choosing the departments.

5. METHODOLOGY

This study used the survey methodology. With the specified objectives and scope in mind, a structured questionnaire with both open-ended and closed-ended questions was created. During the survey period, the research team interacted with those who were present in the study university departments and libraries using the stratified random sampling approach.

6. DATA ANALYSIS AND INTERPRETATION

Between September 2022 and January 2023, 150 questionnaires were delivered to the research scholars working in five chosen departments of the Faculty of Social Sciences at the University of Delhi. A response rate of 77.33% was obtained from those responses, totalling 116.

6.1 Demographic Information

To learn more about the study scholars' demographics, a simple query was posed. Table 1 displays the responses that were submitted.

Table 1: Demographic Information of Respondents (N=116)

Age Group	M.Phil.		Ph.D.		Post-Doc.		Total (%)
	34.48%		62.93%		2.59%		
	Male	Female	Male	Female	Male	Female	
Below 25 Years	3	7	1	1	0	0	12 10.34%
25-30 Years	5	10	18	27	0	0	60 51.72%
Above 30 Years	6	9	12	14	1	2	44 37.93%
Total (%)	14	26	31	42	1	2	116
	12.07%	22.41%	26.72%	36.21%	0.86%	1.72%	
	40		73		3		
	34.48%		62.93%		2.59%		
	Male (%)		46	Female (%)		70	
		39.66%			60.34%		

According to the respondents' degree of research, Table 1 categorizes the respondents' age groups, showing that 10.34 percent of respondents were under 25 years old, 51.72 percent were between 25 and 30 years old, and 37.93 percent were over 30 years old. The table shows that there were 60.34 percent female respondents and 39.66 percent male respondents regarding the respondents' gender. It can be said that women make up most research scholars. Additionally, it shows that younger girls participated more in the research activities.

6.2 Use of Internet

The internet has become synonymous with information searching in our digital age. With the assistance of social networking sites, the researchers communicate with everyone. The research scholars also questioned why people use the internet, which was a crucial question. Table 2 contains the responses that were submitted.

Table 2: Purpose of use of Internet

Sr. No.	Purpose	Total (%)
1	Research Work	110 (94.83)
2	Social Media	113 (97.41)
3	Quick Answers	26 (22.41)
4	Instant Messaging/Chatting	110 (94.83)
5	Video Streaming	89 (76.72)
6	Voice over Internet Protocol (VoIP)	39 (33.62)
7	Other (News)	5 (4.31)

Note: Percentage exceeds 100 percent because respondents were allowed multiple answers.

According to Table 2, 94.83 percent of academics use social media, 97.41 percent use instant messages, 94.83 percent use video streaming, and 94.83 percent use the Internet for research. However, based on the discussion and observation, the research scholar's use of the internet had a specific goal, namely to do the assigned academic and research tasks. As the academic community may benefit greatly from the internet's research capabilities. As a result, in the digital age, it is impossible to overlook the function of the internet in information gathering.

6.3 Use of Social-Media

In the current digital age, social media is crucial for research researchers to communicate with their colleagues and many more people simultaneously. Consequently, a question was included in the questionnaire to inquire about the researchers' use of social media. Table 3 displays the responses that were provided by the respondents.

Table 3: Use of social media

Sr. No.	Social Media User	Total (%)
1	Yes	113 (97.41)
2	No	3 (2.59)
Total		116 (100)

Table 3 shows that in the digital age, social media use for academic and research purposes has also significantly expanded. Table 3 demonstrates that 97.41% of respondents use social media platforms. Researchers have been seen to spread academic knowledge across several social media platforms. The research community frequents these websites the most.

6.4 Use of Social Networking Platform

The use of SNS for their information where the respondents were given options as stated in Table 4.

Table 4: Use of Social Networking Platform

Sr. No.	Platform	Total (%)	Percentage	
1	What's App	114 (98.28)	98.28%	
2	Facebook	102	87.93%	
3	ResearchGate	69	59.48%	
4	Instagram	59	50.86%	
5	Twitter	56	48.28%	
6	Hike	40	34.48%	
7	Swayam	16	13.79%	
8	Any Other	Google Scholar	2	1.72%
		LinkedIn	1	0.86%

Note: Percentage exceeds 100 percent because respondents were allowed multiple answers.

