CHAPTER-1

INTRODUCTION

Libraries are important social institutions. No community is considered complete without a library. The spread of democracy, the extension of education, and the rapid increase in the production of recorded knowledge, have led to the enormous increase of libraries and the development of their services. The communication of ideas is one of the most noteworthy achievements in the cultural improvement of the human race. The library one of the many means of human communication and is an important center for disseminating knowledge.

Library development is closely related to the library movement in the Indian sub-continent. Libraries in India can be traced from the history of ancient Indian libraries furnished by the travel diary of the famous Chinese traveler Fa Hien, who visited India. The British settled and stayed on for nearly two hundred years initially for trading. They subsequently started to establish academic institutions and libraries on a small scale.

1.1 WHAT IS LIBRARY EDUCATION

"Education" and "Library" are two indivisible concepts, fundamentally related to and co-existent with each other. Neither is an end itself; both together are a means to and ultimate end. One survives as long as the other exits. Education is summative of all ways in which a person develops abilities, attitudes, and other forms positive value to society. Education is the result of acquired knowledge and the accumulation of observation and experience. Education cannot exist alone in the absence of library, and library has no meaning if it cannot impart education.

Library education means educating students to be qualified librarians or information scientists through organized instruction and training. It represents a synthesis of professional action and testifies to the importance, value, and necessity of libraries for the present and the future.

1.2 DEFINITION OF LIBRARY EDUCATION

According to UNESCO:- the goal of library education is to develop professionals who are qualified to established, manage, operate, and evaluate user-oriented information systems and services. In addition, the program should to familiarize students with the role of information in society and make them fully aware of sources of information and develop skills for exploring the

According to Carter V. Good :- it is a ‘social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may attain social competence and optimum individual development.

Library and Information Science (LIS) includes academic studies on how library resources are used and how people interact with library systems. The organization of knowledge for efficient retrieval of relevant information is also a major research goal of library education. At the same time, it should not be confused with information theory, the mathematical study of the concept of information, or information science, a field related to computer science and cognitive science, library education is interdisciplinary, and overlaps to some extent with the fields of computer science, various social sciences, statistics, and systems analysis.

Mission Statement

The Library Science program is a graduate program that awards a Master's of Library Science degree upon completion. Using a combination of off-campus teaching methodologies, the Library Science program mission is to make a positive impact on K-12 students and public library patrons by providing the State of North Carolina with appropriately educated school and public librarians who take leadership roles in the state, nation, and world. High-quality faculty, who create authentic learning experiences that blend theory with practice and consistently engage in relevant research, creative, and service activities, help to accomplish this mission. The Library Science program shares a commitment with the Reich College of Education to promote program excellence, communities of learning, and ethical and professional dispositions.

Goals and Objectives

Goal 1: Graduates will be prepared to provide library and information technology services in public libraries.

- **Student Learning Objective #1:** Students will apply the theories, principles and practices of library science as they perform administrative functions required for the efficient operation of public libraries and school library media centres.
- **Student Learning Objective #2:** Students will integrate the concepts of intellectual freedom and information access in the physical design and intellectual context of the services provided in libraries and media canters.
- **Student Learning Objective #3:** Students will identify and implement effective uses of library and information technology media.

Goal 2: Graduates will be prepared to build library collections that fulfil the literature and media needs, both informational and recreational, of all citizens in a diverse, democratic society.

- **Student Learning Objective #1:** Students will analyze multiple types of data about a given community in order to describe its most likely informational and recreational media needs.
- **Student Learning Objective #2:** Students will establish and articulate selection criteria for items chosen for specific library collections
- **Student Learning Objective #3:** Students will evaluate materials for stereotypical content and bias.

Goal 3: Graduates will be prepared to advocate for successful library programs and provide leadership within their communities.

- **Student Learning Objective #1:** Students will identify stakeholders that both impact and are impacted by library services and resources.
- **Student Learning Objective #2:** Students will design interventions that increase the library program's impact on community.

- **Student Learning Objective #3:** Students will develop a plan to advocate for programs, resources, and services.

1.3 ROLE OF LIBRARY PROFESSIONALS

Library Professionals with scholarship as well as management abilities, technical knowledge and skills, and qualities of leadership are needed by libraries. In Modern Library System, Library Professionals are required for Developing digital information resource base; Building Library Collection and managing information systems and networks; Providing consultancy and remote support to end users; Value addition through analysis and interpretation of information; Planning, developing, delivering and marketing information products; Training and helping the end users in information search for research; Managing the contents accessible through intranet; Archiving e-resources for future use; Developing interactive website for the library and managing its contents; Manage both implicit and explicit knowledge available in the library. Use of Electronic Information Resources To create awareness among the library users about the Electronic Information Resources by conducting training programmer, workshops, audio-visual presentations, demonstrations, etc., on regular basis. To convert the non-users into actual users by educating them about the potentiality of the Electronic Information Resources for their academic activities. User education should be conducted for a small group of users belonging to a single subject discipline. The users should be divided on the basis of their knowledge to use the ICT for imparting user education for those who lack knowledge to use the ICT.

1.4 SCOPE OF LIBRARY EDUCATION

The scope of a library as an effective aid to study and education is virtually multitudinous. There are different types of libraries, Special library, Public library and academic library which contribute to education in various different ways.

Academic libraries:- Academic libraries include school, college, university and research libraries. All these cater to the needs of academic community for supplementing the study and research programmes of the institution and help conserve and disseminate

knowledge. The purpose of a university library differs, in varying degree, from that of a school or college library in that the former adheres extensive and particular emphasis to research projects apart from the curricular need of the institution. Besides aiding in the studies of children and assisting the teachers in their teaching and periodical research, a school library is primarily concerned to pro-create and urge for reading amongst the children who here get a first-hand-knowledge to use the library resources most effectively in their future career. This institution serves to build up a strong mental base and character of the children.

Public Library:- which is very often called a "people' university", is a democratic institution operated for the people by the people that conserves and organizes human know. The Public Library system in India is the product of western impact. It came about through 185 years of British rule in India, from 1762 to 1947. Ledge in order to place it freely in the service of the community without any distinction of occupation, creed, class, or race. It is a university of the people since it is maintained and financed by the people of the community who freely throng in this institution and acquire knowledge that they need in their day-to-day life. The scope or command of a public library that meets not specific but general requirements of the public thus remains quite broader in its vision. It differs from the other types of libraries in that by offering opportunities of informal self-education it inculcates reading habit amongst all types of general readers and, as a consequence, maintains a sizeable collection of light literatures, i.e., fictions, novels, story books, etc. for recreational studies, and a children's corner equipped with juvenile literature.

Special Library:- It is concerned with ' literature of a particular subject or group of subject', is an institution which is 'created to serve the needs of some working organization, either a company, a research association or a government department.' It is often established 'to save time which the staff, either executive or research, would otherwise employ searching for information.' Paul Wasserman has rightly asserted that the "special libraries have never had subtle or indirect aims ; unlike public or college libraries, their mandate is almost always clearer and sharper, and consequently their objectives normally seem more tangible, more realistic, even perhaps more attainable in the pragmatic sense of the term, than those of other types of libraries. The special library

has been historically, and remains today, and integral, functioning unit of the organization in which it is found dedicated to the proposition that it exists only to offer the information which the organization needs in order to build prosper, advance, and achieve its ultimate ends."

1.5 DEFINITION OF LIBRARY PROFESSIONAL

1. A person who is a specialist in library work.
2. A person who is responsible for a collection of specialized or technical information or materials, such as musical scores or computer documentation.
3. A librarian is a person in charge of a library, and is usually trained in librarianship. Traditionally, a librarian is associated with collections of books as demonstrated the etymology of the word "librarian".

1.6 ETHICS OF LIBRARY PROFESSIONAL

- We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased and polite responses to all requests.
- We uphold the principle of intellectual freedom and resist all efforts to censor library resources.
- We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- We treat co-workers and other colleagues with respect, fairness, and good faith and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

- We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision access to their information resources.
- We strive for excellence in the profession by maintaining and enhancing our own knowledge.

1.7 OBJECTIVES OF THE STUDY

- To know research scholars ' ability to identify a variety of types and formats of potential information sources in their research work.
- To study about the ability of research scholars in determining the nature and extend of the information need in their research work.
- To assess the ability of research scholars to search, locate and retrieve information from various information sources.
- To know the opinion of the research scholars about the importance of information literacy and the need for teaching information literacy as part of their curriculum.
- To assess the research scholars knowledge about social, political and legal implication of the use of information.

1.8 SCOPE OF THE STUDY

Present study is concerned with the university libraries of Lucknow. The population of Ph.d research scholars only is covered for this study out of the selected university libraries. This study will cover the following university libraries:-

1. Babasaheb Bhimrao Ambedkar University.
2. Dr. Ram ManoharLohia National Law University.
3. Dr. Shakuntala Mishra Rehabilitation University.
4. University of Lucknow.

Here it is also mention that Dr. Shakuntala Mishra Rehabilitation University does not have any central Library. The researcher came to know throw other sources information that the new central library building coming up and presentably the university has only departmental library .Therefore while analyzing the data in chapter – 5 , in this tables

where university libraries description is given only three university libraries are described.

1.9 HYPOTHESES

- Research scholars are capable to identify the appropriate information sources to collect appropriate information required for their research purposes.
- Research scholars are able to determine the nature and extent of their information needs in their research work.
- Research scholars are able to search, locate and retrieve information from various information sources.
- Research scholars are of the opinion that there is need for including information literacy as part of their curriculum.
- Research scholars are aware about the social, political and legal implication of the use of information.

1.10 METHODOLOGIES AND WORK PLAN

The type of research adopted for the present study is descriptive research which includes surveys and fact-finding enquiries of different kinds. The major purposes of this research is information literacy among PhD scholars of universities in Lucknow. The method is utilize in this research is survey method.

1.11 DATA COLLECTION TOOL FOR THE STUDY

Research tool is a fundamental requirement which determines the validity of research. The study is focus on information literacy and data collected with the help of structured questionnaires, through the organization's websites, personal visits to organizations and informal interviews with the PhD scholars.

1.12 STRATIFIED SAMPLING

Stratified Sampling is a type of sampling method in which the total population is divided into smaller groups or strata to complete the sampling process. The strata is formed based

on some common characteristics in the population data. After dividing the population into strata, the researcher randomly selects the sample proportionally.

1.13 SAMPLE SIZE

The present study was conducted on four universities. A Stratified Sampling Method was used to draw the samples from each university. The Stratified Sampling Method for the study has been decided as 30% of the registered scholars of each universities library, on the basis of this 30% Stratified Sampling Method the sample from each university was drawn.

1.14 COLLECTION OF DATA

For this study the data is collected with the help of structured questionnaires, by interviews of PhD scholars. The questionnaires was filled by PhD scholars from universities selected for study. The questions was frame a according to the objectives of the study. For framing of question following steps was taken into consideration:

- The questions included were relevant to the objectives of the study.
- The questions were simple, clear and to the point.
- The questions was close and open ended.
- The questions were arranged in proper sequential order.

1.15 DATA ANALYSIS AND INTERPRETATION

The data will be analyzed using various statistical techniques like simple percentage, tabulation, and pie charts or bar diagrams. After collecting the data, suitable tables were prepared in excel, word etc.

1.16 CHAPTERIZATION

CHAPTER-1:- INTRODUCTION

This chapter includes a brief introduction, objectives of the study, its scope, it also a gives a briefing of research methodology, the hypothesis and references.

CHAPTER-2:-REVIEW OF LITERATURE:- The relevant literature were reviewed and presented in this chapter.

CHAPTER-3:- INFORMATION LITERCY

This chapter includes brief introduction of information literacy, definitions, their types, advantages etc.

CHAPTER-4:- PROFILLE OF THE UNIVERSITY LIBRARIES IN LUCKNOW

This chapter includes a brief introduction of university libraries in Lucknow establishment, history, collection of library, its staff etc.

CHAPTER-5:- DATA ANALYSIS AND INTERPRETATION

This chapter includes the analysis and presentation of data in the table form.

CHAPTER-6:- FINDINGS, CONCLUSION AND SUGGESTIONS

The data includes analyzed using various statistical techniques like simple percentage, tabulation, and pie charts or bar diagrams.

REFERENCES

- http://www.infosciencetoday.org/library-science/the-role-of-libraries-in-education.html
- http://www.uvu.edu/library/policies/professional-ethics.html
- http://mls.appstate.edu/program/mission-goals-and-objectives
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CHAPTER-2

REVIEW OF LITERATURE

In this chapter an overview has been provided of the researches done on different facets of information literacy. There are various studies in the literature of an information literacy of medical professional. It looks in the information literacy . In this literature review is an important showcase, the information literacy studies and to composes and evaluates them to present the study and to prove then that information literacy has assesses of the medical professional like faculty and students.

2.1 REVIEW OF LITERATURE

The term information literacy is an umbrella which covers various literacy i.e. complete literacy, digital literacy , visual literacy, library literacy, Media literacy, technology literacy, Tool literacy, ICT literacy etc. there are different kinds of on which the diverse aspect of informational literacy have been conducted over many years. Some of such studies that diverse the informational mention are-

- **Graves and Anders (2017)** mentions the important of collaborations between library and writing centers. In this study data collected from writing study and information literacy. Users generally ask for assistance of formatting citation.
- **Zoellner, (2016)** the paper deals in the major differences between the first and senior UG student among information literacy and their information literacy behavior and experiences. The study depend on survey research the find of this study the minimum exhibited behaviors' of the first and senior UG student.
- **Brier, and Lebbin, (2015)** the paper investigates the teaching method of information literacy. The paper finds the impact of information literacy on the teaching method and how to promote to high skill teaching method.
- **Rafique (2014)-** A study on the information literacy skills by the faculty members: the study of the University of Lahore, Pakistan. The faculties, the existence of the mandatory information were proficient in determining the majority of the faculty

members. Were found and to determine, analyze &evaluate & fully understand the retrieved information. The needed information of the faculty members of in the pre-format is the 64.3% & in online format the needed information is the 34.5%. search engines were used by the majority of the faculty members and the required information were located in the various websites whereas most of the faculty members used database & the necessary information to retrieve the advance search option & few of the faculty members used to define the information and to obtained the reliability of information to evaluate from many other sources. Majority of the faculty members were deficient in searching in database & catalogue. In order to access the necessary information resource used to proper subject terminology.

