

Promoting Information Literacy among Students of Dr. Hari Singh Gour University Sagar

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Abstract

The purpose of this study is to examine the information literacy skills of students at Dr. Hari Singh Gour University (HSGU) Sagar. The present study was conducted on the students of (HSGU) who are currently enrolled in various courses. A questionnaire was used to collect primary data out of 300 (random sample) questionnaires distributed, 284 students responded.. The descriptive statistics and the chi-square test of independence were used to analyze the data.

Keyword- Information literacy (IL), Information retrieval, Research ethics, User education, Academic libraries, Hari Singh Gour University, Sagar.

Introduction

The delivery of information literacy instruction to students has become increasingly important as a result of the proliferation of electronic resources and the increased use of the internet as a source of information. It is unavoidable that the amount of available and accessible information in the world is rapidly increasing, which raises the importance of information literacy in all fields, particularly in the academic community. This generation of students is privileged to be a part of the information-explosion universe. They can access more information than previous generations and are able to use multi level libraries by using different devices such as their mobile phones. If

only the information itself mattered, we could say that today's students are more successful than previous students. However, it is not the information itself that is important, but rather the ability to manage a massive amount of information that is available these days.. Exposure to information does not make us informed unless we easily are able to deal with it.

What is information literacy?

Literacy has traditionally been defined as the ability to read and write. However, there appear to be different types of literacy such as audio visual literacy, print literacy, computer literacy, media literacy, web literacy, technical literacy, functional literacy, library literacy, and information literacy are just a few examples. Nominal and active literacy are also concerned with making people aware of the importance of reading and writing in their daily lives. Information literacy is not the same as the preceding. It is a synthesis of all of these ideas, but it goes beyond them.

According to the American Library Association -“Information literacy is a set of abilities requiring individuals’ to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

According to CILIP “Information Literacy knows when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.”

Review of Literature

Jeremy, Atkinson (2021) study includes an overview of technology and change management in academic libraries, as well as a comprehensive literature evaluation. Technologies advances pertinent to academic libraries are considered, as well as trends, the use of specific technologies, change management in academic libraries, and changes in allied areas. Malliari et al. (2014) believe

that information literacy should be integrated into secondary school education, as well as the development of online information literacy tutorials. Furthermore, Nilsen (2012) discovered that the majority of postsecondary instructors assume that librarians are entirely or partially responsible for providing this information literacy (IL). According to Jessy et al. (2016), information literacy instruction has a positive impact on effective learning of information literacy skills. Evidence suggests that first-grade students were more literate, which can be attributed to the effect of frequent computer use.

Objectives of Study

The present study aims to:

1. Determine the level of information literacy awareness among respondents under study
2. Analyze the frequency and purpose of library visit by students
3. Identify the ability to use ICT for information communication by the respondents
4. know the frequency of gender wise visit by students

Scope of the Study

The study primarily focuses on the Information Literacy skills of the students of Dr. Hari Singh Gour University, Sagar in identifying, locating, searching, accessing, retrieving, and using information from both print and electronic sources to meet information needs. The current study is limited to students from Dr. Hari Singh Gour University, Sagar.

Methodology

The participants in this study were students at Dr Hari Singh Gour University , Sagar. At the time of research, data was received from 284 students enrolled at Dr Hari Singh Gour University ,

Sagar Total 300 questionnaires were distributed to randomly. A sample of 284 students (94.66 percent) was deemed adequate to provide satisfactory results. The survey method of research was used to collect data for the study. A structured questionnaire was prepared and randomly distributed to students in order to obtain the necessary information, in order to measure their information literacy competency. The data thus collected was shown in the form of tables and percentages were worked out. In order to make analysis more clear charts were also prepared.

