



**International Journal of
Social Sciences Insights**
A Globally Recognized Quality Refereed (Peer Reviewed) &
Online Journal of Multidisciplinary Social Science Research
Web: socialinsights.in



AN ANALYTICAL STUDY ON INFORMATION LITERACY AMONG THE STUDENTS OF VIVEKANANDA CENTRAL LIBRARY, J. K . COLLEGE, PURULIA

Smt. Basana Das

Librarian, Vivekananda Central Library, J.K.College ,J.K.College Road,Ketika,

Article info

Received – 3 January 2024
Received revised 12 March 2024
Accepted -25 March 2024
Available online -30 March 2024
Pages: -6-14

Keywords: Information literacy, higher education, Information gather and utilization, remedial measures, Curriculum, Vivekananda Central Library.

Abstract

Accessing right information in right time for right purpose is a prerequisite of success not only in education but also in life. The skill behind this is 'Information literacy'. Present paper highlights its importance in higher education. The study is carried out to find out the level of information literacy awareness and skill of students of Vivekananda Central Library. It is based on the fact that information literacy instruction course is missing in the curriculum. The authors try to analyze the status of student's information need and information gathering and utilizing the information for academic purpose. After assessment, the authors intent to suggest different remedial measures to develop IL among the college level students to face the information requirements qualitatively for their effective study.

© N.K. Publishing .All rights reserved.

*Corresponding Author:

Email-id: das.basana11@gmail.com Smt. Basana Das

1.0 INTRODUCTION

Information Literacy is a skill required to find out, retrieve, analyze and use information. An age of information explosion; a lot of information is available in different formats irrespective of geographical boundaries. Users have access to lot of information, but it is very difficult for them to select the right and relevant source. Here information literacy programs play a major role or solution which makes individual a lifelong learner. Information literacy programs teach effective skills to retrieve the relevant required information from right sources. Information literacy and information access is every individual’s fundamental right. In the present study efforts are made to understand awareness of information literacy program, searching skills, available ICT infrastructure in their library to cope information literacy programs and impact of information literacy program among student’s community of Vivekananda Central Library, J.K.College of Purulia. Vivekananda Central Library conducts information awareness programme to the entry level of the student and use PPT of library for delivering this programme once in a year. Main focuses of this programme are library information, E-resources, OPAC etc.

2.0 OBJECTIVES OF THE STUDY

The objectives of the study are the following:

- 1. To know the availability of information and communication technology infrastructure;
- 2. To know the impact of information literacy programmes on the utilization of library resources;
- 3. To study information literacy skills for benefit of the students;
- 4. To know the students’ opinion for the need of information literacy as a part of their curriculum; and
- 5. To suggest best practice in Information Literacy.

3.0 SCOPE AND COVERAGE OF THE STUDY

This study was confined to the students of Vivekananda Central Library, J.K.College,Purulia. Total 105 numbers of respondents were considered for this study.

4.0 METHODOLOGY

Data were collected from 105 Arts undergraduate students of Vivekananda Central Library, J.K.College through questionnaire and personal interview. After collecting the data, it was tabulated and analyzed and at the end the conclusion was drawn and finally put some suggestions.

5.0 DATA ANALYSIS AND FINDINGS:

TABLE 1:
NUMBER OF RESPONDENTS VISITING THE LIBRARY

| Option | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 102 | 97 |
| No | 3 | 3 |
| Total | 105 | 100 |

Table 1 shows that out of 105 respondents, 102 respondents were visiting the library for some or the other purposes and rest 3 respondents were not visiting the library. It shows that 97% of the respondents are visiting the library and 3% were not visiting the library.