Table 4 shows that Facebook is used by 87.93% of respondents, which is followed by What's App,

which is utilized by 98.28% of SNS users. Another significant research SNS that has popularity among researchers—59.48 percent—is ResearchGate. Twitter is a significant SNS, with 50.86 percent of respondents using it, followed by Instagram with 48.28 percent, as the digital age is recognized for social communication. According to Table 4's findings, just 1.72 percent of researchers choose Google Scholar, while 0.86 percent prefer LinkedIn.

6.5 Use of Internet based Information Source

Another inquiry was posed to determine which internet-based information providers the research academics preferred. Table 5 displays the responses that were provided by the respondents.

Table 5: Internet Based Information Services

Sr. No.	Service	Total (%)
1	World Wide Web (www)	113 (97.41)
2	E-mail	105 (90.52)
3	YouTube	86 (74.14)
4	Chatting/Instant Messaging	89 (76.72)
5	Library Blogs	60 (51.72)
6	Discussion Group	49 (42.24)
7	Academic Blogs	47 (40.52)
8	Skype	35 (30.17)
9	Bulletin Board Service	16 (13.79)
10	Remote Login	13 (11.21)

Note: Percentage exceeds 100 percent because respondents were allowed multiple answers.

Table 5 reveals that 97.41 percent of respondents prefer the World Wide Web, whereas 90.52 percent prefer email. Scholars preferred to display video content over YouTube in 74.14 percent of cases. In the digital age, research academics also chose instant messaging as the fastest and most real-time means of communication. This preference stands at 76.72 percent. On the other hand, 42.24 percent of scholars favored Discussion in Group platforms for information seeking in the digital era, while 40.52 percent of scholars chose the prevalent and developing phenomena known as "Academics Blog" among research academics. 51.72 percent of scholars agreed that 'Library Blog' is useful for disseminating knowledge about academic activities and research. As the data reveals, Skype is yet another vital instrument that fosters communication among scientists.

6.6 Access of Information Source

Understanding the kind of information that students use to carry out their research and academics is crucial. Keep in this in mind, Table 6 contains the responses.

Table 6: Accessed Information Sources

Sr. No.	Information Sources	Total (%)
1	E-Journals	111 (95.69)
2	Reference Books	102 (87.93)
3	Subject Books	96 (82.76)
4	Thesis/Dissertations	85 (73.28)
5	Information Bulletin	66 (56.90)
6	E-Books	79 (68.10)
7	Back Volumes of Periodicals	52 (44.83)
8	Standards	32 (27.59)
9	Multimedia Sources	33 (28.45)
10	E-Newsletters	20 (17.24)
11	Reprints	15 (12.93)
12	Back Volumes of Newspapers	26 (22.41)

Note: Percentage exceeds 100 percent because respondents were allowed multiple answers.

Table 6 shows that 95.69% of academics chose electronic journals, while 87.93% preferred reference books. In this digital age, academics have improved their ability to disseminate information online. Subject Books are used by 82.76 percent of students to complete their homework and research

assignments. Prior research theses and dissertations are valued by 73.28 percent of researchers because they confirm that past research aids in current research efforts. By 56.90% and 68.10% of researchers, respectively, the information bulletin and E-books are the other two information sources that are frequently visited. In this digital world, researchers favored using electronic journals, reference books, and other materials.

6.7 Use of E-resources

The rise of electronic resources over print materials in the digital age is a brand-new phenomenon. The following query was added to the survey to determine how many e-resources were used. Table 7 includes the responses that were submitted.

Table 7: Use of E-resources

Sr. No.	E-resources	Total (%)
1	Electronic Journals	110 (94.83)
2	Electronic Books	102 (87.93)
3	Databases	95 (91.90)
4	Electronic Thesis/Dissertation	85 (73.28)
5	Online Reference Sources	66 (56.90)

Note: Percentage exceeds 100 percent because respondents were allowed multiple answers.

