Information Literacy Skills among PG Students and Researchers in Accessing the Resources

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Abstract

Information Literacy is essential for each individual to obtain the required Information from the vast availability of resources. With Information Literacy, one can identify, evaluate, apply and acknowledge the source of Information. Information Literate evolution plays a important function in the growth of the Nation. Significant steps need to be taken to transform the young Indians into Information literate Indians. The lifelong learning process should be an essential component of the Higher education system. The present study attempted to understand the level of understanding of information sources available in the university, recognize their level of digital Literacy, and find out their diverse search strategies.

Keywords: Information Literacy (IL); IL models; Information Communication Technology; Academic Library; e- Resources.

INTRODUCTION

The impact of Information Communication Technology has been growing at every levels, from principal to superior and lasting education. ICT provides a novel perspective in expanding traditional processes and systems. ICT is becoming integral to learning strategies, providing additional elasticity in education and promoting interactivity

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for learners' connectivity to people and education resources in various parts of the world. IL is another characteristic of new educational innovations and is principal in any teaching system(Mutume,Kuda). IL is essential, mainly in the current age, because it allows us to deal by knowing where to trace required Information successfully. In addition to that it provides the essential skills to use a new Library to access the Information. It enable us to assess and evaluate the acquire Information, providing us the confidence to make a better decisions. (ACRL, 2005).

Students cannot learn everything they need within the stipulated time in Universities. Information Literacy teaches them with necessary skills which enable them to grow to be independent constant learners. According to ALA's Committee says, "Ultimately, information literate people are those who have learned how to learn" (ACRL, 2005). Information Literartte people identify how to locate the required Information for any

task (Ojedokun, 2007). Information literacy aims to develop competencies to remain themselves efficient in their knowledge domains by utilizing appropriate and suitable Information morally and legally. Subsequently, they must be capable to apply this knowledge to their study, research and work. Through Information Literacy, contextualize and see things in a more significant manner.

Information Literacy models:

The statement highlights a potential issue in the implementation of IL programs in educational libraries, particularly in advanced education. The concern raised is that some educational libraries may introduce IL programs without adequate planning. The lack of a structured course program, training for the trainers, and extension of the program to different educational levels could pose challenges to the effective integration of information literacy into the educational system. (Hemavathi & Ramesha)

IL models are like a road map in Information seeking process. It shows the proper direction in identifying, analyzing, and using the Information to complete tasks such as finding the Information to answer the questions, browsing for Literature search, or exploring new topics. It serves as a guideline for developing Information skills among the user society. some well known information literacy models that have been developed by researchers and educators globally through research and evaluation (Swapna & Biradar, 2017). Some of the information literacy models developed throughout the world is as follows:

- SCONUL Seven Pillars IL Model
- EMPOWERING-8 IL Model
- The Big 6 Information Process Model
- PLUS Model
- Kuhlthau's Information Search Process Model
- 8Ws IL Model
- DIALOGUE Model
- Pathways to Knowledge
- The Alberta Model
- Action Learning Model
- Super 3 Model
- Follett's Information Skills Model

Need for Information Literacy in Academic Libraries:

Information literacy is the ability to understand the requirements of students, researchers and various professional workers and can identify, evaluate and use needed Information effectively.

1. Students and Library users can use the Principles of Scholarly communication for their study or research purposes and the problems of information searching and sharing resources.

2. Student and Library users acquire the ability to locate, select, and use appropriate Information, retrieval tools, and sources to find helpful Information in connection with studies or the information needs of the end-users whenever required.

3. A student would be confident in using and able to carry out Information searching.

4. Huge availability of Information in great quantity in various forms and formats.

5. Free flow of Information without any geographic boundaries through technologies.

6. Required Information can be identified in a vast amount of Information.

7. It is changing the nature of libraries and the education system.

8. Raise the number of users and their needs for Information.

9. Sources of Information are many, therefore, making its control difficult.

10. Information is available in different formats, which a user should be adept in handling to use the Information.

11. Research on complex and interdisciplinary topics.(Kumbhar)

Moreover, the information society aims to overcome the information gap in the community by the democratization of Information to empower the citizens.

Objective:

1. To know the postgraduate students and research scholar's ability to recognize their Information for the study.

2. the awareness of PG students on the available information resources.