TABLE 2:
FREQUENCY OF VISITING THE LIBRARY

| Option | No. of Respondents | Percentage |
|---------|--------------------|------------|
| Daily | 30 | 29 |
| Weekly | 58 | 55 |
| Monthly | 12 | 11 |
| Rarely | 5 | 5 |
| Total | 105 | |

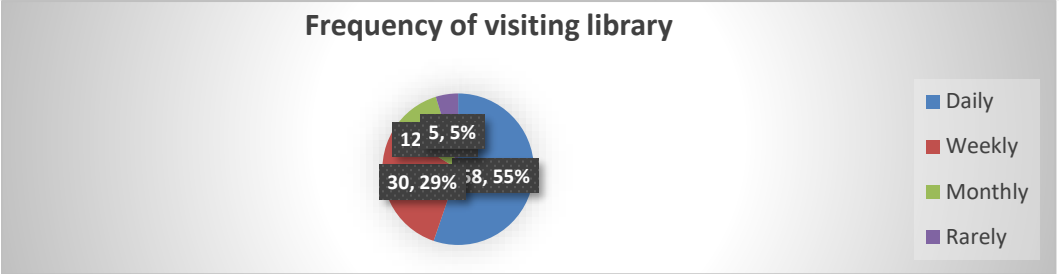


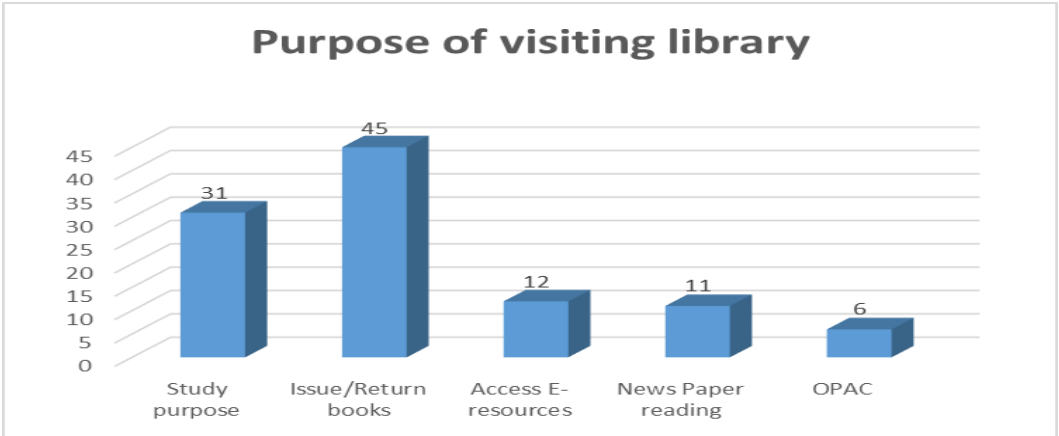
Figure 1: Frequency of visiting library

Table 2 and Figure 1 show that 58 (55%) respondents visited the library daily. 30 (29%) of the respondents visited the library once in a week. 12(11%) respondents visited library once in a month and 5 (5%) of respondents visited library rarely.

**TABLE 3:
PURPOSE OF VISITING THE LIBRARY**

| Options | Respondent | % |
|-----------------------|------------|----|
| Study purpose | 31 | 30 |
| Issue/Return of books | 45 | 43 |
| Access to E-resources | 12 | 11 |
| News Paper reading | 11 | 10 |
| OPAC searching | 6 | 6 |
| Total | 105 | |

Table 3 and Figure 2 show that out of 105 respondents 31 (30%) respondents visited the library for study purpose.



45(43%) of the respondents visited library for issue /return purpose. 12(11%) of the respondents visited library to access E-resources, 10% the respondents visited library for newspaper reading purpose and 6% of the respondents visited library for searching of OPAC.

