

IMPACT OF INFORMATION LITERACY PROGRAMMES AMONG POSTGRADUATE STUDENTS, RESEARCH SCHOLARS AND FACULTY MEMBERS OF HUMANITIES IN BANGALORE UNIVERSITY: A STUDY

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Abstract:

Libraries have long been involved in training their users, through various training programmes. Such as library instruction, library orientation, user education and bibliographic instruction have all been used at different times to represent the process of assist users how to use the library. this reference work on the other hand defines literate as learned able to read and write having competence with in education parlance. Information Literacy a necessary competency that is utilitarian in every aspect of a learning process for students, Information Literacy competencies would facilitate independent and authentic learning, rather than dependence on the teacher to provide answers to questions or problems that they faced with. This creates greater responsibility towards their own learning, which in turn would help then them become self - motivated learners and thinkers who are creative, analytical and effective. For example, Information Literacy competencies would equip than with abilities to source for most up-to -date and authoritative information that would assist then I doing their effectively. I came across the fellow student, Scholars and faculty community who are facing problems while availing library services many times they failed access the information required for this Academic and Research work. In continuation to the informal observation I found need for Information Literacy programmes for the University level Students & Research scholars.

Key words: Literacy, Education, Information, University.

Introduction:

In the current information age the speed at which we work makes us increasingly dependent on accurate and high quality information. Information literacy is becoming an increasingly essential part of university library user education. information literacy has spread mainly among librarians and information professionals and neither is explicitly or extensively recognized in other circles. Information literacy is the ability to identify what information organized identify the best sources of information for given need, locate the sources, evaluate the sources critically and share that information. It is knowledge of commonly used research techniques. Moreover, information literacy is the set of skills needed to find, retrieve, analyze, and use information. literacy includes 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. it involves skills in finding the information one needs, including an understanding of how library are organized familiarity with the resources they provide (including information format and automated search tools) and knowledge of commonly used research techniques Developing lifelong learners is central to the mission of higher education institutions by ensuring that individuals have the intellectual abilities thinking and helping them construct a framework for learning colleges and universities should provide the foundation for continued growth thought their caress as well in their roles as informed citizens and members of communities. information literacy is key component and contributor to lifelong learning it extends learning beyond formal classroom settings and provides practice with self directed investigations.

Objectives:

The following are the objectives of the study:

1. to know the user pattern of using the library services.
2. To know the awareness and use of different type of information Resources
3. To find out the satisfaction level of user with the present collection resource
4. To uncover the problems faced by users while accessing the information resources
5. To know the PG students and scholar's awareness on information literacy programmers in library.
6. To access their understanding of the information search techniques.
7. To understanding the users problems about their information access.

Scope of the study:

The study was limited to the post graduation students and Research scholars of the faculty Humanities, i.e., Kannada, English, Telugu, Urdu, and Sanskrit of Bangalore University.

Analysis and Interpretation of Data:

Information thus obtained was carefully edited before taking data entry into computer. Once satisfied with the filed in information in the questionnaires, the data were entered into computer and analyzed using the MS Excel The observations and interpretation were carefully tabulated and supplemented with graphical presentation to allow clear understanding of the respondent's views.

Table -1 : Distributed Number of Questionnaire.

Sl.No	Respondents	Distributed	Received	Percentage
1	P.G Students	50	48	96.6%
2	Research Scholar	10	5	50%
3	Total Respondents	60	53	88.33%

The total number of respondents was 53 and out of 60 was distributed.

Table 2: Scaled of Respondents.

Variable	Scaled responds	Number	Percentage
Category	Students	48	90.56%
	Research Scholar	5	50%
	Total	53	100%

The total number of respondents was 53 and out of 60 which 90.56% were students and 50 % were researchers.

Table 3: Distribution of Respondents by Gender

Sl No	Gender	Respondents	Percentage
1	Male	19	35.84%
2	Female	34	64.15%
	Total	53	100%

The above table shows that total number of respondents was 53 and out of 64% was Female and 35% were Male.

Table 4: Distribution of Respondents by Age

SI No	Age	Respondents	Percentage
1	18 -25	49	92.45%
2	26 -35	4	7.54%
3	36 and Above	----	---
Total		53	100%

Table 4 indicates that 92% of respondents are between 18 -25 years old, 49% of respondents are between 26 -35 years. Whereas 36 and above age group is 0% from this observation it can be found that more 92% of the respondents are in the age of 18 -25 years.

Table 5: Department wise distribution of Respondents

Sl.No	Department	Respondents	Percentage
1	Kannada	18	33.96%
2	English	17	32.07%
3	Telugu	9	16.98%
4	Urdu	4	7.54%
5	Sanskrit	5	9.43%
Total		53	100%

Table 5 highlights the sample under study includes department wise distribution of students and the research scholar. From the total sample, the department -wise breakup of the respondents were kannada,32.07% of respondents were English, 16.98% of respondents are from Telugu department,7.54% of respondents were Urdu ,9.43% of respondents from sanskrit.