Data Analysis

Table-1:Categories of Students

S. No.	Level of respondents	HSGU
1	UG	104 (36.6%)
2	PG	87(30.6%)
3	M.Phil	42(14.8%)
4	PhD	49(17.3%)
5	Others	02(0.7%)
	Total	284(100%)

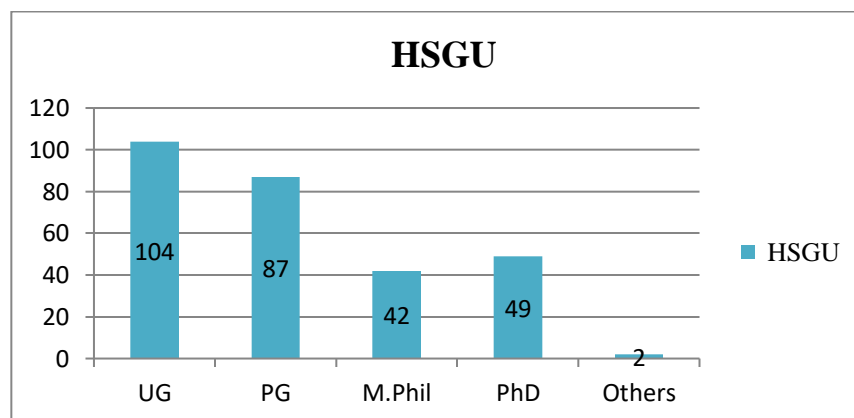


Fig.01 shown the Categories of Students

It is evidence from table 1 that out of 284 respondents maximum students were of UG 104 (36.61%) , followed by 87 (30.63%) PG students, 49 (17.25%) PhD scholars, and 42 (14.94%) M. Phil students.

Table -2 Gender Wise distribution of students

Nameof University	Male %	Female %	Total
HSGU	152 (53.52%)	132 (46.48%)	284 (100%)

Table 2 differentiated the respondents gender wise and the table reveals that out of 284 respondents 152 (53.52%) were male and 132 (46.47) were female.

Table -3Age wise distribution of students

S. No.	Age	HSGU	%
1	Below-20	44	15.49%
2	21-30	145	51.07%
3	31-40	79	27.81%
4	40 -Above	16	05.63%
	Total	284	100%

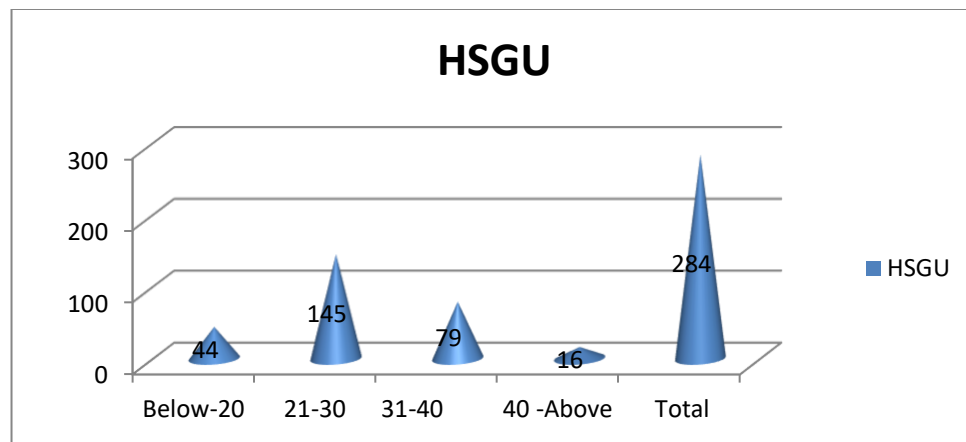


Fig. 3 Age wise distribution of students

It is evident from table 3 that majority of the students (51.57%) belongs to the age group of 21-30 years, followed by the age group 31-40 year (27.82%) and below 20 (15.49%). Only 05.63% of respondent were above 40 years. It is observed that majority of the students are between 26 to 35 years age.