Figure 2: Purpose of visiting library

**TABLE 4:
TYPES OF RESOURCE USED BY THE RESPONDENTS**

| Options | Respondent | % |
|------------------|------------|----|
| Books | 78 | 74 |
| journals | 6 | 6 |
| Database(N-list) | 7 | 7 |
| E-books (Sage) | 3 | 3 |

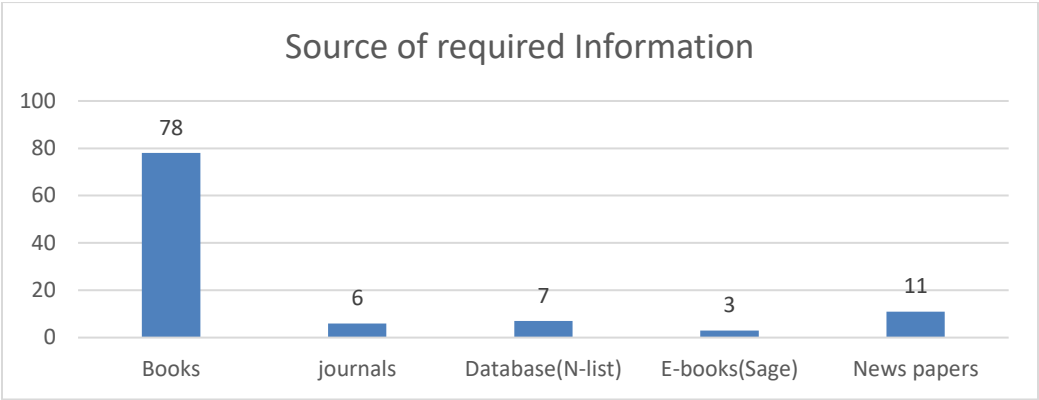


Figure 3: Types of resource used by the respondents.

Table 4 shows that 74% of the respondents used books, 6% of the respondents used journals,7% of the respondents used N-List and 10% of the respondents used Newspapers.

TABLE 5:
DIFFERENT FORMS USED BY THE RESPONDENTS

| Different forms | Frequency |
|-----------------|-----------|
| Prints | 24 |
| Digital | 8 |
| Both | 73 |
| Total | 105 |

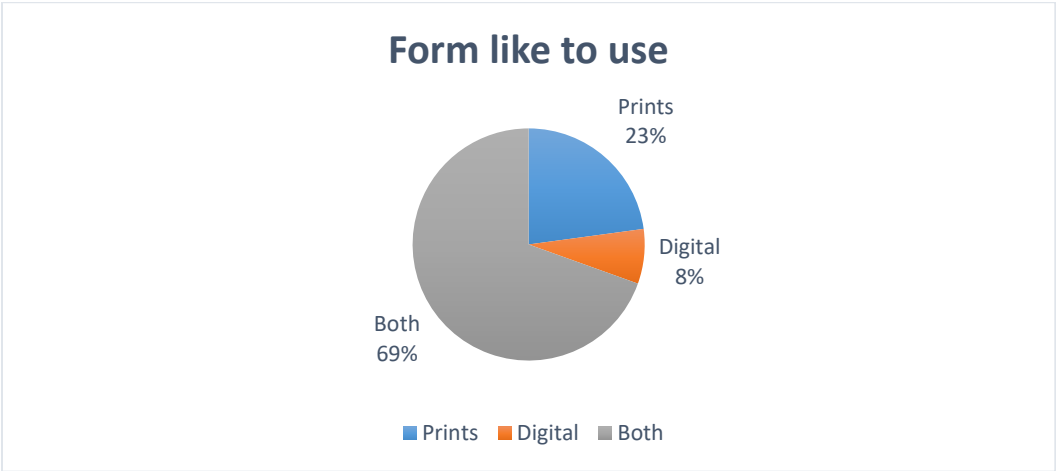


Figure 4: Forms used by the respondents.

Table 5 and Figure 4 show that 23% of the respondents liked to use print form of resources, 8% of the respondents liked to use digital form of resources and 69% of the respondents liked to use both print and digital form of resources. Most of students collect required information through books and internet sources as they have to appear for the exams and hence, they use curricular supporting books.