- **Baikady & Method (2013)-** A study carried out on the computer literacy & the use of web resources. A survey on the medical faculty & students. A study revealed that most of the respondents possesses basic computer literacy skills. An average respondents were 51.1%, above average were 39.9%, below average were 4.7% of the computer literacy skills, experts computer literacy skills were 8.8% & PG students were 3.7% moreover faculty members were 53.1% & PG students were possessed 49.2% of the average computer skills. In the use of web resources. 76.1 of the faculty members and PG students who possessed the expert computer literacy skills used the web resources frequently such is Medline data base & pub. Med. While less frequently used web resources by the faculty members & PG students having above average computer literacy skills. The faculty members & PG students who did not access web resources frequently were having below average computer skills.
- **Kishore and Padmaja (2013)-**Carried out a study on information literacy skills of the PG students of Sri venkates wara Institute of medical sciences. Towards the use of electronic information resources. Data was collected by the eight super specialty medical departments. 65% of the PG students were average computer literacy level. Whereas 16.25% were below average computer literacy level. In order of preference these were 71.87% Yahoo & Google search engine respectively. 67.5% students were used sometimes of internet & other e-resource whereas 32.5% were used them quickly 61.25% students were preferred the e-resources for workshop & seminar presentation whereas 53.75% students were in project preparation. 52.5% students

give first priority to Medline database and 33.12% students given second priority to pumped.

- **Menavalli & Kumbar 2012-**A study on Information literacy competence of student farcies institute of management and research among the management students in order to know the level of information literacy skills of the students. Data was collected of the questionnaire method. 96.42% students majority were able to search the accurate information whereas due to lack of appropriate search engine strategies only 3.58% students were not able to search the accurate information for accessing the needed information 50% students were depended upon the library staff, 57.14% students were suitable to discuss with friends and 39.28% suitable to take the opinion of the faculty members whereas 85.7% students majority were able to access the needed information by themselves. 96.42% students were used to evaluate the strived information in terms of authority, appropriators & currency. 75% students were able to locate the required information and were update of their required information. The study findings that majority of the management were information literate.
- **Emami & Seify 2012-**A study on the Information literacy competence (ILC) of faculty members in University of applied Science & Technology. This study showed that 43% teachers their information needs of fully recognized. 42% teachers were very high proficiency for the respect of information skills, 34% teachers were very high skills. 38.55% of the teachers were very high information accessed whereas only 20.7% & 28% of teachers very high citation skills. 3.23% found that faculty members IL status was above than the average. The study findings that information literacy competence status was reasonable.
- **Moghaddaszadeh & Nikam (2012)-**A study on attitude of faculty members & research scholars towards information literacy. A study of Bangalore University, Bangalore, India. Data was collected through the structured questionnaire from 150 faculty members & research scholars. The study shows that all mean sore of the respondent towards information literacy 235.97 out of 336 respondents. 20 respondents were able to express their information need & their mean score was 14.56 whereas the different types of potential source were 24 respondents for information with 16.48 mean scores. 39.12 out of 56 the attitude of respondents

towards nature & extent of information. The mean score was 61.76 out of 88, towards access to information & the mean score was 70.52 out of 100 respondents towards the evaluation of information. While 28.69 out 90 respondents towards the information use. The study findings that ICT skills of teachers had a lower level.

- **Nanda and Ramesh (2012)-** A study on the assessment of information communication teacher (ICT) literacy among teachers & practitioners in the field of disability. Data was collected through the questionnaire of the total no. of 335 teachers & practitioners from disability. The study shows that 224% of the respondents were visually impaired 87% of the respondent were computer literate. The impaired hearing respondents of the 31 percent 29.3% had loco motor disability, 17.3% were mentally retarded. The study shows that in the field of internet www. Ms. Office, email the practitioners possessed good computer skills that the teachers. Using software programs only 28% of the respondent were followed reference books, newspapers respondent were 77.31%, magazines followers were 68.06%, journal followers were 50.15% where only 20.60% followed e-books and e-journals followers to meet their information need were 25.37% professionals utilized less no. of e-books, e-journals, conference proceedings use of dictionary respondent were the 98.52%, encyclopedia were 49.85%, patent directory 36.42%, Gazetteers 13.13% whereas use of thesaurus respondent were 15.82% as a reference tool research.
- **Biradas & swapna G (2011)-** A study on information literacy competency: a study of Bioscience students of Kuvempu University. The study shows that 87.75% of the students were able to know the need of information on a consulted library members for directing the information. To select the various information findings tests there were 62.54% of students were able to enough to search information. i.e. to access the collection of library selecting OPAC conline Public Access Catalogue), using research database to locate good articles on a topic & using search engines for free access or charge fee information source on the web. 59.86% students were able to select suitable search terms and construct effective searches such as author search, key word search, subject, title etc. using truncation & Boolean logic. To evaluate the internet resources 53.47% were using all needed criteria like authority, accuracy,

validity, reliability, timeliness et. Most of the respondents i.e. 89.79% able to evaluate the journals & books.

- **Sevakan & Brahma (2011)-** A study on digital information literacy among PG students & research scholar of Pondicherry University analyze the level of literacy of students & scholars in the use of digital resources. The study shows that 60.47% of the student & only 14.73% of the research scholars were aware about the digital resources, 18.60% respondents were e-journals, e-books & e-newspapers and 18.60%, 9.30% and 6.98 of the research scholars respectively whereas 24.03% respondent of e-journals, e-books e-theses, & research reports were utilized, 19.38 13.95% and 12.40% of the students respectively. Some students i.e. 19.38% were frequently used e-books, while scholar i.e. 18.60% frequently used e-theses. Digital 39.39% scholars & 16.67% students were confident in using digital resources whereas rest of the respondent were not able of the digital resource provided by the library.
- **Sasikala and Dhanlalju (2011)-** A study on assessment of Information literacy skills among science students of Andhra University. The study shows that 94.33% majority of students were preferred frequently use books whereas 43.97% were used reference book and 42.55% were used newspaper. The best for the basic information about 22% of students were able of the importance of encyclopedia. Only 14% of students were the use of bibliography. Most of the students i.e. 54.60% were used simple keyword for searching and retrieving information from a database. 17.73% students were use truncation technique and 15.60% students were used Boolean operators (AND, OR, NOT) where as 20.61% students were used field search technique (title, URlptc.) 89.36% of the students were used internet, out of which 38.29% were accessed them internet for mailing purposes. 57.44% students were using different websites on the web, 30.49% students were using search engines while 20.56% were using internet for accessing database.
- **Al et.al. (2010)-** A study on Information literacy skills of engineering students. The study found that only 16.30% of students opted the right Boolean operator OR to get more search results. Most of the respondents i.e. 81.8% of students were not aware of the use of thesaurus for particular database in search for preferred terms. Few respondents i.e. 26.5% were aware of the use of encyclopedia in providing an

overview summary of a topic. To provide the current information on a subject only 24.5% respondent recognized the journal as the best document type. 8.2% of the students were recognized that most efficient search tool to find journal articles is a database. A student that cannot locate the books in the library by the search engines is ST% respondents. Most of the respondent i.e. 81.6% of students that did not know about the importance & use of bibliography, therefore they were not find relevant documents and they did not able to use it. Only 6.1% respondents were acquainted with the criteria to evaluate an web site. Most of the respondents i.e. 85.7% were not accepted the corresponding document type or were not able to identify a citation.

- **Hadimani & Rajgoli ((2010)-** A study on assessing information literacy competence among the UG students of college of agriculture. The study find that most of the respondent i.e. 94.44% were able to know when they were in need of information & all students were identified the source to find the necessary information about 91.11% of the students evaluated information by consulting other resource of information & by discussing it with friends & teachers. All the respondents were agreed on the important of evaluating information available on the internet.
- **Haneefa and Shukkoor (2010)-** A study on information & communication technology literacy among library professionals in Calicut University, Kerala explored the efficiency level of the library professionals in the use of information & communication technology. The use of ICT based resources & services were higher among the professional assistants than the assistant librarians & A junior librarians. Koha, using software were 43% of the professional assistants. Use of institutional reparatory software & use of digital library were very low among the professionals. 98% of the library professionals were widely used MS word application software 63% of the assistant librarian & 60% of the junior librarians for general purposes. Internet users were 87% professionals to write and send e-mail by themselves. 56% professions were able to use database and 51% of the professionals create a presentation very well by themselves. 29% and 24% were able to create a multimedia presentation & construct a web page. Only 18% professionals were create a computer program very well by themselves and aloe 18% of professionals were able to the use

of database, use of spreadsheet and create a presentation. Most of the professionals were not very much satisfy in landing high level ICT tasks.

- **Islam & Tsuji (2010)-** A study on accessing information competency of information science library management graduate students of Dhaka University. The study found that only 30% students were identified correctly the and 800 lean operator. The students were right query formulation using Boolean operators & truncation were only 10%, 60% of the students were able to identify the citation of journal article. Out of 10 students, only 3 were able to identify the need for information whereas 7 students were able to identify the diverse source of information a students were able to select right retrieval aids like search engine and OPAC while 8 students were able to implement and create a search strategy.
- **Seneviratne and Wickrama singhe (2010)**-A study on information literacy skills of UG of University of Moratuwa. The study find that highest mean were obtained from the using tool skill by UG from the faculty of architecture (522±31) & faculty of IT (490±52), faculty of engineering UG were obtained highest mean score for the skills of retrieving source. The skills of the selected result were the lowest mean score. The study found that tools by UG from all the 3 faculties of the Moratuwa University.
- **Shasma (2010)**-A study on information literacy in Indian Agricultural Universities: A study of Punjab Agricultural University. The study found that 76% of the respondents were necessary information for publication of research paper. 43% of the respondents for the preparation assignments whereas 28% for general cowbanes & 24% were teaching, 85% of the respondent were retrieve the necessary information and were aware of the source of information to be consulted. 53% of respondent were able to evaluate the authentic source of information before using it. Most of the respondents were able to organize, use and to access the information efficiently.
- **Siddike (2010)**-A study on exploring digital literacy compliances among the library & information professions of Bangladesh. The study find that 42.5% of the respondents of the information professionals were using MS office, low ability of using (CAN) local area network i.e. 50% respondents whereas 45% of the respondent had also low ability of MAN (metropolitan Area Network) 50% of the respondent were the use of OPAC had average ability. Only 30% and 12.5% had very high

ability. 47.5% of the respondent had an average ability while 32.5% respondents were online use journals of possessed high skills. 62.5% of respondents were the use of e-mail had high ability. Whereas 47% of the respondents were the use of www. The overall digital literacy competencies among the library & information professional were not satisfactory.

- **Baeo & Fyneman (2009)-**A Study on Information literacy among UG students in Niger Delta University. The study found that 75% of the students were able of journals & used them as a source of information 64% of the students were consulted colleagues to obtain necessary information 56% of the respondents were use of references at the back of books. 75% of the students were use of internet as a source of information to retrieve relevant material. The different search engines used by 74% of students as a source of information. Male students were more aware of the female students as a information source. They were also more used different search engines & websites and digitally literate than the female students.
- **Hsu et.al. (2009)-** A study on factors influencing computer literacy of Twain & South Korea Nusses Examined that computer literacy level of musses & explored the variables that in fluency their computer literacy. The study find that 3.153 respondents out of 5 point scale that the mean score of computer literacy, with scores of 3.24 Taiwan and 3.06 for South Korea. These 50 respondents shows that mid level of computer literacy. The seven domains of computer literacy both countries reported similarly with attitudes towards computers & principles of computer application rated as the highest two & concepts of hardware, software & networks and program design rated as the lowest two. The significant factor of personal innovations in IT, computer education & age that affected computer skills of musses.
- **Issa, Blassing & Daula (2009)-** A study on effects of information literacy skills on the use of E-library. Resource among students of the university of Itorin, Kwara state, Nigeria. The study findings that respondents of the using library facilities were only 34.72%. Those who were not using the e-library facilities because of their inability to use e-resources of 52.78% respondent. Computer uses only 25% respondents were used and or Boolean operators. 76.39% of the respondents were comfortable in seeking information through internet searching. Most of the respondents were

comfortably with different information needs for practical application. 30% of the respondents comforted information from various sources to determine accruing, reliability, timeliness of bias of information.

- **Korobilii, Malliari and Christodoulau (2009)-**A study on accessing information literacy skills in the technological education institute of these aloniki, Greece. The study findings that development of information literacy skills in the library seminars. The study discover that students were not completed an assignment in the provinces semester were not acquitted with suentific source available in the library and that were not attended an information literacy course in a library seminar. However, there was a slight differ b/w those respondents who had "attended an IL course integrated in the curriculum" and those who had not.
- **Rehman and Alfaresi (2009)-** A study on information literacy skills among female students in Kuwaiti High schools. The study findings that most of the students were low skills in searching & selecting of pertinent sources. Students were use in library of 61.7%, 82.4% of students were associate with the use of Catalogue, 47.9% of the respondents were aware that catalogue includes title of books in the library. 44.8% of the respondents were adopt that library catalogue such as articles, journals, books present in the market. Few % of students i.e. 18.8% were able to select information or sources appropriate to the problem or question in hard.
- **Rekadarkolali and Amuli (2008)-** A study on evaluation of ICT literacy differences in Trainee students teachers from the view of sexuality. The study shows that to evaluate ICT literacy differences in trainee student teachers from the view of sexuality. The study finding that these were no important different found b/w females & males previous experience with ICT. However, computer male worked significantly more has/week than females. Important different b/w males & females is the technical ICT capabilities & cognitional and situational sustainability were observed.
- **Kinengyers (2007)-** A study on effect of information literacy on the utilization of e-information resources in selected academic and research institutions in Uganda. The study findings that actual usage of information does not available of necessarily mean, few respondents were available resource had not been utilized at all. Some

respondents were not aware had not aware of the availability of resources, some respondents they do not know how to access them or some respondents were not known what the resources offer. Information literacy was playing an important role in usage of e-resources. Information professionals were necessary to purr on IL skills to library uses whereas library uses should endeavor to find out what information was available online for their consumption. The levels of utilization were also in fluency in their attitudes & perceptions.