Table -4 Use of information Sources for getting information

S.No.	Response	HSGU
1	Journal	41(14.4%)
2	Encyclopedia	145(51.1%)
3	Database	79(27.8%)
4	Book	16(5.6%)
5	Don't Know	03(1.1%)
	Total	284(100%)

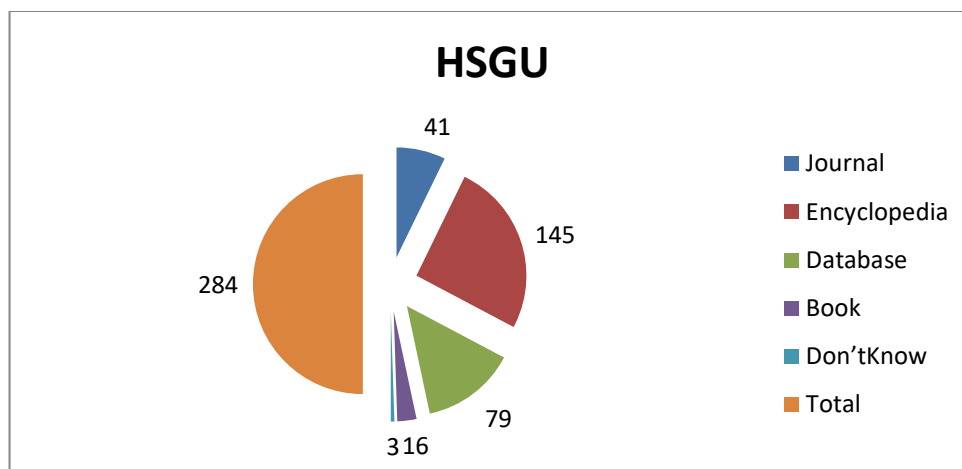


Fig. 4 Use of information Sources for getting information

Table 4 and Figure 4 shows that out of 284 respondent 145 (51.1 %) opted for encyclopedia for finding current information followed by , 79 students opting (79%) for database. , 41 (14.4%) of the students opted for journals, whereas 16(5.6%) respondents opted for book. 1.1% students were not sure about information sources used by them for getting information..

Table -5 Information sources consulted by students

S.No.	Response	HSGU
1	Glossary	28(9.9%)
2	Index	104(36.6%)
3	Bibliography	108(38%)
4	Table of contents	37(13%)
5	Don't Know	07(2.5%)
	Total	284(100%)

It is evident from Table 5 that highest 38% students consulted bibliography section followed

by (36.6%), consulting Table of content was consulted by (13%) and Glossary by (9.9%) .

3.5% ostudents marked on don't know option.

Table -6 Frequency of Library Visit

S.No.	Frequency of library visit	HSGU	%
1	Daily	104	(36.6%)
2	2-3 times in a week	87	(30.6%)
3	Once a week	49	(17.3%)
4	Rarely	42	(14.8%)
5	Seldom	02	(0.7%)
	Total	284	(100%)

Table 6 shows the respondents, frequency of library visit and after analysis it is resolved that majority of respondents (36.6%) visited library daily, while (30.6%) visited library 2-3 times in a week 17.3 % respondents visited library Once a week. whereas only 14.8% respondents reported that they visited library rarely . It is apparent from analysis that students visited library on monthly basis or according to their need of information and are not regular user of library.

Table – 7 Preferred Search Fields

S. No.	Access point	HSGU	%
1	Title	92	(32.4%)

2	Publisher	25	(8.8%)
3	Subject	107	(37.7%)
4	Author	42	(14.8%)
5	Call library staff for assistance	18	(6.3%)
6	Others		---
	Total	284	(100%)