TABLE 6:
PREFERENCES OF SEARCH ENGINES BY THE RESPONDENTS

| Search engines | Frequency |
|----------------|-----------|
| Google | 42 |
| Google chrome | 34 |
| Yahoo | 2 |
| E-resources | 25 |
| Others | 2 |
| Total | 105 |

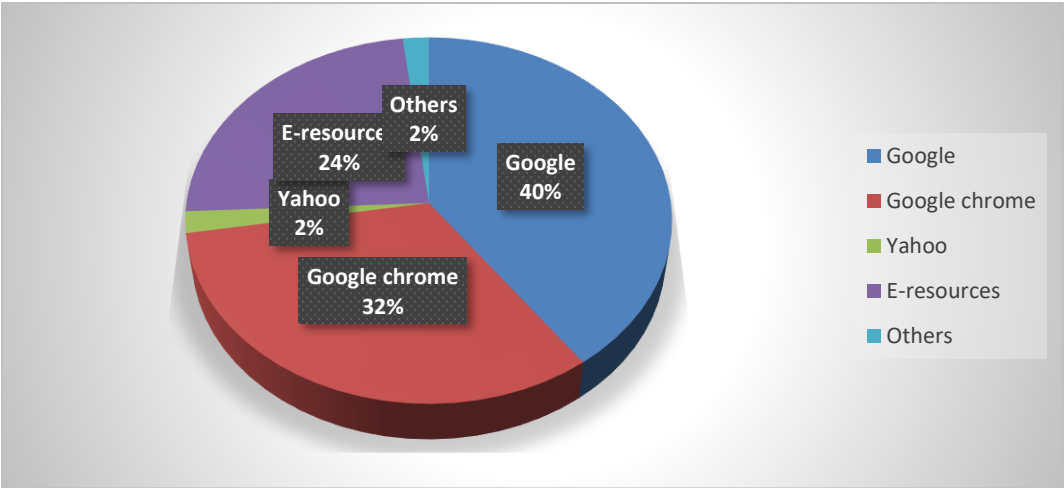


Figure 5: Preference of Search engines by the respondents

Table 6 and Figure 5 show that the majority of the respondents (40%) preferred using Google, while 32% preferred Google chrome and 2% of the respondent preferred Yahoo. In all, 24% used e-resources which were available in the library, while a small percentage (2%) used other search engines .

TABLE 7:
OPINION OF THE RESPONDENTS REGARDING THE HELP COMES FROM LIBRARY PERSONNEL

| Options | Frequency | Percentage |
|-------------|-----------|------------|
| Yes | 92 | 88 |
| No | 12 | 11 |
| No Response | 1 | 1 |
| Total | 105 | 100 |

Table 7 shows that 88% of the respondents opined that they get the help from the library personnel; 11% of the respondents opined that they did not get any help from the library personnel and 1% respondents did not provide any answer.

TABLE 8:
AWARENESS OF SUBSCRIBED E-RESOURCES BY THE LIBRARY

| Options | Frequency |
|---------|-----------|
| Yes | 95 |
| No | 10 |
| Total | 105 |

Table 8 shows that out of 105 respondents, 95% of the respondents were aware of availability of E-resources in the

TABLE 9:
AWARENESS OF N-LIST PROGRAMME AND E-RESOURCES FROM DIFFERENT SOURCES

| Different Sources | Frequency |
|-------------------|-----------|
| Faculty | 06 |
| IL Program | 91 |
| By Friend | 08 |
| Total | 105 |

Table 9 shows that 06% of the respondents came to know about E-resources and N-List programme from faculty members; 86% of the respondents came to know through IL program and 8% of the respondents came to know through friends.

TABLE 10:
OPINION OF THE RESPONDENTS REGARDING AVAILABILITY OF ICT INFRASTRUCTURE IN THE LIBRARY

| Options | Frequency |
|---------|-----------|
| Yes | 103 |
| No | 02 |
| Total | 105 |

Table 10 shows that 98% of the respondents were aware about the availability of ICT infrastructure in the library and 2 % of the respondents were unaware about it.