- **Kubiatko (2007)-** A study on Information & computer literacy of high school students. The study shows that use of computers, purpose of internet use and frequency of ICT use. The study findings that 60% of the students that students were using computers in the school. Most of the respondents i.e. 90% students were using computer at home. Nearly 70% of the students used the computer after lessons. During teaching class more than 60% of students were used. Uses were used interent everyday of 30% students. Only 3% of the students did not use the internet at all. Internet uses of boys more than the girls.
- **Mahasana & Mishra (2007)-** A study on a survey of digital information literacy of faculty at sambalpu University. The study findings that most of the print soruces were expressed in their need for e-information 82.86% of the respondents were use e-theses, & dissertation, e-articles, e-journals, e-databases were used male than 50% of the faculty. 82.86% of the respondents were shows that themselves as computer literate. No. formal training had 60|% respondents. Most of the university faculty members had more internet knowledge. For searching & browsing on the web search engines were more frequently used. Tools were less used by them such as bibliographic, data bases, sub. Gateways etc.
- **Adeyoyin (2006)-** A study on ICT literacy among the staff of west African university libraries: a comparative study of any to phone and francophone countries. The study finding that out of 370 professional librarians only 179 professionals were ICT literate whereas the 191 professionals librarians were ICT illiterate. An overall % of 48.38 of literate professionals 51.62% for ICT illiterate professionals. Out of 526 professionals, 442 professionals of ICT were illiterate and reaming 84 professionals were ICT literate.

- **Adomi & Anie (2006)-** A study on an assessment of computer literacy skills of professionals in Nigerian University libraries. The study findings that most of the library professionals were use of computer & technology was not upto the mask & did not possess a high level of computer skills. Computers were more useful, the librarian to get their work done faster & earlier, workload reduced, electric power failure inability to own a PC among the people homepages their leading & computer usage. Majority of the professionals were acquired their computer skills from computer IT training programmes, & were using the library software more frequently than other software packages.
- **Crawford (2006)-** A Study on use of e-information services & information literacy. A Glasgow Caledonian University to know about the concept of information literacy. The relationship of work activity to information literacy was found to be central and alumni felt that an understanding of information literacy gave them a district advantage in job founding & seeking promotion. The altitude of the employeers was variable in many cases i.e. information learned at university information seeking skills, and scholarly methods were found to be spreading there could be directly applied to the workplace.
- **Ferguoon, Neely and Sullinon (2006)-** A Study on Basement information literacy of Biology students. The study shows that most of the respondents were familiar with the information literacy skills. To identifying the were used comfortable. To evaluate the information 56% of students were comfortable and only 18% of students were very comfortable. To identified the citation most of the students faces the difficulty of information source such as articles, books, journals, book chapters, newspaper articles etc. 57$ of students were comfortable in developing successful search strategies and 20% of students were very comfortable the developing whereas they were not know government the basic search techniques such as truncation, controlled vocabulary and Boolean operators Biology students has a significant member were overestimated their skills.
- **Gibson, Jack and Rantie (2006)-** A study on computer literacy, skills and knowledge among Dentistry & Dental care professionals (DCPs) within primary care in Scotland. 43% of the professionals were considered their IT skills were moderate

and only 1/3 reporting were low or nil in IT skills levels. Most of the respondents IT competence was self acquired. To accessed the computer learning program only quarter of respondents could be there. The study findings that the level of literacy in information technology (IT) had gain a beltescnder standing access the dental team working within primary case in Scotland. Thus the effective use of IT planning allowing an appropriate of education & training.

- **Adeyojin (2005)-** A study on information communication Technology (ICT) literacy among the staff of Nigeria University libraries. The study shows that the level of ICT literacy among library staff in Nigerian libraries. The study finding of the study professional librarians i.e. only 32.46% were ICT literate, paraprofessionals i.e. only 6.09% were ICT literate in libraries. ICT literate were only 7.82% and other staff members only 6.09% were ICT literate.
- **Arora (2005)-** A study on computer & information technology skills of first year medical and dental students i.e. 93.3% could use and access of computer. Mostly students were used the most popular internet services like e-mail. 88.89% of students were explored the internet and used e-mail and 83.89% of students were use search engines. Work processor uses were 47.78% of students whereas power point uses were only 31.15% of students. Search engines uses were 70% were use Google, 65.55% were use yahoo and only 27.77% were used MSN. Using the public access databases only 3.33% of students were frequently searched the internet for medical literature. To accessed the medical databases students need formal training.
- **Bakar (2005)-** A study on IT competencies in academic libraries. Malaysian Experience. To identify the information technology (IT) competencies needed for information professionals in Malaysia is the main purpose of this study. The study findings that a survey instrument was designed to elicit responses on a Varity of IT competencies. The main 13 key competencies for this purpose were indentified such is internet and internet, e-mail, IT basis, presentation & publishing, word processing, spreadsheet, design, system maintenance, graphics, project management, design & development of web applications, programming & system analysis for validating by the information professional. Their 13 competencies were found to be important except for system maintenance competencies.

- **Chagari (2005) -** A study on information capability building: Role of information literacy programmes : A study. The study indicates that the status of information literacy programmes in 3 public librarians in Visakhapatnam, India. Most of the uses were depend on the library staff for assistance. In library most of the uses to use different means to get the required information and 50% of the uses did not showed the difficulty in using the services offered by the library.
- **Ershad and Bahahdini (2005)-**A study on computer literacy of medical students in Kermon University of medical science in 2003-2004. The findings that only 29.2% respondents were male and 70.8% were female. Personal computer has 65.6% respondents 43.2% respondents had software class and only 20.8% respondents had a hardware class. In total out of 56% of students got computer literacy score.
- **Korobili and Tilikidou (2005)-** A study on necessity of information literacy education in marketing department. The study shows that only 18.6% of respondents had never used any kind of sources in the library majority of students were not are of the specific resources & tools of the library or they had never used them for the completion of long research papers 68.8% of the students were use library resources, whereas for short papers 36.85 were used them. 41.6% of the students were informed about information gathering methods by asking librarians. Wheras uses education seminar were 14.7% of the students. The relatively low % of the students were use e-resource of the library and few students were attended the bibliographic instruction seminar for the completion of their assignments. Most of the students i.e. 93.5% were uses education of any kind to be very important for their academic success.
- **Matteos et.**al. (2005)- A study on comparative evaluation of computer literacy amongst dental educators and students. The study findings that the total 149 questionnaires were collected fron the educator's group and 58 questionnaires for the dental students. The average computer competence score between two groups were no significant difference. The average educators group score was 20.7 (SD.9.9) and the students average was 18.1 (SD 8.5). the role of ICT in dental education amongst the educators attitude were very positive, regardless of their competence with academic position, computers or year of graduation. The study found that students and academic staff was a wide diversity in computer competence. The actual

competence students in the use of computer might not be as high as is after perceived through ordinal scales and self-assessment.

- **Walis (2005)-** A study on article Cyberspace, information literacy & the information society studied that citizens of information societies to a bewildering range of digital information resources that their traditional role as intermediaries were face less demand for citizens of informational societies, information literacy play a vital skill set.
- **Atkins & Ashcroft (2014)-** A study on information skills of UG business students- A comparison of UK and international students. The study defined that there was no major difference b/w the international students and information skills of UM. The students performed well on the test were only one-quarter whereas those who were inadequate information skills were only three quarters. Most of the students were fell neutral or negative towards library and information skills with international students having a more positive attitude than home students. The negative attitudes by the students were the inability to find information without help is one of the major sources.
- **Tanner, Piesce and Pravikoff (2014)-** A study on readiness for evidence based practice: information literacy needs of nesses in the United States. The study reveled that to provide best care for patients were gap in their skills for accessing, evaluating, identifying retrieving and utilizing research evidence. The needed information often or regularly were 64.5% of the respondents. The totally inadequate or less than adequate of the workplace information resources were 49.9% of the nusses respondents. 75% of the respondents do not search CINAHL database 55% of the respondent that they do not search. 65% of the respondent were poor searching skills whereas exploring Medline 66% of the nusses respondent were never evaluated research reports. The nusses claimed to the successful or highly successful in searching the internet or World Wide Web were 66%. Those who were never received formal instruction were 73% of the nusses. Some nusses had never skills information from a relevant source and they were less than average computer skills.
- **Mahamud and Hairi (2003)-** A study on Information and communication Technology Literacy among Medical students in the University of Malaya. The study

findings that to determine the attitude, knowledge, practice of IT among medical students. The study shows that 60% of medical students were have less computer knowledge whereas those who processed the intermediate knowledge were 33% of the respondent. Most of the respondents i.e. 74% were inadequate ICT facilities in the faculty. To rate their own skills, students were asked on a scale of 0-5. Those who have highest self rated skill was for e-mail followed by the word processing and world wide web the lowest rated skills was database, statistical software and spreadsheet. Male students were more to use the software and internet as compared to female students. Indian students were more conformable with software compared to other races. Students were also tested on a commonly used terms in ICT and male students appeared to have a significantly higher mean score compared to female i.e. $p<0.001$ which indicates that male students tend to be early adopters of technology. The majority were ICT literate of medical students.

- **Powell and Case-**Smith (2003)- A study on information literacy skills of occupational therapy graduates. The study found that most of the respondents prefer to use information resources that are readily present to them, like 79% of the supervisors, 69% of the internet and advice from their colleagues, rather them the evidence available in the journal literature. 42% of the graduates respondents were used formal library instruction sessions and 22% of the graduate respondents were found informal contracts with Liberians to be useful.
- **Mattheos et.**al. (2002)- A study on computer literacy and attitude among students in 16 European Dental Schools : Current Aspects, Regional differences and Future Trends. The study shows that attitude of the dental students towards computers. The study findings that data was a collected from 590 questionnaire collected from 16 European dental school from 9 countries between Oct. 1998 60% were as 72% of the respondents were using computer to access the internet. Less than half the students have been exposed to some form of computer literacy education in their universities with the great majority acquiring their competence in other ways. The average dental students of the information and communication Technology (ICT) skills, within this limited sample of dental schools and do not available facilitate full use of new media.

- **Maughan (2001)-** A study on accessing information literacy among undergraduates : A Discussion of the literature and the university of California - Berkeley Assessment Experience. The study shows that to identity the journal articles 40% of the undergraduates respondents did not know to search the online catalogue & less than 35% of the undergraduates could distinguish between a citation of a journal article and book. 56% of the undergraduates respondents were failed to define the present contents. 47% of the undergraduate were unable to identify the what reader guide to periodical literature whereas 46% of the undergraduates were to define what current contents is.
- **Isokpehi et.**al. (2000)- A study on information technology literacy among Nigerian Microbiology students and professionals. The study findings that most of the respondents were students. 51% of the students were undergraduates, 24% of the students were postgraduates. 57% of the respondents had no previous qualification in competing. Only 4% of the respondents were computer used every day. 70% of the respondents were 'strongly agreed' with the statement of ability to define the functions and parts of computers system.
- **Brown (1999)-** A study on information literacy of physical science graduate students in the information age. The study shows that only 27% of the students used course work information and 25% of students for research purpose and 47% of the students for special projects. Only 14% of the respondents were expressed frustration with not being able to find exactly what they need. 50% of the respondents are good to excellent source of information stated that journal article reference lists. Only 36% of students cited professors as good to excellent informational source.

2.2 CONCLUSION

The review of the earlier studies describe that there has been very limited research conducted through worldwide specially on medical professionals. Different studies has been taken to know the specific kind of literacy such as digital literacy, ICT literacy, computer literacy, IT literacy in the form of digital resources. Some studies were carried out on particular uses community like, library professions, research scholars, UG

students, PG students, dental list, pharmacists and Nusses etc. and in specific disciplines such as management bioscience, physical science, engineering science, microbiology etc. in the context of traditional printed resources also electronic resource needs to be examined critically of information literacy among the faculty and students of medical college. The ability of faculty and students of medical colleges were very less is known to identifying and specifying their information need, about various source of information were their awareness level, their ability in retrieving the important information from electronic or printed information resources and in different kinds of resources their ability to evaluate and access information and how much they are satisfied with the library information literacy programmes given by their libraries and how they can be available information resources helped to exploit to them. In the research process the existing gap justifies the rationale of the study at hand. The study revealed that this important area, is to reduce the existing gap in the research. The result study is in the medical colleges would provide the useful analysis of the prevailing situation that might help in managing and planning information literacy programmes (ILPs).

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CHAPTER-3

INFORMATION LITERACY

3.1 INTRODUCTION

Information Literacy is your ability to identify what information you need and the best sources for that information, locate those sources, understand how the information is organized, evaluate the information and its source critically, an share that information. It is the knowledge of commonly used research techniques.

"Information literacy is a crucial skill in the pursuit of knowledge. It involves recognizing when **information** is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate **information** in various formats."

3.2 DEFINITIONS

The United States National Forum on Information Literacy defines **information literacy** as "... the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand". The American Library Association defines "information literacy" as 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. Other definitions incorporate aspects of "skepticism, judgment, free thinking, questioning, and understanding..." incorporate competencies that an informed citizen of an information society ought to possess to participate intelligently and actively in that society.

UNESCO's statement on Information Literacy acknowledges that "information literate people are able to access information about their health, their environment, their education and work, empowering them to make critical decisions about their lives, e.g. in taking more responsibility for their own health and education"

The value of information lies solely in its ability effect behavior, decision, or outcome. A piece of information is considered valueless if, after receiving it, things remain unchanged.

Why is information literacy important?

Not all information is created equal. Some is current, authoritative, and reliable, but in an online environment where anyone can publish their opinion, you need to be able to filter the good from what is biased, out of date, misleading, or false. University students and researchers also need to use "scholarly" or "academic" quality information sources, so need to know what these are and how to find them.

Where will I use information literacy skills?

You use information literacy skills every day. They are important in study and research: for example in preparing an essay, a research paper, or a group presentation. You also use them in the workplace, where the ability to find, evaluate, use, and share information is an essential skill.