3. To identify the significant resources used

4. To determine the search strategy used

5. To know the purpose of using the e-resources

6. To know the awareness about plagiarism software and reference management tools

Review of related literature:

An information literacy program is essential for exploring available resources for various purposes. Many studies related to Information skills among PG students have been conducted. Some of the reviews are being updated here.

Munshi, Shamim Aktar & Nagar, and Priyanka (2015). Conducted a Study on Information Literacy Skills among PG students at Aligarh Muslim University. According to the study, the majority of the students are aware of the resources available in the Library. Books are the most effectively used resources compared to other resources. They use the resources mainly for Classroom presentations, course assignments, research papers, and examination purposes.

Madhusudhan M (2012). studies intensely agrees that Information Literacy programmes for their users is necessary at the beginning of the academic year. Most libraries conduct user studies while planning for the initiating Information Literacy programs. The Librarian provided basic search skills and didn't give much training on using CD/ROM databases, understanding citations, documenting research work, plagiarism, etc

Saxena (2017). evaluated digital Literacy in the Indian higher education sector. It also focuses on the evolution of digital education in India and the different opportunity available for students. The study reveals that smaller towns are interested in adopting digital technologies but cannot assume the technology due to a lack of good internet facilities.

Shukla. R & Verma, Mj K (2020). analyzed the Information and digital literacy skills among the Social Science students of Mizoram and Tezpur University. The study reveals that most university respondents are good at accessing, searching, evaluating and using Information. Through digital resources, both the University students are benefited that is by accessing the resources quickly. Most of the respondents from both Universities are familiar with the Anti-Plagiarism software Turnitin. Through study revealed that regular training session increases the efficiency of the students.

METHODOLOGY

The study mainly focused on "Information Literacy skills among the PG students & Researchers at Bangalore University". A survey method used for the present study. There are two commonly used tools for collecting data in survey research, the Questionnaire method and the Interview method. Primarily questionnaire is used as a significant tool in this study. However, this has been complemented with informal interviews as and when required. The questionnaire were distributed to 200 PG students & 100 researchers, out of which only 260 respondents were responded.

DATA ANALYSIS

The data collected from the respondents through questionnaires was analyzed using simple percentage technique.

Table 1: Distribution of the questionnaire

Questionnaire Distributed	Response received	Percentage
300	260	86.67

The table 1 shows that Distribution of questionnaire, this table discusses the respondents' general details based on the type of institutions. Total of 300 questionnaires were distributed, and out of that 260 responded to the questionnaire.

Table 2: Qualification of the respondents

Qualification of respondent	No. of responses received	%
PG students	185	71.16
Research Scholars	75	28.84
Total	260	100

Table 2 represents the educational qualification of the respondents. The study reveals that the majority of the respondents are PG students (71.16%) followed by Research Scholars (28.84%).

Table 3: Level of Information Need

Level of Information needed	No. of respondents	%
Basic	60	23.07
Moderate	62	23.85
Advance	138	53.08

Table 3 represents the information requirement of the Users. Most of the users require advanced Information (53.08%) when compared to Basic (23.07%) and Moderate Information (23.85%).

Table 4: Purpose of using e-resources

Factors	Research Scholar N= 75	PG Students N= 185	Total N=260	%
For research purposes (thesis/dissertations/project work)	70	90	160	61.53
Updated knowledge in my interested area	48	104	152	58.46
For getting current Information	26	56	82	31.53
For writing and publishing articles/books	65	09	74	28.46
To prepare a research proposal	62	22	84	32.30
Ease of search and navigation	42	85	127	48.84
For Competitive examinations	35	92	127	48.84

The e-resources can be preserved in electronic format for the long term. E-resources can be easily shared and duplicated multiple times. The below table represents that major of the Research scholars and PG students uses e-resources for research purpose, followed by 58.46% uses to update knowledge in their interested area, 48.84% uses e-resources to ease the search and navigation, and competitive examination, 32.30% to prepare the research proposal, 31.53% uses for getting current Information, and 28.46% uses for writing and publishing articles and books.

Table 5: Identifying resources in the Library

Factors	Research scholar N= 75	PG Students N= 185	Total N=260	%
Identify the book from the OPAC/WEB OPAC	62	97	159	61.15
Locate the book from the bookshelf by classification number	57	49	106	40.76
Ask the library staff	25	46	71	27.30
Identify the book from the card catalogue	2	32	34	13.07
To take help from a friend	17	15	32	12.30
Discussion with teachers	5	29	34	13.07
Bibliographies	12	4	16	6.15
Citation in a journal article	8	7	15	5.76

Identifying the right resources is very difficult when the Information is available in vast volume. There ate many methods available for determining the resources. Table 5 represents the identifying the resources.