Table 11:
Different problems faced by the respondents while accessing e-resources

| Options | Frequency |
|----------------------------------|-----------|
| Connectivity issue | 6 |
| Off Campus Access Problem | 15 |
| Connection speed | 26 |
| Access refused due to user limit | 14 |
| Electricity supply failure | 44 |

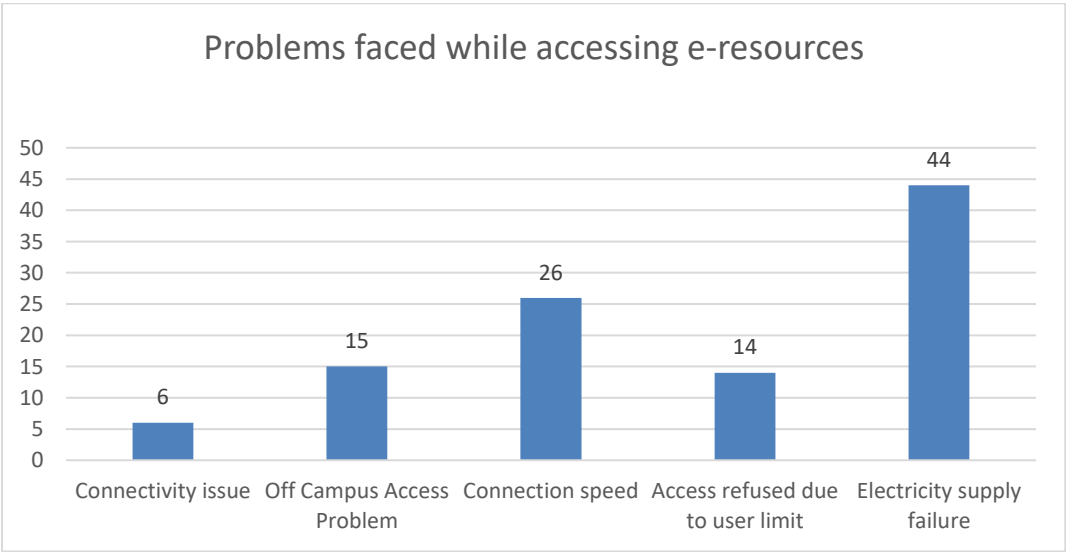


Figure 5: Problems faced while accessing e-resources

Table 11 and Figure 5 show that 14% respondents faced difficulty in accessing E-resources due to off campus access problem. 6% respondents faced difficulty due to connectivity issue. 25% respondents opined that Connection speed was hurdle for accessing E-resources and 13% respondents faced problem with user limitations and 42% respondents opined that electricity supply failure was the cause for not accessing e-resources.

TABLE 13:
PARTICIPATION IN THE LIBRARY ORIENTATION PROGRAMME

| Options | Frequency |
|---------|-----------|
| Yes | 101 |
| No | 04 |
| Total | 105 |

Table 13 shows that out of the 105 respondents, 96 % respondents participated in the orientation programme while the remaining 4 % participants failed to attend the orientation programme. The participation tendency of student's showed that majority of the students were eager to get acquainted with the library orientation programme in which they get familiar with the library services, rules and regulation etc.

TABLE 14:
OPINION OF THE RESPONDENTS WHETHER INFORMATION LITERACY PROGRAM SHOULD BE PART OF THE SYLLABUS

| Option | Frequency |
|----------------|-----------|
| Strongly agree | 29 |
| Agree | 42 |
| Disagree | 26 |
| Don't know | 8 |
| Total | 105 |

Table14 shows that 28% respondents were strongly agreed, 40% were agreed, 24% were disagreed and 8% did not provide their Opinion whether Information literacy program should be part of the syllabus. It is observed that 68% of the respondents gave their opinion that information literacy program should be part of their curriculum.