3.3 HISTORY OF INFORMATION LITERACY

‘The phrase *information literacy* first appeared in print in a 1974 report by Paul G. Zurkowski written on behalf of the National Commission on Libraries and Information Science. Zurkowski used the phrase to describe the "techniques and skills" learned by the information literate "for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems" and drew a relatively firm line between the "literates" and "information illiterates".

The Presidential Committee on Information Literacy released a report on January 10, 1989, outlining the importance of information literacy, opportunities to develop information literacy, and an Information Age School. The report's final name is the Presidential Committee on Information Literacy: Final Report.

The recommendations of the Presidential Committee led to the creation later that year of the National Forum on Information Literacy, a coalition of more than 90 national and international organizations.

In 1998, the American Association of School Librarians and the Association for Educational Communications and Technology published *Information Power: Building Partnerships for Learning*, which further established specific goals for information literacy education, defining some nine standards in the categories of "information literacy", "independent learning", and "social responsibility".

3.4 CHARACTERISTICS OF INFORMATION

Accuracy

Information needs to be accurate enough for the use to which it is going to be put. To obtain information that is 100% accurate is usually unrealistic as it is likely to be too expensive to produce on time. The degree of accuracy depends upon the circumstances Accuracy is important. As an example, if government statistics based on the last census wrongly show an increase in births within an area, plans may be made to build schools and construction companies may invest in new housing developments. In these cases any investment may not be recouped.

Reliability or objectivity

Reliability deals with the truth of information or the objectivity with which it is presented. You can only really use information confidently if you are sure of its reliability and objectivity.

Compare that to finding information on the Internet where anybody can write unedited and unverified material and 'publish' it on the web. Unless you know who the author is, or a reputable university or government agency backs up the research, then you cannot be sure that the information is reliable. Some Internet websites are like vanity publishing, where anyone can write a book and pay certain (vanity) publishers to publish it.

Relevance

Information should be relevant to the purpose for which it is required. It must be suitable. What is relevant for one manager may not be relevant for another. The user will become frustrated if information contains data irrelevant to the task in hand.

Completeness

Information should contain all the details required by the user. Otherwise, it may not be useful as the basis for making a decision. For example, if an organization is supplied with information regarding the costs of supplying a fleet of cars for the sales force, and servicing and maintenance costs are not included, then a costing based on the information supplied will be considerably underestimated.

Level of detail/conciseness

Information should be in a form that is short enough to allow for its examination and use. There should be no extraneous information. For example, it is very common practice to summaries financial data and presents this information, both in the form of figures and by using a chart or graph. We would say that the graph is more concise than the tables of figures as there is little or no extraneous information in the graph or chart. Clearly there is a trade-off between level of detail and conciseness.

Presentation

The presentation of information is important to the user. Information can be more easily assimilated if it is aesthetically pleasing. For example, a marketing report that includes graphs of statistics will be more concise as well as more aesthetically pleasing to the users within the organization. Many organizations use presentation software and show summary information via a data projector. These presentations have usually been well thought out to be visually attractive and to convey the correct amount of detail.

Timing

Information must be on time for the purpose for which it is required. Information received too late will be irrelevant. For example, if you receive a brochure from a theatre and notice there was a concert by your favorite band yesterday, then the information is too late to be of use.

Value of information

The relative importance of information for decision-making can increase or decrease its value to an organization. For example, an organization requires information on a competitor's performance that is critical to their own decision on whether to invest in new machinery for their factory. The value of this information would be high. Always keep in mind that information should be available on time, within cost constraints and be legally obtained.

Cost of information

Information should be available within set cost levels that may vary dependent on situation. If costs are too high to obtain information an organization may decide to seek slightly less comprehensive information elsewhere. For example, an organization wants to commission a market survey on a new product. The survey could cost more than the forecast initial profit from the product. In that situation, the organization would probably decide that a less costly source of information should be used, even if it may give inferior information.

Information literacy component

- **Tool literacy** or the ability to understand and use the practical and conceptual tools of current information technology relevant to education and the areas of work and professional life that the individual expects to inhabit.

- **Resource literacy** or the ability to understand the form, format, location and access methods of information resources, especially daily expanding networked information resources.
- **Social-structural literacy** or understanding how information is socially situated and produced.
- **Research literacy** or the ability to understand and use the IT-based tools relevant to the work of today's researcher and scholar.
- **Publishing literacy** or the ability to format and publish research and ideas electronically, in textual and multimedia forms ... to introduce them into the electronic public realm and the electronic community of scholars.
- **Emerging technology literacy**, or the ability to continuously adapt to, understand, evaluate and make use of the continually emerging innovations in information technology so as not to be a prisoner of prior tools and resources, and to make intelligent decisions about the adoption of new ones.
- **Critical literacy**, or the ability to evaluate critically the intellectual, human and social strengths and weaknesses, potentials and limits, benefits and costs of information technologies

3.5 INFORMATION LITERACY STANDARDS

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators

1. The information literate student defines and articulates the need for information.
2. The information literate student identifies a variety of types and formats of potential sources for information.
3. The information literate student considers the costs and benefits of acquiring the needed information.

4. The information literate student revaluates the nature and extent of the information need.

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
2. The information literate student constructs and implements effectively-designed search strategies.
3. The information literate student retrieves information online or in person using a variety of methods.
4. The information literate student refines the search strategy if necessary.
5. The information literate student extracts, records, and manages the information and its sources.

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators

1. The information literate student summarizes the main ideas to be extracted from the information gathered.
2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
3. The information literate student synthesizes main ideas to construct new concepts.
4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
7. The information literate student determines whether the initial query should be revised.

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.
2. The information literate student revises the development process for the product or performance.
3. The information literate student communicates the product or performance effectively to others.

Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

3.6 THE SCONUL SEVEN PILLARS OF LITERACY

In 1999, The SCONUL Working Group on Information Literacy published "Information skills in higher education: a SCONUL position paper" (SCONUL, 1999), introducing the Seven Pillars of Information Skills model. Since then, the model has been adopted by librarians and teachers around the world as a means of helping them to deliver information skills to their learners. The Seven Pillars of Information Literacy: the core model Information Literacy is an umbrella term which encompasses concepts such as digital, visual and media literacy's, academic literacy, information handling, information skills, and data management.

3.7 HOW TO USE THIS MODEL

The model is conceived as a three dimensional circular "building", founded on an information landscape which comprises the information world as it is perceived by an individual at that point in time. The picture is also colored by an individual's personal information literacy landscape, in other words, their aptitude, background and experiences, which will affect how they respond to any information literacy development. The circular nature of the model demonstrates that becoming information literate is not a linear process; a person can be developing within several pillars simultaneously and independently, although in practice they are often closely linked. Each pillar is further described by a series of statements relating to a set of skills/competencies and a set of attitudes/understandings. It is expected that as a person becomes more information literate they will demonstrate more of the attributes in each pillar and so move towards the top of the pillar. The names of the pillars can be used to map across to other frameworks (for example, the Researcher Development Framework (Vitae, 2010)) or to describe part of the learning process. The core model describes a set of generic skills and understandings; for different user communities a "lens" can be developed which highlights different attributes, adds in more complex or simpler statements and uses language recognized by the specific community which it represents. In this way, it is

hoped the model can be used flexibly by individuals and teachers who can adapt it as appropriate to personal circumstances.

3.8 BENEFITS OF INFORMATION LITERACY

1. The impact of the evolution of the economy
2. Access to information
3. The evolution of information literacy
4. Shift in teaching and learning due to technology
5. Indicators of information literacy
6. Resource-based learning
7. Information literacy make your life easier
8. Students learn to find, evaluate and synthesize information thus developing critical thinking skill which hopefully leads leads to better research.
9. Recognize the need for information and the nature and extent of information necessary
10. Find needed information efficiently and effectively
11. Critically evaluate information and the information seeking process
12. Manage information collected and generated successfully
13. Apply prior and new information to construct new concepts and create new understandings.

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CHAPTER-4

PROFILE OF UNIVERSITY LIBRARIES OF LUCKNOW

4.1 INTRODUCTION

University of Lucknow or Lucknow University (LU) is a government owned Indian research university based in Lucknow. LU's old campus is located at Badshah Nagar, University Road area of the city with a new campus at Jankipuram. Founded in 1867, LU is one of the oldest government owned institutions of Indian higher education.

LU is organized into more than 146 colleges, and institutes, located throughout the city and other surrounding areas.

It is affiliated to University Grants Commission; Association of Commonwealth Universities (ACU); Association of Indian Universities (AIU); Distance Education Council (DEC). Other accreditations include National Assessment and Accreditation Council (NAAC); National Council of Teacher Education (NCTE); Bar Council of India (BCI). It was affiliated to UGC in the year 1921.

4.2 LIBRARY INTRODUCTION

Tagore Library is the Central Research library of the University of Lucknow. It is here that the academic fraternity- both the preceptor and his pupils could find intellectual food. It is respected as one of the oldest, well organized and richest libraries of India. With the advent of Information Technology, this library is also changing its traditional format.

wwwlko.ac.in.

History

The maintenance of a good library is a sin qua non for any progressive university, therefore, the then Canning College Library was converted into the University Central Library and thus the Tagore Library, the Central Library of the University of Lucknow came into existence with the establishment of the Lucknow University late in the year 1920. Initially, Tagore Library was located in the old Bennet Hall and rooms between the verandha on the South – Western side of main Canning College building (now Faculty of Arts, main building). In 1924, the Library building was expanded with the inclusion of a separate Reading Room.

The plan of the new building for the library was prepared by Mr. Griffin, a noted architect and was explained in detail to the members of the Library Committee on December 10, 1935. The model for the two storied building was placed in the old library for the students and staff to make any suggestions for improvement or innovation in the plan. However, there was inordinate delay in approving the plan, which has sailed in rough weather for some time. The main architect Mr. Griffin died in the meantime.

Foundation stone of the new building (present building) was laid by the then Chancellor Sir Harry Haig in March 1937, but the start of construction work took quite some time. After the death of main architect Mr. Griffin, Mr. Narwekar was assigned the responsibility for the architectural portion and supervision of the work on payment of a sum of Rs. 2000/-. A sum of Rs. 1,50,000/- had been set apart for its construction by the University. It took a couple of years in completion of the building.

The Chancellor – Governor Sir M. Hallet, opened the new library building (the present library building) on April, 2nd 1941. While inaugurating the new building Sir M. Hallet referred to the great importance of a library in a modern University life as well as in National life. Later on, the present library building was extended and the extended portion was inaugurated during the Golden Jubilee Function of the University on 9th March 1972, by the then President of India Sri V.V. Giri.

Librarian

The Tagore Library is headed by the Honorary Librarian. Major T.F. O'Donnell was first librarian of Lucknow university. Presently, Prof. Aroop Chakravarti is the Honorary Librarian.

http://bil.ly/2pSczTE

4.3 COLLECTION OF THE LIBRARY

The Tagore Library houses not only books, but also has a good collection of rare manuscripts, paintings, art objects, ancient coins, theses and research journals.

Table no.1

Items	Number
Books	5,53,864
Thesis	10,000
Bound Journals	50,000
Manuscripts	2,000
On-Line Electronic journals & data bases available through Inflibnet Ahmedabad	10,000+

Library annual grant:

The annual grant of Tagore Library is Rs. 25,0000=00, sanctioned by the State Govt.

Working hours:

The working hours of the Library are from 10:00 a.m. to 5:00 p.m.

Holidays:

The Library remains closed on Sundays, National Holidays, Gazetted Holidays and other holidays declared by the University.

Table no.2

S.N.	ITEMS
1.	Book Borrowing facility
2.	Reading facility
3.	Reference service
4.	Research facility
5.	Bonerjee library facility
6.	Online e-journals browsing and e-mail facility
7.	Photostat facility

4.4 PROFILE OF DR.RAM MANOHAR LOHIYA NATIONAL LAW UNIVERSITY

Dr. Ram Manohar Lohiya National Law University (RMLNLU), formerly Dr. Ram Manohar Lohiya National Law Institute, is an institute for law in Lucknow, Uttar Pradesh, India. RMLNLU was established in the year 2005 and since then providing undergraduate and graduate legal education in India. The University is fully funded by the state government.

www.rmlnlu.ac.in

MADHU LIMAYE LIBRARY

Introduction

"Madhu Limaye Library" houses a valuable collections of legal materials, and provides access to numerous online services and internet sources which serves the legal research needs of the Students and Faculty. The reading section is divided in three parts i.e. General Reading section, Reference & Journal Section and Magazine section. The library is a two floor centrally air-conditioned building. The ground floor has Digital Lab of 56 client-server based computers, Circulation counter, Round table group discussion Room and Video conferencing room. The Chamber of Librarian and Asst Librarian are also on the ground floor. The first floor has Reading sections, separate faculty reading section and photocopy counter. Library is providing access bibliographical database of library materials and online database access and many other services like back years question papers through Web OPAC. In addition, wireless Internet access is available throughout

the library. The library has state-of-the-art facilities and also employs CD-ROM technology.

http://bil.ly/2pSczTE

- Web-OPAC Service (Inside Campus Access only)
- Remote Access Service

Collections

Books	22000	**Online Databases**	**Online E-books**
Back Volume of Journals	6204	EPW Online	Cambridge Online
Journals	108	Hein Online	LexisIndia
Online Database	08	JSTOR	Oxford Scholarship
E-books	391	Kluwer Arbitration	Other Resources

CD-ROM Database	04	LexisNexis Academic Universe	
CD-ROMs	221	Manupatra Online	
Magazines	18	SCC Online	
Newspapers	14	Taxmann Online	
		WestLaw India	

4.5 PROFILE OF BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY

Babasaheb Bhimrao Ambedkar University (**BBAU**) is a Central University in Lucknow, Uttar Pradesh. The university is named after Babasaheb Bhimrao Ambedkar, the architect of the Indian Constitution.

www.bbau.ac.in

History

In 1984 (A.D.) Rajiv Gandhi, son of Indira Gandhi, former Prime Minister of India (1967- 84) and grandson of Pandit Jawahar Lal Nehru, first and most popular Prime Minister of India (1946-64) became Prime Minister of India following the brutal assassination of his beloved mother. He remained Prime Minister of India for six years. The next general election of the Lok Sabha (a House of the Parliament of India) was due to be held in the end of 1989. Therefore the ruling Congress Party of India thought it fit to celebrate the birth centenary of Dr. Bhim Rao Ambedkar (1991) for three years starting from 1989 itself. To commemorate the name of Dr. Ambedkar, it was also proposed to establish a University in the name of Dr. Ambedkar. The Prime Minister Rajiv Gandhi wished to establish a central University in the name of Dr. Ambedkar, considering his high stature and the great services rendered by him for the country all his life. For this central University, several central locations namely Nagpur, Hyderabad and others were being considered. Narain Datta Tiwari used to be the Chief Minister of Uttar Pradesh that time. He was also very close to Rajiv Gandhi, the Prime Minister.