Table 6: Frequency of visit to library

SI No	Frequency	Respondents	Percentage
1	Daily	24	45.28%
2	Several time in week	14	26.41%
3	Once in a week	11	20.75%
4	Once in a forth night	1	1.88%
5	Once in a month	3	5.66%
Total		53	100%

Table 6 depicts information about the frequency of visit to library among the respondents says that daily 24 (45.28%) several times in a week 14 once in week 11 (20.75%) Once in a fortnight 1(1.88%) and once in a month 3(5.66%) of 53 respondents.

Table 7: What purpose do you need Information

Sl.No	Purpose	Respondents	Percentage
1	Class room preparation	12	22.64%
2	Research	15	28.30%
3	Assignment	14	26.41%
4	Project Work	12	22.64%
Total		53	100%

Table 7 highlights the respondents purpose of information need. Respondents of 12 (22.64%) needed information for class room preparation, purpose than the respondents 15(28.30%) need information for research purpose, than the respondents 14 (26.41%) Number of the need information to the Assignment purpose,12(22.64%) needed information for project work purpose.

Table 8 Frequently used Information sources

Sl.No	Frequency	Respondents	Percentage
1	Book	52	98.11%
2	Print/Electronic	27	60.37%
3	News letters	31	66.03%
4	Conference/Seminar	13	43.39%
5	Organizations	6	33.36%
6	Thesis/Dissertations	11	41.50%
7	Databases	22	33.96%
8	Websites	27	41.50%

Table 8 depicts that respondents with different sources of information which were frequently used by them. Text books were frequently used by majority of the respondents of 52 (98.11%), print /electronic journal 32 (60.37%), Newsletters using of the information respondents 35 (66.03%), conference/Seminar using of the information respondents of 23(43.39%), Thesis / dissertations frequently of information using for respondents 22(41.51%) databases used of respondents 18(33.96%)and using of web sites respondents 22 (41.50%).

Table 9: In the following area need instruction or Training

Sl.No	Training	Respondents	Percentage
1	Use of printed resources	22	41.50%
2	Use of E-resources	24	45.28%
3	Use of computers	25	47.16%

Table 9 depicts following areas want to be need instruction or training use of printed resources respondents of 12(22.64%) use of E-resources represents 27 (50.94%)and use of computers 21(39.64%)

Table 10: Library orientation or information literacy programmes provided by the library in the use of library Resources and services

Sl.No	Level of satisfied	Respondents	percentage
1	Satisfied	39	73.58
2	Dissatisfied	8	15.09
3	Neutral	6	11.33
	total	53	100.00

The above table 10 shows that respondents of the library information literacy programmed provided by the library in the users of the library resources and services. majority of the respondents are satisfied 39(73.58%),dissatisfied respondents 8(15.09%) and neutral respondents are 6 (11.33%).

Findings:

1. It was found that 34 (64.84%) respondents were female and 19 % males.
2. The studies found that majority of the respondents (92) were between the age group 18-25 years.
- 3.The main purpose of using information was founded to be to update knowledge by 58% respondents followed by to ask subject related material and some respondents ask for helpdesk for users and some respondents ask new edition books.
4. Majority of the respondents find information through books (41.50%).
- 5.The majority of the respondents using reference services (84.90%)
- 6.The majority of the respondents knows about internet skills (60%).
- 7.48.33% of respondents were satisfied the library literacy programme.

Suggestions:

- 1.The Library should start new services to inform the students and scholars and in humanities departments.
- 2.Inteoduce the proper feedback systems to know about proper use of information resources facility.
3. more trained and skilled staff should be appointed, who are trained in the functioning of software & hardware which help the students in are like, assessing, downloading.
- 4.The faculty should organize regular workshops to enhance usage of information resources
- 5.The library provides printing facilities of resources free and minimum cost.
- 6.User training should be given for the exploitation of the resources to give justice to UGC-INFONET programme.
7. It should motivate students to adopt skills for assessing information resources.
- 8.Teachers should give guidance to students how to access information resources.
- 9.The library should conduct Information Literacy programmes.
- 10.The library should conduct information communication technology training programmes.

Conclusion:

Information literacy has been an important concept in 21st century. research in this area in developing as few developed countries, such as India is still in its preliminary stages because countries such as India are still becoming fully immersed in information age. this research presents a study designed to assess the competencies of the post graduate and research scholars in humanities departments Bangalore university. It is concluded that, the university library it is most provide the information literacy skills to the students research scholars of the university, to that they aware of the fact as to information needed, how to locate evaluate and information effectively. It will result in maximum use of rich collection of library material and the uses of the library .the uses of the academic libraries must not only aware of the nature of information in their discipline but must able to analyze the information. such skills will empower them to engage in lifelong learning.

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