TABLE 15:
OPINION OF THE RESPONDENTS REGARDING USE OF LIBRARY RESOURCES EFFECTIVELY AFTER ATTENDING ORIENTATION PROGRAM

| Option | Frequency |
|----------------|-----------|
| Strongly agree | 78 |
| Agree | 23 |
| Disagree | 2 |
| Don't know | 2 |
| Total | 105 |

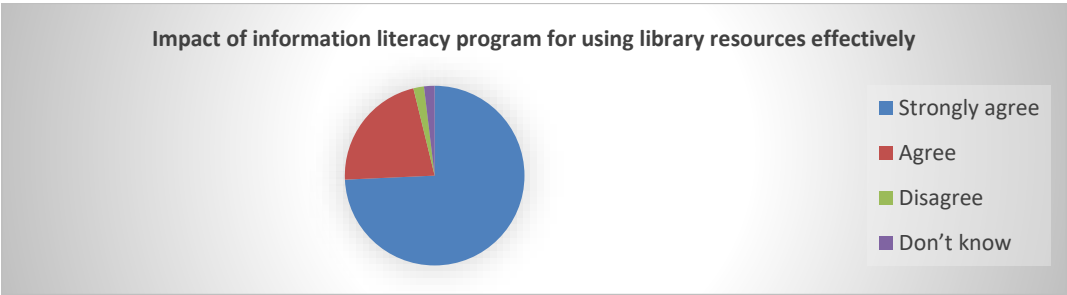


Figure 6: Impact of Orientation program for using library resources effectively
Table 15 and Figure 6 show that 74% of the respondents were strongly agreed regarding use of library resources effectively after attending the Orientation program; 22% of the respondents were agreed about it and 2% of the respondents were disagreed about it and 2% don't know.

TABLE 16:
ACCESSING ICT LITERACY SKILLS AMONG USERS

| ICT Literacy Skills | Respondent | % |
|-----------------------|------------|----|
| PPT | 68 | 65 |
| MS-Word | 95 | 90 |
| MS-Excel | 92 | 88 |
| Web OPAC | 86 | 82 |
| Open & Save Files | 102 | 97 |
| Print Documents/Files | 104 | 99 |
| Transfer Files | 98 | 93 |

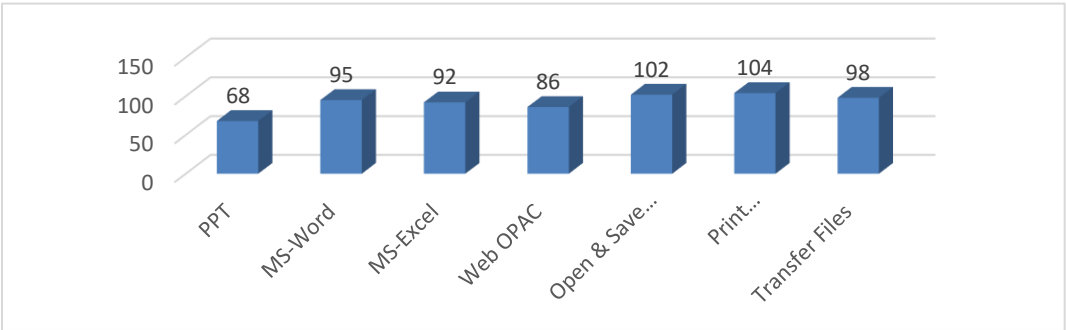


Figure 7: Accessing ICT Literacy Skills among Users

Out of the 105 students 68(65%) judged their ability to ICT literacy skills in this manner in PPT. Out of the 105 students 95(90%) have able to use MS-Word. Out of the 105 students 92(88%) were knowledge about MS-Excel. Out of the 105 students 86(82%) have ability to use Web OPAC. Out of the 105 students102(97%) can open and save files. Out of the 105 students 104(99%) can print documents or files. Out of the 105 students 98(93%) were able to transfer files.