Babasaheb Bhimrao Ambedkar University was established in Lucknow in 1996 as Central University (By an Act of Parliament 1994) with the objects of promoting advance knowledge by instructional and research facilities in science, key and frontier areas of technology and other allied disciplines. This University is the Post-Graduate and research University & main objective of this University is to promote professional studies, Inter-disciplinary studies, research and development activities with above objectives, the University has started its academic programmes which have employment potential and relevant for the development of Indian Society.

4.6 PROFILE OF GAUTAM BUDDHA CENTRAL LIBRARY

History

Keeping with the vision and mission of the Babasaheb Bhimrao Ambedkar university (BBAU), Lucknow the Central Library was in establised in January 1998 to promote Knowledgne and application through is effective dessmination of Knowledge and Informatin. The Central Library of BBAU has named Gautam Buddha Library afterthe name of Lord Gautam Buddha. The Library is governed by LAC (Library Advisory Committee). The LAC is apex policy making body which functions under the chairmanship of Vice-Chancellor. The library acts as learning resource centre of the University to supplement education and information needs of the faculty and students. The Library has been played a key role in generation, preservation and communication of knowledge for education and research of the university. It provides information services and facilities to meet the requirement of the teaching, training and research programs. The seating capacity of the Library is more than 300 users at a time. The library service are also open to the University staff and visitors. Information and Communication Technologies (ICT) have been changed at very fast pace. Development of ICT has great impacted on libraries all over the world. The Central Library has been adapting new technologies strategically for providing web based information services to the library

users. The Library is member of 'E-ShodhSindhu' National Consortium for Higher Education Electronic Resources of INFLIBNET (Information and Library Network), Gandhinagar.

Established	1998
Library Timing	8 a.m.-8 p.m.
Librarian	Dr. Sunil Goria
Website	www.bbau.ac.in

FACILITIES

- **Reprography or Xeroxing:** Library provides Xerox facilities in the library premises on a nominal cost of Rs.0.50/ page.
- **Document Delivery Services (DDS):** Library provided printed copy of articles which is requested by the users under DDS.
- **New Arrival:** Library opened a section for display of the new arrival books.
- **Hindi Prakosth:** Library also extended its services in the form of Hindi Prakosth by which use of Hindi collection of books encouraged
- **Circulation:** Registered members can borrow and return books from circulation counter during circulation hours.
- **Reading Room Facility:** Library provides reading room facility to its users from 08:00 AM to 11:00 PM.
- **Remote Access Facility:** Registered users can access all the subscribed online resources remotely i.e. from home, out of campus and out of India also through internet by single window platform bbau.remotexs.in using their ID/Email and Password.

4.7 Dr. Shakuntala Misra National Rehabilitation University

Dr. Shakuntala Misra National Rehabilitation University (abbreviated DSMNRU) is a state university located in Lucknow, Uttar Pradesh. The first university of its kind, which also provides accessible and quality higher education to challenged students, in a completely barrier-free environment. The university's mandate is primarily to serve the differently-abled segment (challenged students) of the society for which a horizontal reservation of 50% seats in all courses has been provided, in addition to the normal reservation policy. The university proactively brings together under one umbrella-the academia and social responsibility. The potent synergies of this blending open up huge possibilities for translating ideas into action, taking science to soil, and lab to land.

http://dsmru.up.nic.in

History

Dr. Shakuntala Misra National Rehabilitation University established by the Government of Uttar Pradesh came up by an Ordinance dated August 29, 2008, later replaced by U.P.

Act No. 1 of 2009, dated February 19, 2009 and U.P. Act No. 24 of 2011, dated November 28, 2011.

Campus

The wide & large-spread campus consists of three blocks - Two academic blocks & one centrally located administrative block, an separate Auditorium, Student hostel, Helipad & a big underground vehicle parking. Roads inside the campus well connect the buildings. A Bank of Baroda branch is located here which provides common banking facilities along with ATM facility. The campus is located on Lucknow-Mohan road (State Highway 40). It is about a kilometer away from Buddheshwar Mahadeo Temple which further connects to Lucknow - Kanpur Highway.

Facilities

The impressive and modern university campus is spread over 131 acres of land in Lucknow - the state capital of Uttar Pradesh. The university has Wi-Fi equipped campus with barrier-free infrastructural and educational environment; technology-friendly smart classrooms with modern audio-visual education aids like Computers, CCTV, Projectors etc.; Multimedia educational approach; well equipped computer lab with JAWS (Job Access with Speech); and green eco-friendly campus-all combine to offer the student a world-class educational experience for all-round development. The Library in the university caters to the students with a rich collection of international and national books, journals, reports and reading material on a wide range of subjects. There are ramps for challenged students. It has separate boy's and girls' hostels. It also has a separate placement cell, computer lab, medical facilities, ATM, and postal facilities on campus.

Faculty, Departments & Courses

Departments

The university has following faculties & respective departments. They are as follows:-

Faculty of Arts

Departments of Faculty of Arts include:-

- Economics
- English & Other Foreign Languages
- Hindi & Other Indian Languages
- History
- Political Science & Public Administration
- Sociology, Social Science and Social Work

Faculty of Commerce & Management

- Commerce
- Management

Faculty of Computer & Information Technology

- Computer Science
- Information Technology no

Faculty of Law

- Law

Faculty of Music and Fine Art

- Fine Art

Faculty of Science & Technology

- Biotechnology
- Botany
- Chemistry
- Mathematics & Statistics

- Microbiology
- Physics
- Zoology

Faculty of Special Education

- Department of Hearing Impairment
- Department of Mental Retardation
- Department of Rehabilitation & Multiple Disabilities
- Department of Visual Impairment

Library

http://dsmru.up.nic.in

"These are not books, lumps of lifeless paper, but minds alive on the shelves." -Gilbert Highet

Library is equipped with 64 KBPS RF link and connected to 2 MBPS leased line from BSNL internet proxy server, internet web domain, CD-NET server and Library Automation server. Library is connected to campus-wide network which has fiber optic

back bone with multiple nodes. The Library has reasonable terminals for users to have internet, e-mail and database access.

http://dsmru.up.nic.in

More than 4000 reference books with National and International Journals have been included in the field of Hearing Impairment, Mental Retardation and Visual Impairment. The majority of the journals and books are easily accessible by the challenged students of the University. The full text of the journals and books are integrated to single interface and bibliographical database for easy access to the users on any topic of interest for academic, research and rehabilitation. Access to International database is available through MEDLINE and Internet. The library has GUI based management software with unique collection of books, compact discs and audio-visual material in the form of audio-cassettes and slides related to speech, hearing and allied fields. Free browsing facility is available for all staff and students.

JAWS (Job Access with Speech) Software has been installed in the Library for Visually Challenged students.

In future, the University proposes to install various disabled-friendly software like Optacon, Kurzweil, Duxberry Translator, Magic, JAWS-11, Strip Magnifier, and CAI packages like Mathematics for educable mentally retarded, Fun With Numbers, Make Communication Easy, Trace & Play. We also intend to subscribe to the International Journals like Asia Pacific Journal of Disability, British Journal of Special Education, Asia Disability Status, World Forum on Disability, etc, with Indian Journals like Disability & Impairment, Journal of Rehabilitation Council of India, Indian Educational Review and Journal of Indian Education.

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CHAPTER -5

ANALYSIS AND INTERPRETATIONS OF DATA

To realize the objective of the study, data was collected from librarians and the users of the libraries of established one central university of BBAU, Lucknow, one state Lucknow university, Lucnow, one is state Shakuntala Mishra University and one is Ram Manohar Lohiya Law private university on various aspects of collection development and services. Librarian's questionnaire was prepared to find the information regarding present status of these established university libraries in terms of infrastructure facility, various available collection and services and effective use of that available collection and services. User's questionnaire was designed to know the information literary, usage, opinion and problem faced by the users in using these collection and services.

Section-1

Part-I

5.1 Universities wise Distributed Librarian's Questionnaires

S. No.	Universities	Distribution of Questionnaires	Questionnaires Received	Response Rate (%)
1.	BBAU,Lucknow	1	1	100
2.	Lucknow University	1	1	100
3.	Ram Manohar Lohiya	1	1	100

The above table shows the sample of questionnaire distributed to administrators of selected university libraries and response received back. The statistics also presented in form of graph.

Part 1

Profile of University Libraries

To know the status of library questions were asked in the questionnaire related to their general information like Establishment year of library, Name of Library, Designation of Library in charge, websites of libraries, Timing of library, Location of the university, holiday etc. which are shown below in the table no 5.1.1 to 5.1.4

Table 5.1.1

Library Establishment Year

Name of university	**Library Establishment Year**
BBAU ,Lucknow	1996
Lucknow University	1921
Ram Manohar Lohiya	2006

Table 5.1.2

Designation of Library in Charge

	BBAU	**LU**	**RMLU**
Designation	Librarian	Deputy Librarian	Deputy Librarian

Table 5.1.3

Timing of Library

Timing	**BBAU**	**LU**	**RMLU**

Working Days	8 AM to 8 PM	8 AM to 5PM	9 :30AM to 12:00 midnight
Holidays/Saturday/ Sunday	9:30 AM to 6:00 PM	Close	10:00 AM to 9:00 PM

Table 5.1.4

Web URL of Libraries

Name	**Web Sites URL**
BBAU	bbau.ac.in
LU	lkouniv.ac.in
RMLU	rmlnu.ac.in

The table shows the web URL of studied libraries. Every library has their own website.

Part- 2

General Profile of Users

Table 5.2.1

User Response Analysis

University Wise Response of Questionnaire

Name of University	**Total Registered user in library**	**Distribution of Questionnaires**	**Response Received**
BBAU	135	40	40
SMU	170	51	50
LU	350	105	80
RMLU	70	21	20

total	725	217	190

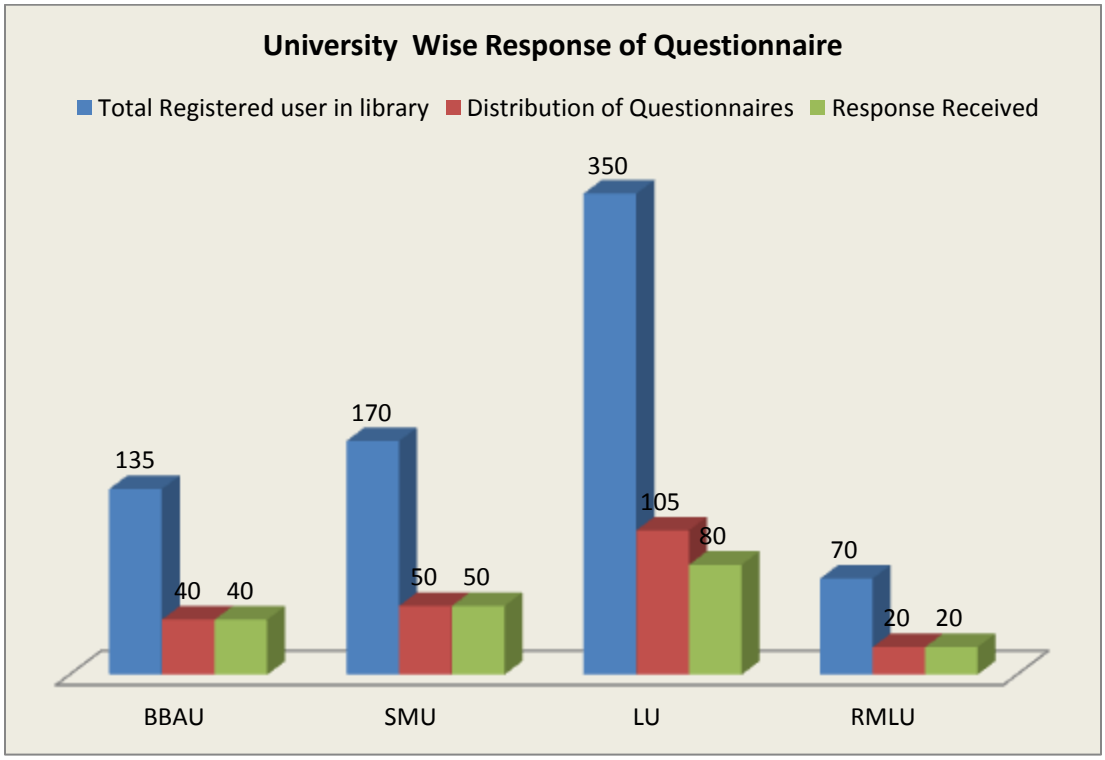

Figure No.1

Interpretation

The above table 5.2.1 shows that total 217 questionnaires were distributed and 190 received back. It was observed that highest response 80 received from Lucknow university and minimum was 50 from SMU.