Table 7 displays the information-seeking behavior of e-resources and indicates that 73.28 percent of respondents favored electronic theses and dissertations, whereas 94.83 percent of scholars used e-journals, 87.93 percent used e-books, 81.90 percent used e-databases, and 81.90 percent used e-books.

6.8 Usage Pattern of Information Source

Electronic resources have become increasingly vital for meeting researchers' needs quickly and anytime in the digital age. The options listed in Table 8 were chosen by the respondents in order to determine their preferred utilization of information sources.

Table 8: Usage pattern of Information Source

Sr. No.	Source	Weighted Mean	Rank
1	E-journals	4.38	1
2	Print Sources	4.04	2
3	Online Reference Sources	3.89	3
4	Discussion with Colleagues	3.76	4
5	E-reports	2.81	5
6	Online Indexing Services	2.78	6
7	E-books	2.76	7
8	E-Theses	2.22	8

A ranking of the information sources that science research researchers favor is shown in Table 8. The most popular among academics, e-journals, receive the top spot. The print sources earned second place. The data also indicated a distinctive pattern: academicians prefer online reference materials when working in a digital context. Although there are many online sources, academics prefer them, but they still have an interest in paper materials and the digital world, as seen by this.

6.9 Top 10 Online Databases of the University of Delhi used by Social Science Research Scholars

The University of Delhi offers 80 online databases for researchers and its academic members in the main science disciplines, of which the following ten databases are listed, as part of its ongoing commitment to making research meaningful and qualitative. A question asking the respondents to list their top five favorite online databases was asked while keeping this in mind. Table 9 provides a ranking of the top ten science databases.

Table 9: Top Ten Online Database of the University of Delhi

Sr. No.	Database	Total (%)
1	Wiley Online Library	92 (79.31)
2	Cell Press/Elsevier Science/Science Direct	83 (71.55)

3	Taylor and Francis	71 (61.21)
4	Oxford University Press	57 (49.14)
5	Springer Online Journal	53 (45.69)
6	J-STOR	69 (59.48)
7	Sage Journal Online	63 (54.31)
8	J-Gate	59 (50.86)
9	Emerald Insight	89 (76.72)
10	Oxford University Press - Social Science Journals	71 (61.21)

Note: Percentage exceeds 100 percent because respondents were allowed multiple answers.

According to Table 9, the majority of respondents i.e. 79.31 percent, looked for the information they needed on Wiley Online Library, while 76.22 percent used Emerald Insight. As a result, the respondents employed the well-known and frequently used online database to finish their research. The investigation shows that some online databases with a good reputation received more answers than others.

6.10 Methods and Sources for Current Awareness

In the current digital era, when everyone keeps up with the news through websites, mobile applications, email, etc., an effort is made to understand the techniques and resources for their knowledge and expertise. The next inquiry was aimed at finding out the research researchers' present methodologies and sources of knowledge. The respondents were given the option listed in Table 10 for their choice.

Table 10: Methods and Sources used for current Awareness

Sr. No.	Methods	Total (%)	
1	Attending professionals' conferences, seminars, and workshops	111 (95.69)	
2	Browsing Latest E-resource	95 (81.90)	
3	Discussion with colleagues	69 (59.48)	
4	New Arrivals in Library	68 (58.62)	
5	Consulting expert in subject field	78 (67.24)	
6	Mass Media (TV, Radio & Newspapers)	56 (48.28)	
7	Through e-mail alerts (Listserv)	49 (42.24)	
8	Through current awareness services of libraries like CAS, SDI & Content Page Service	35 (30.17)	
9	Scanning recent issues of abstracting & indexing tools	31 (26.72)	
10	Other	Google Scholar	13 (11.21)
		ResearchGate	10 (8.62)

Note: Percentage exceeds 100 percent because respondents were allowed multiple answers.