TABLE 16:
ASSESSING INTERNET LITERACY SKILLS AMONG USERS

| Internet Literacy Skills | Respondent | % |
|----------------------------------|------------|----|
| Internet Browsing | 72 | 69 |
| Sending e-mails | 98 | 93 |
| Download Articles | 68 | 65 |
| Web OPAC | 86 | 82 |
| Download Files | 52 | 50 |
| Search Articles in the Databases | 12 | 11 |
| Video Conferencing | 16 | 15 |
| Attach Files to an e-mail | 95 | 90 |

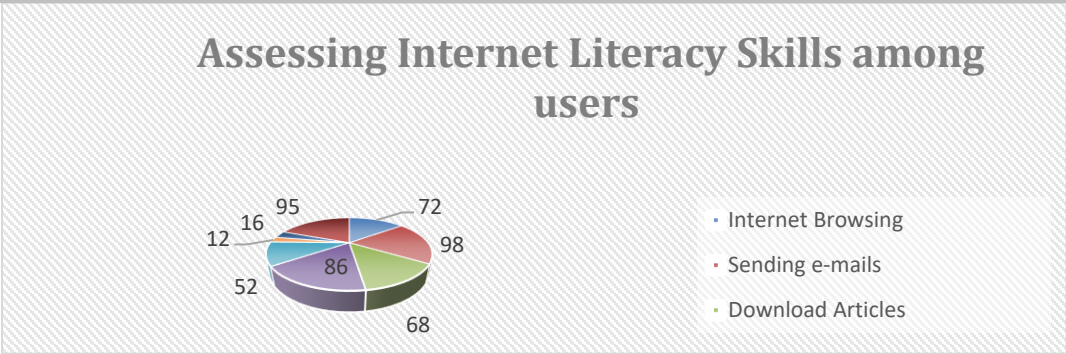


Figure 8: Assessing Internet Literacy Skills among users

Out of the 105 students 72(69%) have internet browsing skills. Out of the 105 students 98(93%) had knowledge to send emails. Out of the 105 students 68(65%) and 52(50%) have been downloaded articles and files. Out of the 105 students 86(82%) browsed Web OPAC Out of the 105 students 12(11%) had skill to search articles in the online database. Out of the 105 students 16(15%) have skills of Video Conferencing. Out of the 105 students 95(90%) knew to attach files to an email. It is observed that most of users are internet literate.

6.0 CONCLUSION:

Every year libraries are spending large amount of money in subscribing e resources. The information literacy is compulsory for students / users of any discipline. This study shows that respondents were aware of subscribed e-resources in the institution and know the skills how to use them effectively. Information literacy skills are required to everyone to find, retrieve, analyze and use the information effectively. These skills are directly linked with lifelong learning and critical thinking. Library orientation programme was conducted in the institution to make the students aware of the various facilities being provided in the library and to provide information about the usage of those facilities in the best possible manner but this is not framed properly and no proper information literacy training is organized for the students. Information Literacy is need of the hour. Based on the analysis and interpretation, this survey considers that the continuous training and other methods should be adopted in order to achieve the literacy skills among the users. It should be a part of education system . So a proper integrated curriculum, collaboration or strategy should include Information Literacy learning, to empower students to use non-print and other media that enhance their skills and regular sessions will definitely make students to information literate and helps the society to make information literate society

7.0 SUGGESTIONS:

- The rapid development in ICT has brought a revolutionary change in the organization and management of information.
- Information literacy is very important for young generation and is social cause.
- Information literacy is essential not only for students but for faculty also.
- Information literacy is important for library users and also it is most important in R&D institutions.
- To reach and increase awareness among users about library services information literacy is very essential. Information literacy is a tool by which we can reach our prospective users and able to increase the utilization of library and its services.

8.0 REFERENCES

- i. Behrens, Shirley J. 1994. "A Conceptual Analysis and Historical Overview of Information Literacy." *College & Research Libraries* 55 (4).
- ii. Deshpande, N., and V. Shelar. 2005. "Information Literacy Program for Academic Libraries." In *Seminar Papers, 51st All India Conference on Libraries, Information Literacy, and Lifelong Learning*, December 16–18, Kurukshetra. New Delhi: Indian Library Association, 267–268.
- iii. Karisidappa, C. R., and H. C. Kavita. 2005. "Information Literacy for Lifelong Learning." *ILA Bulletin* 41 (1).
- iv. Marcum, James W. 2002. "Rethinking Information Literacy." *Library Quarterly* 72 (1)