Table 5.2.2

Gender Wise Distribution of Users

Gender	BBAU	SMU	LU	RMLU	Total (%)
Male	22	30	52	12	**116 (61.05)**
Female	18	20	28	08	**74 (38.94)**
Total	**40**	**50**	**80**	**20**	**190**

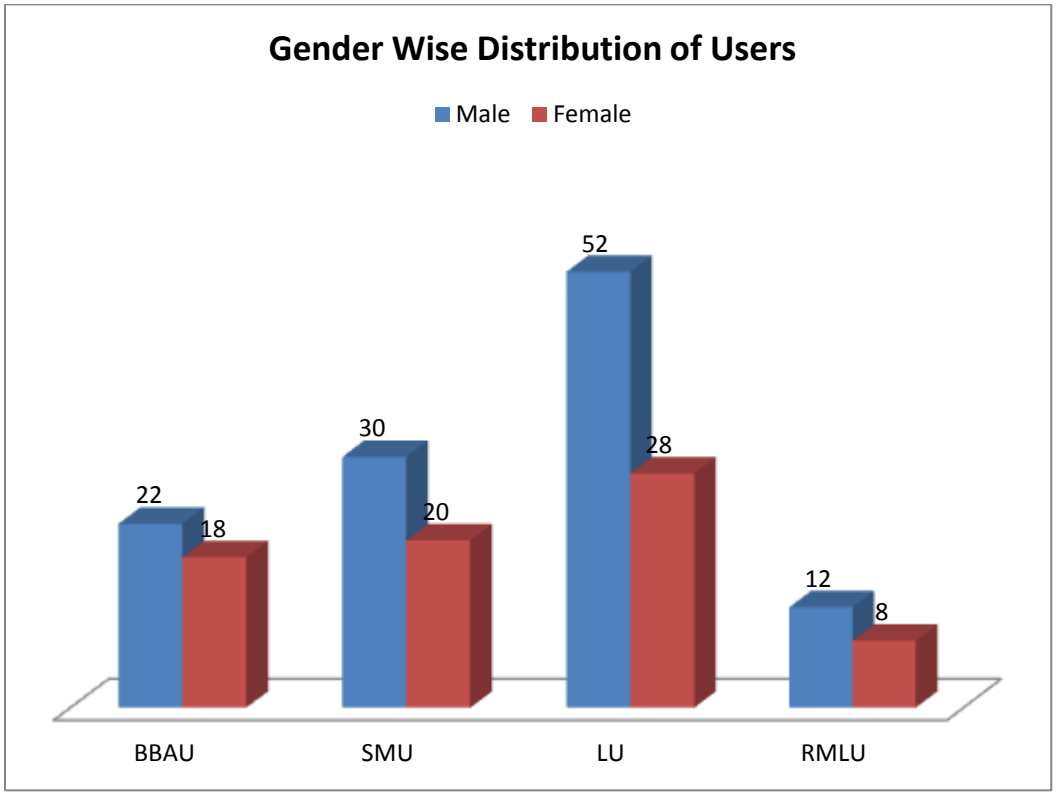

Figure No.2

Interpretation

The table 5.2.2 differentiated the respondents gender wise and the table and figure reveals that out of 190 respondents 116 (61.05%) were male and only 74 (38.94%) were female.

Table 5.2.3

Age Wise Distribution of Users

Age	BBAU	SMU	LU	RMLU	Total
25-30	25	30	45	10	**110 (57.89)**
31- 40	15	20	35	10	**80 (42.10)**
41-50	-				
51 -60	-				
Above 60	-				
Total	**40**	**50**	**80**	**20**	**190**

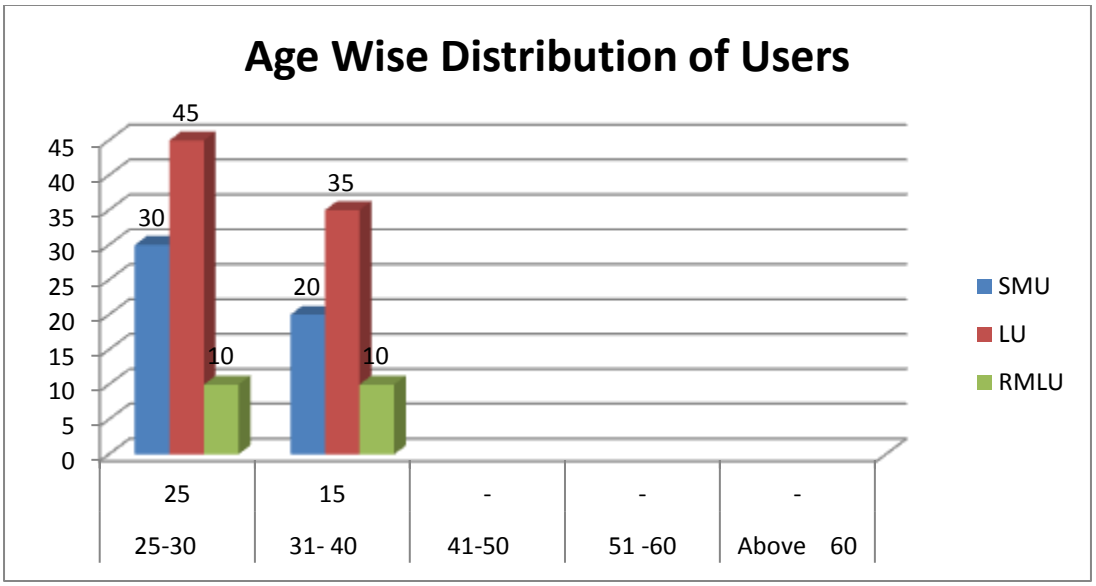

Figure No.3

Interpretation

The above table 5.2.3 and figure shows the age wise distribution of respondents as in total respondent's huge number 110 (57.89%) were between 25 to 30 age group followed by 31 to 40 age, 80 (42.10%)

Table 5.2.4

Frequency of Visit to Library

Frequency of Visit to Library	**BBAU**	**SMU**	**LU**	**RMLU**	**Total %**
Daily	30	18	52	8	**108 (56.84)**
Weekly	6	20	18	4	48 (25.26)
Occasionally	2	8	6	4	20 (10.52)
Never	2	4	4	4	14 (7.36)
Total	**40**	**50**	**80**	**20**	**190**

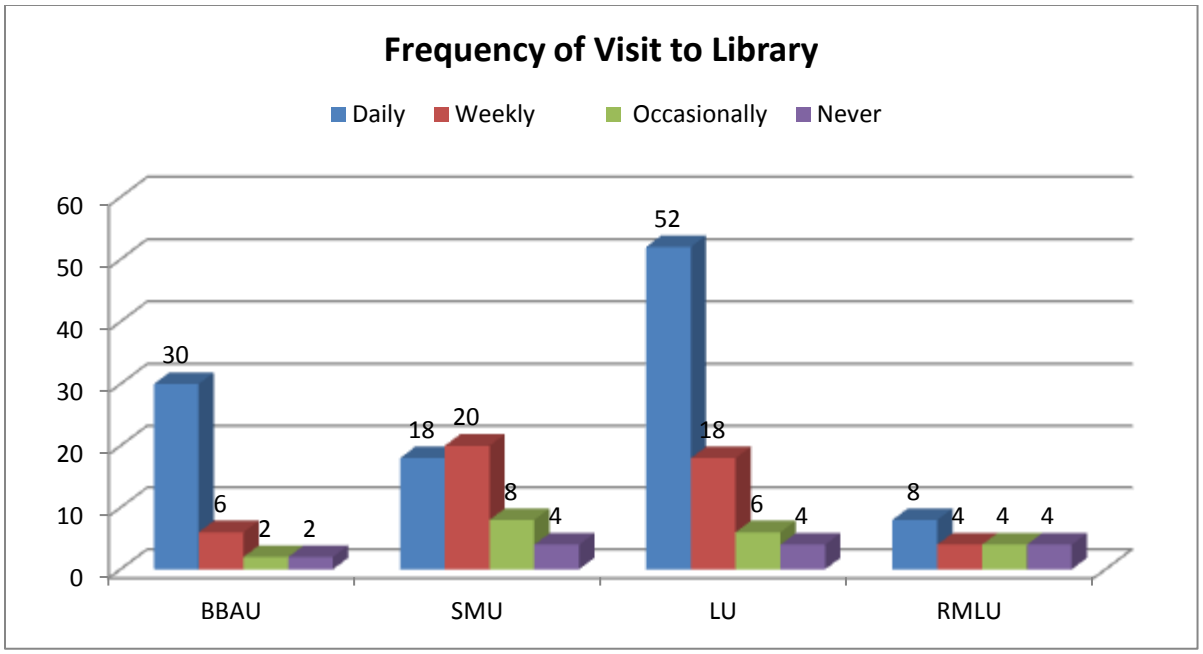

Figure No.4

Interpretation

The data presented in table 5.2.4 and figure shows the overall and University wise frequency of visit to library. It shows that out of 190 (100%) users, frequency of users visits to the library on daily 108 (28.29%) followed by 48 (31.76%) weekly, 20 (10.52%) occasionally and 14 (7.36%) never use.

Table 5.2.5

Time Spent in the Library

Duration of Time	BBAU	SMU	LU	RMLU	Total %
Less than 30 minutes	28	30	38	12	**108 (56.84)**
Between 30 minutes and 2 hours	8	8	16	3	**35 (18.42)**
Between 2 and 5 hours	2	8	16	3	**29 (15.26)**

More than 5 hours	2	4	10	2	**18 (9.473)**
Total	**40**	**50**	**80**	**20**	**190**

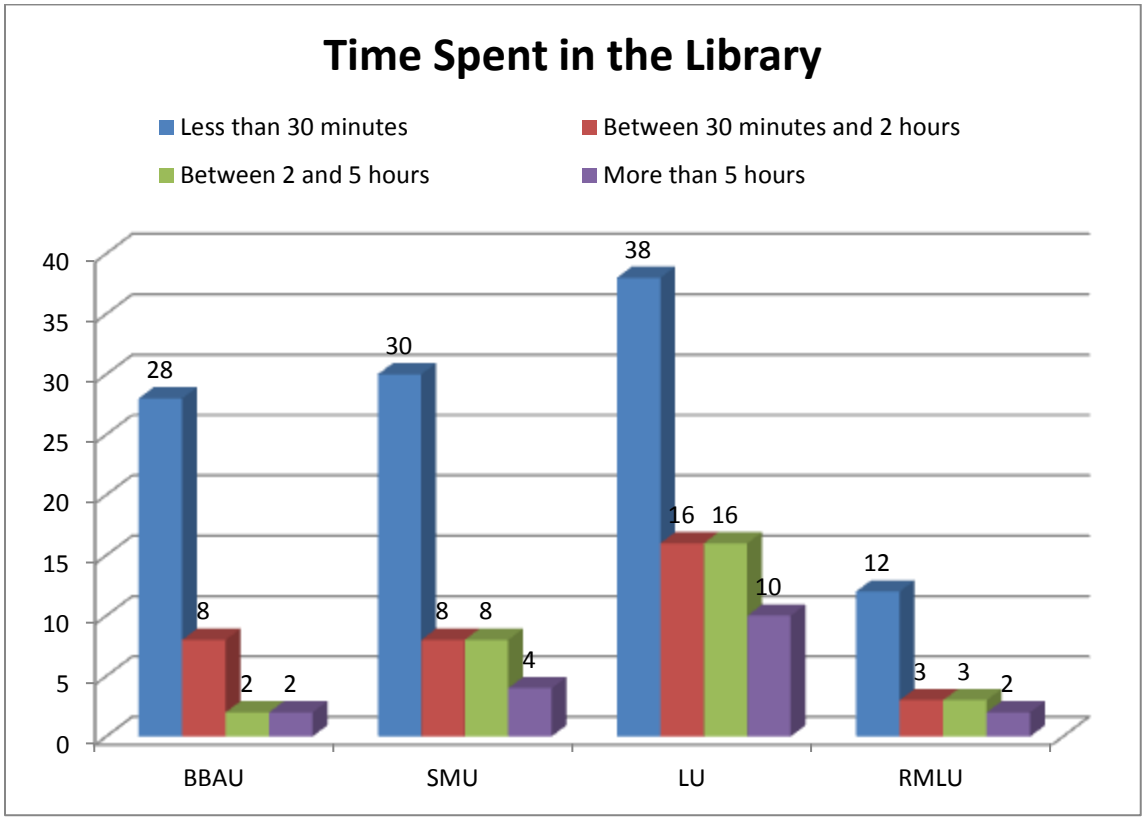

Figure No.5

Interpretation

The data presented in table 5.2.5 and figure shows the overall and University wise response of users in regard with time spent in library. It shows that out of 190 (100%) users, frequency of users visits to the library on daily 108 (28.29%) followed by 48 (31.76%) weekly, 20 (10.52%) occasionally and 14 (7.36%) never use.

Table 5.2.6

Developed information literacy

Items	**BBAU**	**SMU**	**LU**	**RMLU**	**Total %**
By observing and practicing ICT skills	28	22	38	10	**98 (51.57)**
By online tutorial	6	18	16	4	**44 (23.15)**
By Engaging information search practice	4	6	10	2	**22 (11.57)**
By workshop and lessoning	2	4	16	4	**26 (13.68)**
Total	**40**	**50**	**80**	**20**	**190**

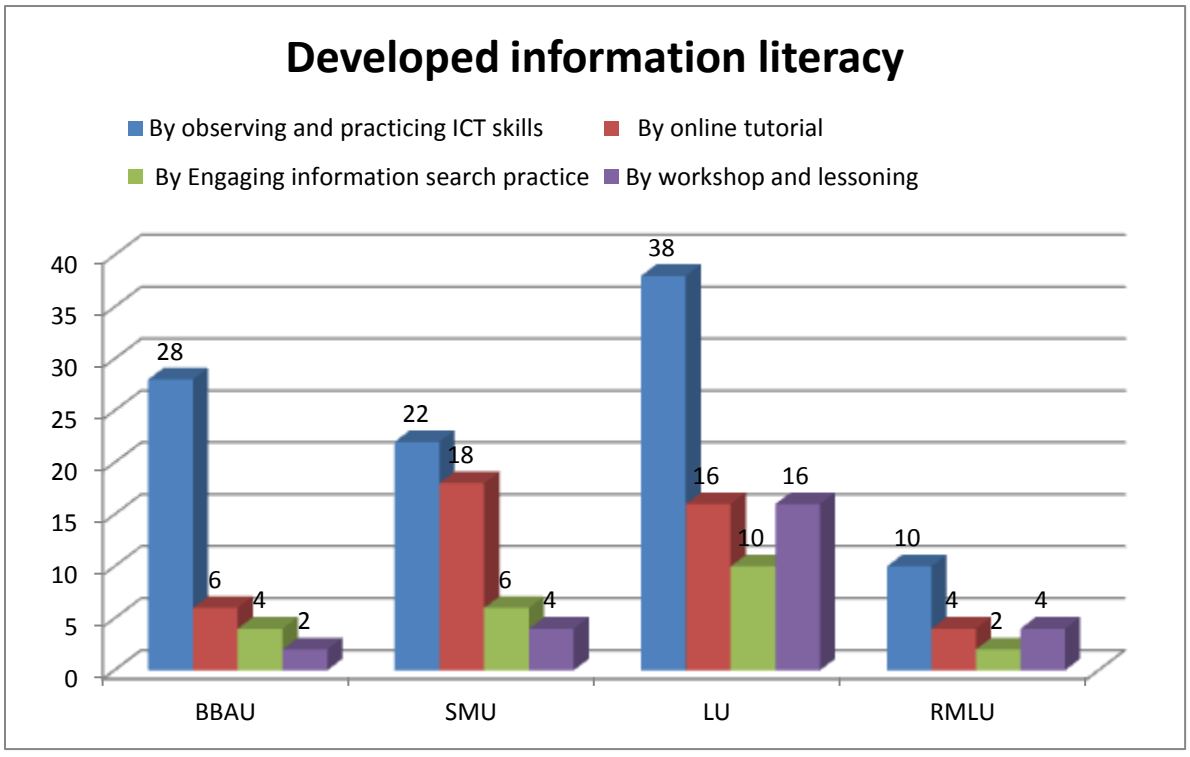

Figure No.6

Interpretation

The data presented in table 5.2.6 and figure shows that the majority of the research scholar 98(51.57%) are utilized observing and practicing ICT skills. It is also obvious from the table that 44(23.15%)are online tutorial ,26(13.68%)are workshop and lessoning while 22(11.57%)are having Engaging information search practice.