According to Table 10, the majority of respondents, or 95.69 percent, favored "Attending professionals conferences, seminars, and workshops," while 81.90 percent liked "Browsing Latest E-resources." But 59.48 percent of the research scholars chose "Discussion with colleagues" and "New Arrivals in Library," both of which have an impact on academics and research. It has been noted that libraries today offer chances for group discussions as well. Table 10 showed that 67.24 percent don't think twice to seek advice from subject-matter experts. According to the analysis, 48.28% of respondents think that mass media, including TV, radio, and newspapers, may play a big part in current awareness. Similar to this, 42.24 percent of students learn about the digital era through Listserv and email alerts. The data demonstrates that just 30.17 percent of respondents were aware of CAS, SDI, and other traditional library services, which has reduced the likelihood that they would become informed.

6.11 Factors affecting E-resources

A question was posed because it was important to understand the variables influencing researchers' access to and use of electronic resources. Table 11 provides a list of the choices presented to responders.

Table 11: Factors Affecting the E-Resources

Sr. No.	Factors	Total (%)
1	Faster Communication	102 (87.93)
2	Open Access	91 (78.45)
3	Currency of Information	86 (74.14)

4	Availability of Content	71 (61.21)
5	Convenience of use	68 (58.62)
6	Ease of understanding	67 (57.76)
7	Completeness of coverage	57 (49.14)
8	Ease of use	42 (36.21)

Note: Percentage exceeds 100 percent because respondents were allowed multiple answers.

According to Table 11, open access is important to 78.45 percent of respondents, faster communication is important to 87.93 percent of respondents. However, whereas 61.21 percent of scholars are impacted by the availability of full-text material, 74.14 percent of scholars are impacted by the information's currency. The convenience of use, which accounts for 58.62 percent, and completeness of coverage, which accounts for 49.14 percent, are significant criteria that influence e-resources. Since there are numerous factors that can affect access to e-resources, libraries have put appropriate measures in place to ensure easy access.

6.12 Web Literacy Skills of Researchers

It was crucial to understand the research scholars' web literacy because the study is based on information-seeking behavior in the digital age. Thus, the scholars posed the following query. The responses are listed in Table 12 below.

Table 12: Web Literacy Skills of Users

Sr. No.	Web Literacy Skills	Weighted Mean	Rank
1.	Familiarity with full-text databases of e-journals (e.g., Elsevier, JSTOR, Emerald)	4.01	1
2.	Awareness of search engines (e.g., Google, Google Scholar, Yahoo) to find e-journal articles	3.96	2
3.	Accessing e-journal articles through the web quickly	2.99	3
4.	Evaluation of the quality of an e-journal	2.66	4
5.	Effective use of advanced searching techniques (Boolean operators – AND, OR, NOT) to retrieve relevant articles	1.64	5

The responses are listed in Table 12 according to rank, which demonstrates that academics are familiar with full-text e-journal databases because they received the top spot. The fact that it obtained second place in the table indicates that academics were also quite knowledgeable about various search engine kinds. The data also showed that because the article was ranked third, scholars can immediately access it online. Another significant analysis that came in fourth and fifth place, respectively, demonstrates that academics are competent enough to conduct sophisticated searches and assess the caliber of publications. One scholar can anticipate being skilled enough to not only critically analyze the content but also to be aware of various search tactics during the research process. These are the characteristics that a research scholar must possess.

6.13 Problems Faced in Information Seeking

Finally, an effort has been made to identify the main challenges encountered by researchers while locating material in libraries.

Table 13: Problems faced in Information-Seeking

Sr. No.	Problems	Total (%)
1	Required material is not available	86 (74.14)
2	Lack of currency (up-to-date) of information	82 (70.69)
3	Information is scattered in too many sources	69 (59.48)
4	Information sources are very expensive	67 (57.76)
5	Time consuming/Difficult to retrieve	67 (57.76)
6	Lack of training in electronic resources/products	63 (54.31)
7	Latest information sources are not available	63 (54.31)
8	Lack of time for searching	57 (49.14)

9	Language	55 (47.41)
10	Information sources are located far away	49 (42.24)
11	Time required for learning new technologies	48 (41.38)
12	Non availability of electronic resource (e-journals & databases)	43 (37.07)
13	Unable to access information on Mobile Devices	36 (31.03)

Note: Percentage exceeds 100 percent because respondents were allowed multiple answers.