The majority of the research scholar and PG students use Web OPAC(61.15%) for searching the resources, followed by 40.76% uses book shelf by class number, 27.30% asking the library staff,13.07% identify the book through the card catalogue and discussion with teachers and only 5.76% uses citation in Journal article.

Table 6: Locating the latest Information about the Subject

Factors	Research scholar N= 75	PG Students N= 185	Total N=260	%
Journals	72	150	222	85.38
Newspaper	48	115	163	62.69
Patents	23	09	32	12.30
Dictionary	10	45	55	21.15
Encyclopedia	35	97	132	50.76

To enhance their knowledge about their research work, Research scholars and PG students refers Journals (85.38%) followed by Newspaper (62.69%), Encyclopedia (50.76%), Dictionary (21.15% and Patents (12.30%).

Table 7: WebOPAC/OPAC services

Search operating	Research scholar N= 75	PG Students N= 185	Total N=260	%
By Author	67	155	222	85.38
By Title	72	162	234	90
By keyword	56	103	159	61.15
By Subject	15	88	103	39.61
By Publisher	10	76	86	33.07
ISBN	45	135	180	69.23

Libraries are also among those fields that apply technologies to facilitate their customers. Online public access catalogue is a vital technology that libraries use to provide access to library users. Table 8 represents that about 85.38% of users search through Author, followed by 90% through a title, 69.23% ISBN, 61.15% by keyword, 39.61% subject and 33.07% by publishers.

Table 8: Search strategies for locating the Information

Search strategies	Research scholar N= 75	PG Students N= 185	Total N=260	%
Basic search	73	183	256	98.46
Advanced search	68	132	200	76.92
Boolean search techniques (and, or, not)	62	125	187	71.92
Expert search	5	-	5	1.92

Phrase search (".....")	12	3	15	5.76
Wild card search/ truncation (*/?)	2	-	2	0.76

Search strategies are ways of using search terms to find required Information from search tools, such as search engines (Google), the library catalogue and online databases.

Table 9: Training requirements in retrieving online resources

Training requirement	Research scholar N= 75	PG Students N= 185	Total N=260	%
Yes	52	102	154	59.23
No	23	83	106	40.76

The training enhances knowledge and enables us to improve retrieval techniques. The above table shows that 59.23% of Researchers and PG students require more training and about 40.76% don't require any training in retrieving online resources.

Table:10 Awareness of the Plagiarism Software

Awareness	Research scholar N= 75	PG Students N= 185	Total N=260	%
Yes	75	25	100	38.46
No	0	160	160	61.53

Plagiarism tools are essential in Universities and R & D institutions. Plagiarism helps identify the similarity, paraphrasing, improper citation and matching in the reports submitted. The above table represents that only 38.46% of Research Scholars and PG students are aware of Plagiarism software.

Table 11: Problems faced in accessing Resources

Issues	Research scholar N= 75	PG Students N= 185	Total N=260	%
Lack of academic/ research related Information on my topic	65	25	90	34.61
Inadequate skills on how to use e-resources	50	98	148	56.92
Information irrelevance	45	53	98	37.69
Lack of awareness on literature search techniques	12	85	97	37.30
Lack of skilled library staff to assist	03	12	15	5.76
Lack of knowledge in the using the library catalogue	15	96	111	42.69
Lack of technical support	25	38	63	24.23

The online resources are essential for getting updated Information about the specific research topic. The online resources are easily accessible without any restrictions. Some of the major problems faced in accessing the resources are 56.92% inadequate skills on how

to use e-resources, followed by 42.69% Lack of knowledge in the using the library catalogue, 37.69% for Information irrelevance and lack of awareness on literature search, 34.61% Lack of academic/research related Information on my topic, 24.23% Lack of technical support and 5.76% lack of skilled library staff to assist.

CONCLUSION

Information literacy is essential in any educational institution; users can get their required Information quickly. The present study revealed that Journals are accessed mainly by Research Scholars and PG students to get the latest Information about their areas of interest. Most of them use basic search when compared to advanced search. In this study, we found that Research scholars use primary search tools, plagiarism tools and e-resources to get the required Information.

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