Table 5.2.7

Evaluation of information sources

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total %**
Examine multiple sources of information	17	22	45	8	**92 (48.42)**
Examine Authority of Information	8	15	13	5	**41 (21.57)**
Examine Currency of Information	9	11	12	5	**37 (19.47)**
Any other	6	2	10	2	**20 (10.52)**
Total	**40**	**50**	**80**	**20**	**190**

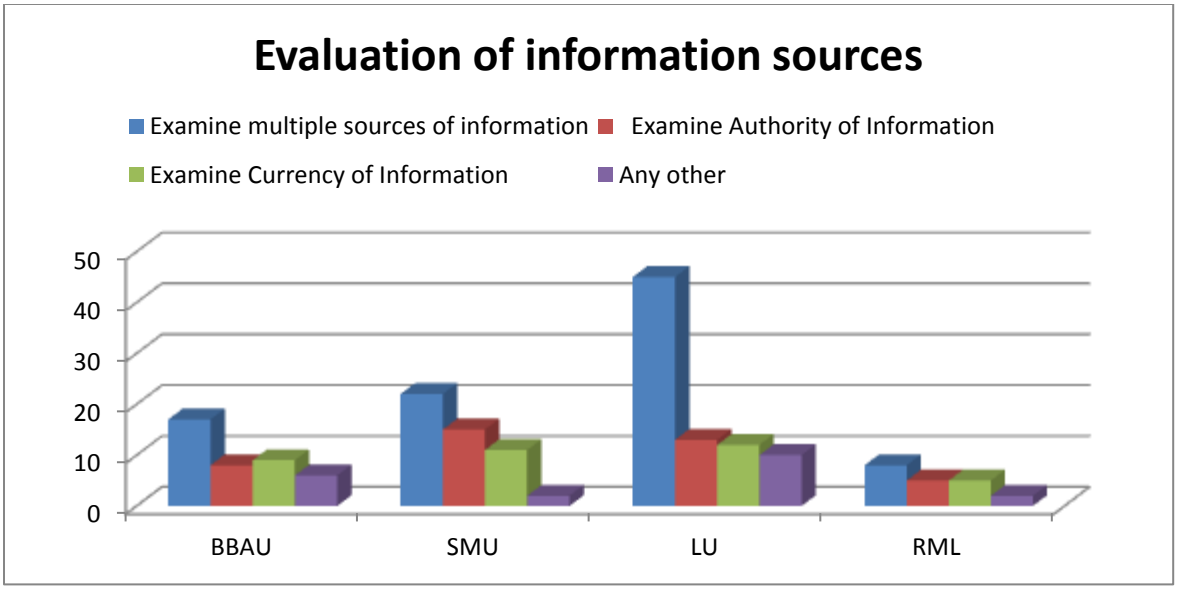

Figure No.7

Interpretation

The data presented in table 5.2.7 and figure shows that the majority of the research scholar 92(48.42%) are utilized Examine multiple sources of information, 41(21.57%) are Examine Authority of Information, 37(19.47%)are Examine Currency of Information and 20(10.52%)are going to other items.

Table 5.2.8

Internet search tool Used

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total %**
Search Engine	6	9	28	3	46 (24.21)
Online Databases	26	20	35	9	90 (47.36)
Subject Gateways	4	21	17	6	48 (25.26)
Web Portals	2	-	-	1	3

					(1.57)
Digital Repository	**2**	**-**	**-**	**1**	**3 (1.57)**
total	**40**	**50**	**80**	**20**	**190**

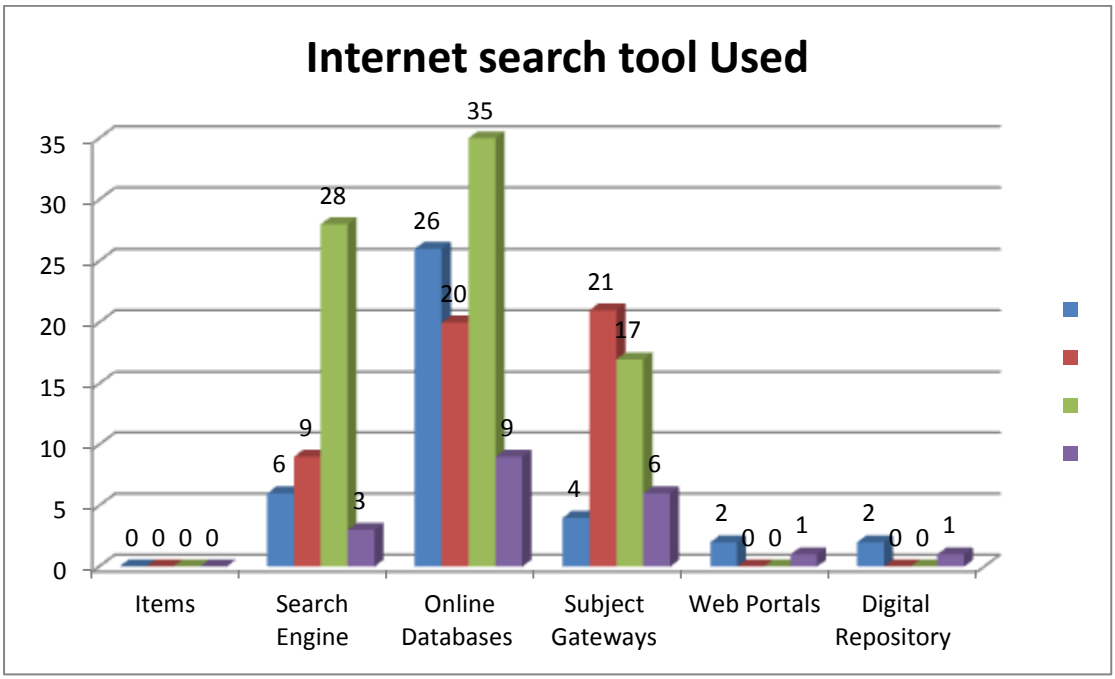

Figure No.8

Interpretation

The data presented in table 5.2.8 and figure shows that the majority of the research schlor90 (47.36%) are utilized Online Databases, 48(25.26%)are Subject Gateways,46 (24.21%) are Search Engine, 3(1.57%)are Web Portals and 3(1.57%)are going with Digital Repository.

Table 5.2.9

Identification of potential sources of information

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total %**
The library catalogue	13	9	33	7	62 (32.63)
Online databases	11	11	19	3	44 (23.15)
Subject catalogue	9	21	17	5	52 (27.36)
Past knowledge	7	9	11	5	32 (16.84)
Total	**40**	**50**	**80**	**20**	**190**

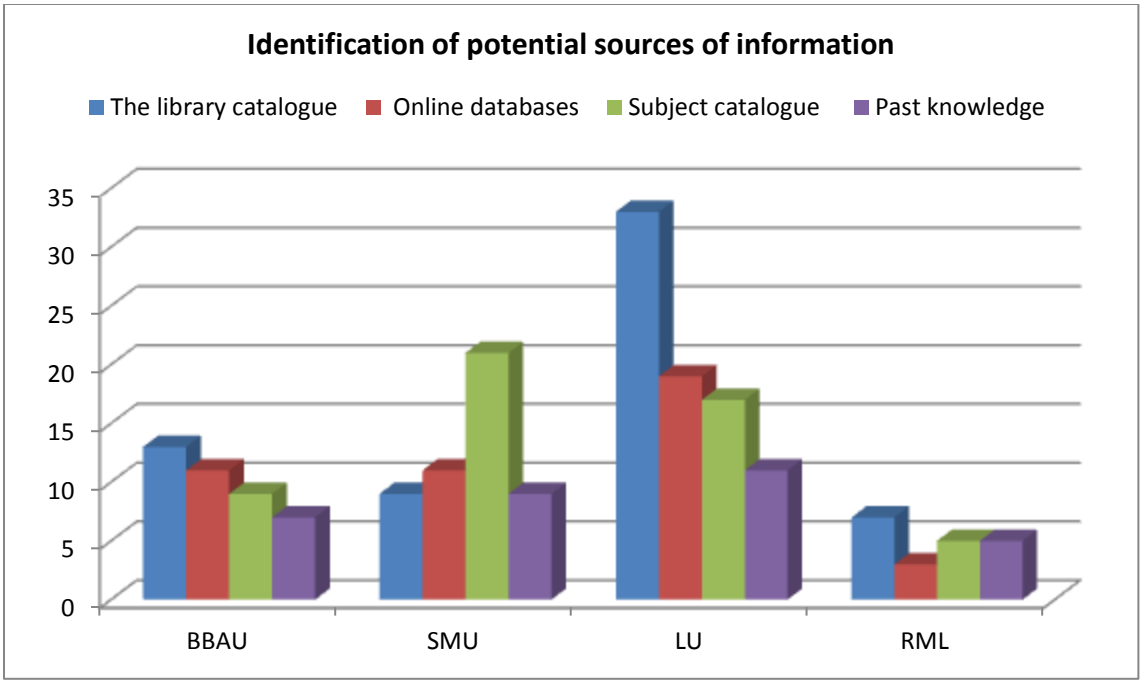

Figure No.9

Interpretation

The data presented in table 5.2.9 and figure shows that the majority of the research scholar 62 (32.63%) are utilized library catalogue, 52(27.36%) are Subject catalogue, 44(23.15%) are Online databases and 32(16.84%)are going with Past knowledge .

Table 5.2.10

Tool in which Journal articles are searched

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total %**
The library catalogue	17	12	37	9	75
A database	10	19	25	9	63
Google Scholar	13	19	18	2	52
Other (please specify)	-	-	-	-	-

Total	**40**	**50**	**80**	**20**	**190**

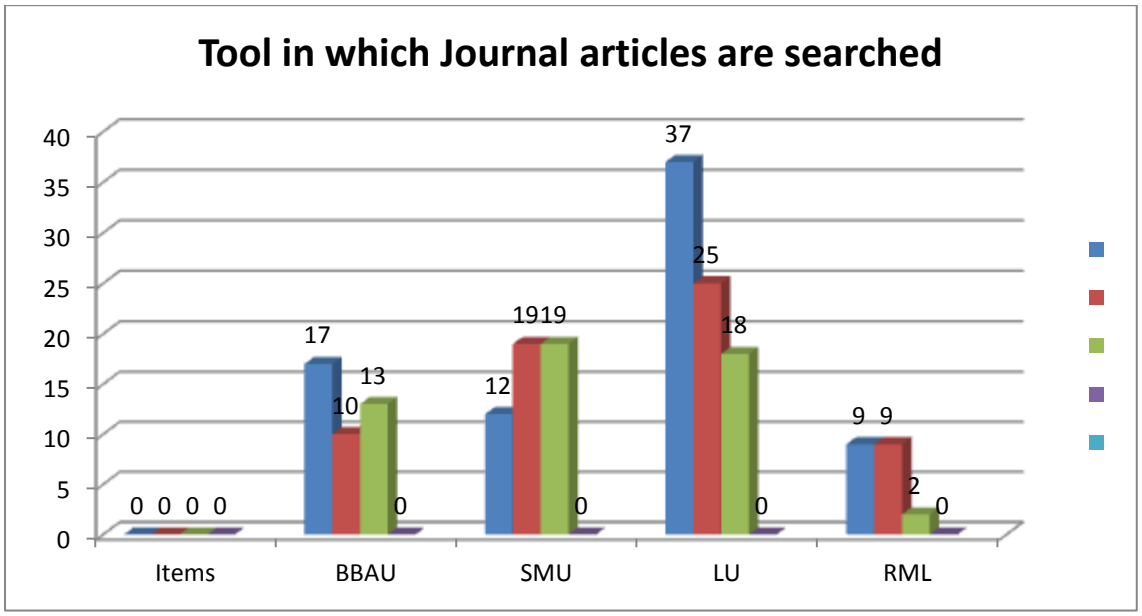

Figure No.10

Interpretation

The data presented in table 5.2.10 and figure shows that the majority of the research scholar75 (39.47%) are utilized library catalogue, 63(33.15%) are databases and 52(27.36%) are going with Google Scholar.