According to Table 13, a lack of material availability affects 72.36 percent of students, followed by a lack of current knowledge, which affects 68.29 percent of students. 56.1 percent of academics said that there were numerous sources for the information. 53.66 percent of academics said that because of their size, information sources can be challenging to find. The libraries struggle to stay current and maintain their collection of the most recent information sources, as reported by 43.9 percent of the scholars who replied to the survey. Libraries usually make an effort to discover information sources so that users may access them, yet 39.84 percent of researchers reported having trouble doing so.

The report also shows that 42.28 percent of academics thought that using the libraries' OPAC or Web OPAC took more time than normal. Table 4.19 further shows that 44.72 percent of students and 42.28 percent of students, respectively, indicated that learning how to use electronic resources and overcoming language barriers are other issues that need to be taken into account and provided as more important for gaining access to the information. The study also shows that there are certain issues that the scholar is still having. They themselves need to develop their abilities. Despite the fact that access to information via "Mobile Devices" is still relatively new, 26.83 percent of respondents reported the same issue with libraries.

7. MAJOR FINDINGS OF THE STUDY

The study met its goals and produced insightful results. The study's data analysis and interpretations lead to the following conclusions. Finding patterns in the information-seeking behavior of research researchers at the University of Delhi was the goal of the study. The main conclusions are:

- (i) Female PhD scholars in the age group of 25-30 years who use libraries for their studies make up most of the respondents.
- (ii) Most of the respondents access social media, primarily WhatsApp, to communicate with their friends, coworkers, and superiors as well as to search the internet for the information they need.
- (iii) Since they have good literacy skills and use e-resources, e-journals are preferred over all other listed information sources (first rank out of the top ten databases) by the majority of respondents, who are familiar with full-text databases of e-journals (e.g., Elsevier, JStore, Emerald, etc.).
- (iv) Despite the abundance of resources in the library, the majority of respondents report that they frequently cannot find the precise materials they need there.

8. SUGGESTIONS

On the basis of the study, the following recommendations have been made:

- (i) The library should offer remote access, so that patrons can access the desired articles and journals from any location.
- (ii) The University Library ought to offer a course on "How to access various electronic resources or products" for Masters-level students.
- (iii) The library should hold half-yearly seminars on conducting research and workshops on using learning software.
- (iv) The main obstacle to researchers' ability to do their work is that the library collection is not constantly updated, as was discovered during the study.
- (v) The quantity of books is listed in the OPAC search but not on the shelf. Therefore, the books were properly corrected, and the position of the books' records was maintained.

9. CONCLUSION

The study highlights the information-seeking behavior of research scholars and discusses the information-seeking pattern of research scholars broadly. This includes how research scholars look for scholarly work to read and cite as well as other information for their work, like knowledge about potential journals to look in, what research topics may have the greatest impact, and how to keep up with new methodological approaches. The study met its goals and produced insightful results. The investigation has uncovered several facets of library customers' information searches.

The user approach through the subject to locate their knowledge has been the study's main focus throughout. The majority of users seek information for the purpose of preparing class notes and updating their knowledge, and they discover that websites are preferred over books as online resources. The e-dissemination of information has a favorable impact on information-seeking habits because it makes knowledge accessible quickly, anywhere, and at any time. E-dissemination makes it simpler to find information. They use social media extensively to conduct their studies and communicate with peers about their issues. Researchers have average online literacy skills and can use the internet to find relevant readings. The study also sheds light on the shortcomings and challenges experienced by scientists doing research. They all need to get better in terms of online literacy and abilities so they can handle the many issues with information retrieval. On the other side, in order to lessen the difficulties experienced by research scholars, library management must also make significant modifications to the library.

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