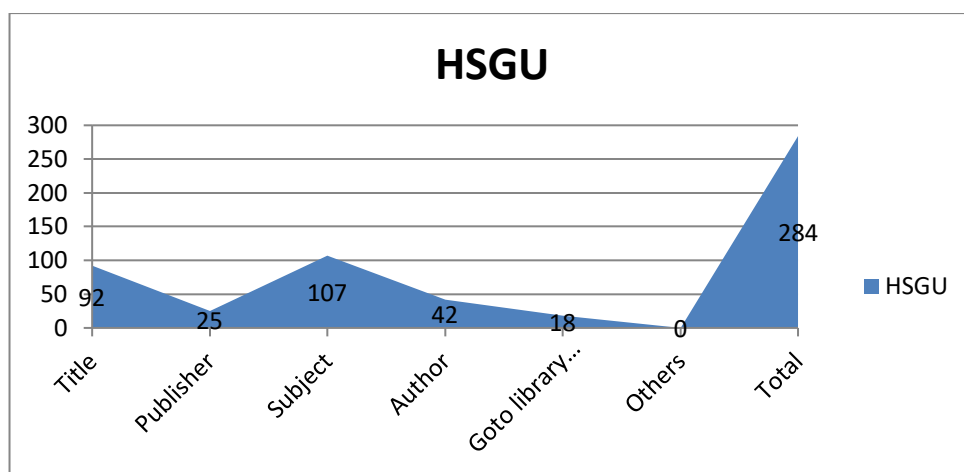


Fig. 7 Preferred Search fields

Table 7 and Fig.7 and found that majority of respondents 107 (37.7%) searched information by subject while 92 (32.4%) respondents reported that they searched by title 42 (14.8%) respondents opted for search by publisher and 25 (8.8%) respondents reported that they searched by publisher.

Table - 8 Preferred Media for information

S.No.	Format	HSGU	
		No.	%

1	Print	61	(21.5%)
2	Electronic	26	(9.2%)
3	Both	197	(69.4%)
	Total	284	(100%)

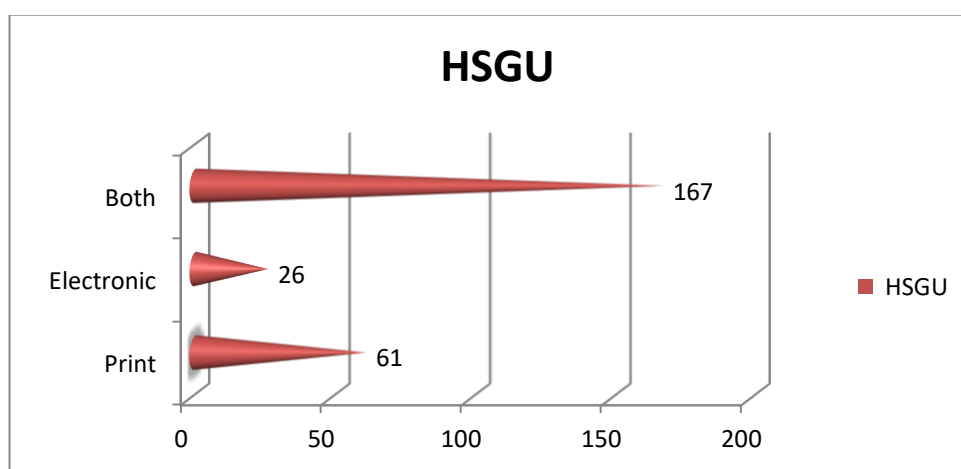


Fig-8 preferred media for information

Media Literacy skill is one of the most powerful tools to access, evaluate and disseminate information. Table 8 and Fig. 8 shows that 61 (21.5%) respondents preferred print media for accessing information while (9.2%) respondents were found to be accessing information in electronic format, (69.4%) respondents preferred both media i. e. print as well as electronic for accessing information both print and electronic format.

Major Finding of the study

1. Majority of respondents (36.6%) visited library daily, followed by (30.6%) visiting library 2-3 times a week and once a week (17.3%) only. 14.8% visited library rarely.
2. Majority of respondents (51.57%) are young and below the age of 21-30 years.
3. Most of the respondents 96.94% were under graduate students.

4. Majority of respondents 37.7% said that they search information by subject, while 32.4% respondents reported that they search by title.
5. Majority of the research scholars are familiar with the word information literacy. Majority of them are found to be having satisfactory search capabilities to find out their required documents from library.

Conclusion

The literature on information literacy among students generally concludes that many students lack the most fundamental information literacy skills. This study's findings support this conclusion. Students at the University for Development Studies generally lack the ability to identify relevant information needs, sources, and retrieval. This implies that they are most likely to violate information-use ethics.

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