Table 5.2.11

Sources first consulted with a subject in which users have a very little knowledge

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total %**
journals	11	15	22	5	**53 (27.89)**
Reference Sources	9	17	16	3	**45**

					(23.68)
databases	2	8	10	2	**22 (11.57)**
books	18	10	32	10	**70 (36.84)**
Total	**40**	**50**	**80**	**20**	**190**

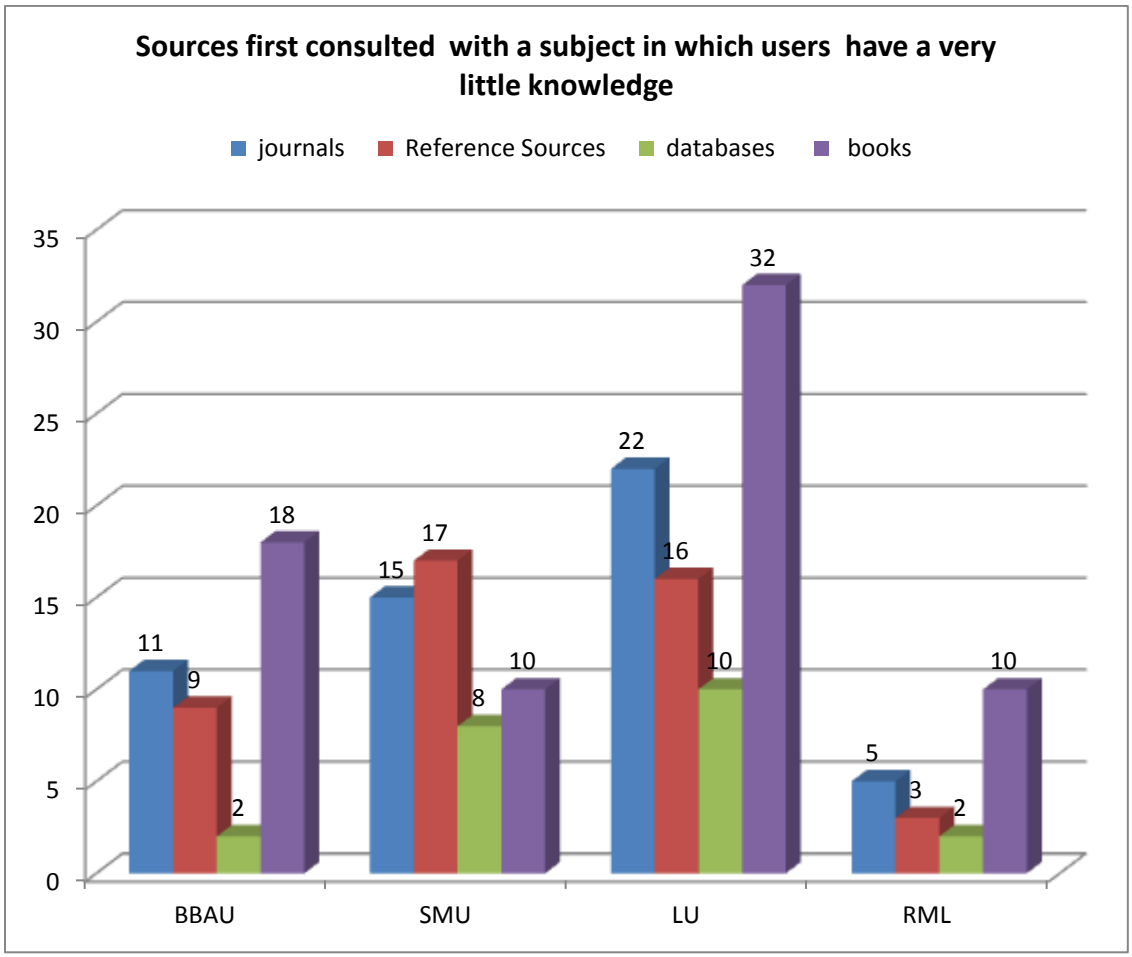

Figure No.11

Interpretation

The data presented in table 5.2.11 and figure shows that the majority of the research scholar70 (36.84%) are utilized book, 53(27.89%) journal, 45(23.68%) are Reference Source and 22(11.57%) are database.

Table 5.2.12

Section of the book consulted to find related documents

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total %**
The glossary	11	10	35	8	**64 (33.68)**
The index	12	18	27	5	**62 (32.63)**
The bibliography	11	9	8	4	**32 (16.84)**
The table of content	6	13	10	3	**32 (16.84)**
Total	**40**	**50**	**80**	**20**	**190**

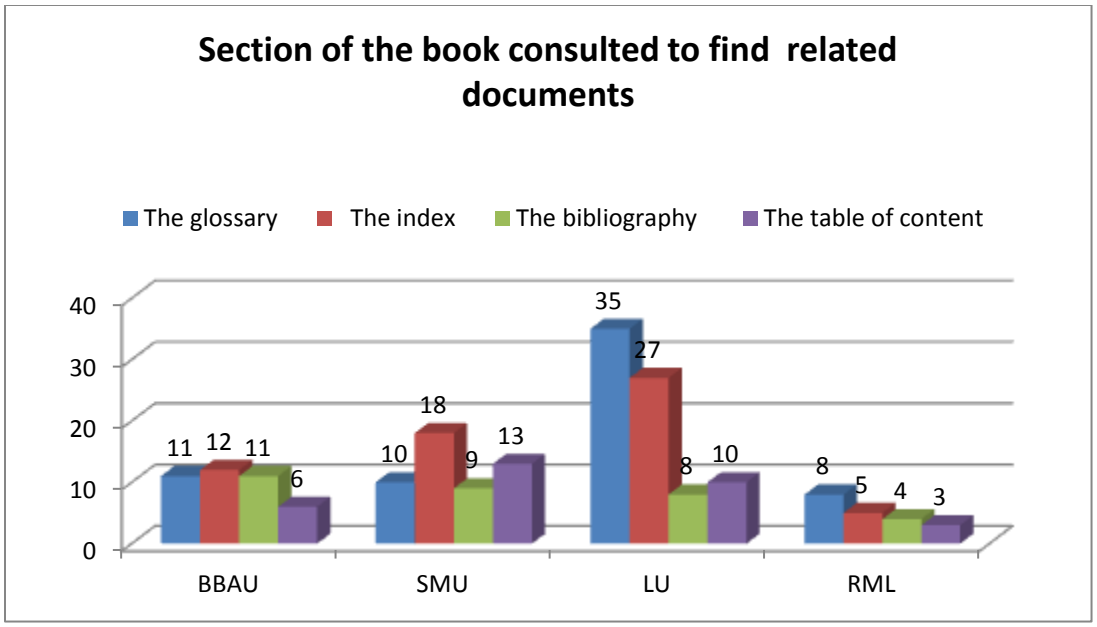

Figure No.12

Interpretation

The data presented in table 5.2.12 and figure shows that the majority of the research scholar 64(33.68%) are utilized glossary, 62(32.635%) index, 32(16.84%) bibliography , 32(16.84%) table of content.

Table 5.2.13

The tool consulted to precise the search

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total %**
Keywords Index	27	38	41	11	**117 (61.57)**
Dictionary	10	5	30	7	**52 (27.36)**
Thesaurus	3	7	9	2	**21 (11.05)**

Author Index	-	-	-	-	-
Total	**40**	**50**	**80**	**20**	**190**

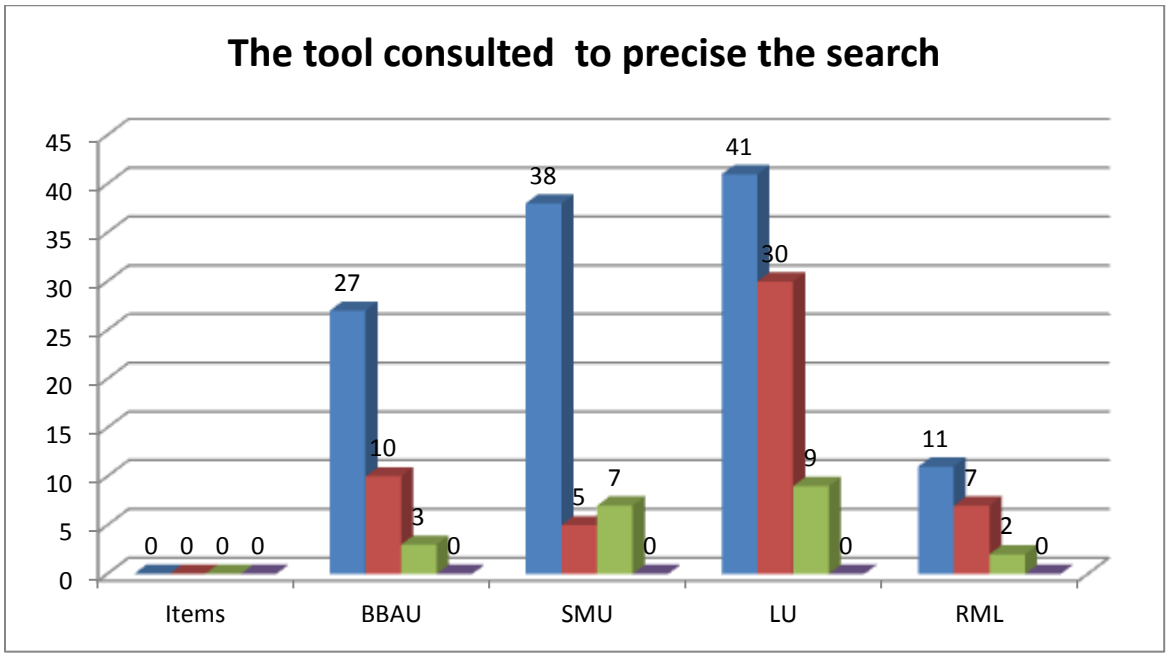

Figure No.13

Interpretation

The data presented in table 5.2.13 and figure shows that the majority of the research scholar 117(61.57%) are utilized Keywords Index, 52(27.36%) Dictionary and 21 (11.05%) Thesaurus.

Table 5.2.14

Some of the items that can be found in the library catalogue include

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total**
All the titles of the books available in the library	18	11	30	8	**67 (35.26)**
All the titles of the books available	13	0	28	6	**47**

on the market					**(24.73)**
All the titles of articles found in the journals available in the library	5	20	13	3	**44 (23.15)**
All the titles of journals available in the library	3	9	6	2	**20 (10.52)**
All the titles of journals available in the library	**1**	**7**	**3**	**1**	**12 (6.315)**
total	**40**	**50**	**80**	**20**	**190**

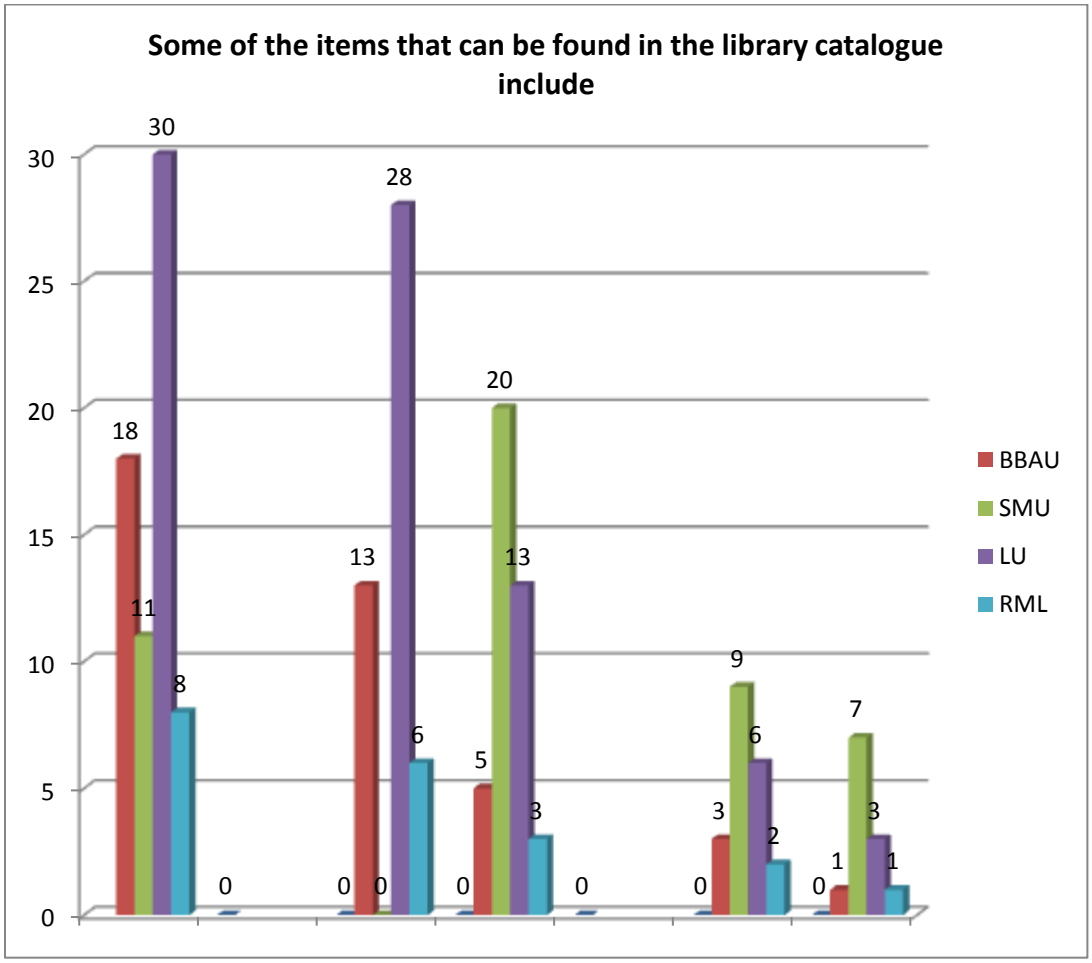

Figure No.14

Interpretation

The data presented in table 5.2.14 and figure shows that the majority of the research scholar67 (35.26%) are utilized All the titles of the books available in the library, 47(24.73%) are All the titles of the books available on the market, 44(23.15%) are All the titles of articles found in the journals available in the library, 20(10.52%) are All the titles of journals available in the library and 12(6.315%) are going with All the titles of journals available in the library.

Table 5.2.15

Ways to analyzed searched information by Self - reflection

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total%**
Visual	27	0	42	7	**76 (40)**
feed-back	10	22	28	7	**67 (35.26)**
Self-reflection	3	28	10	6	**47 (24.73)**
total	40	50	80	20	**190**

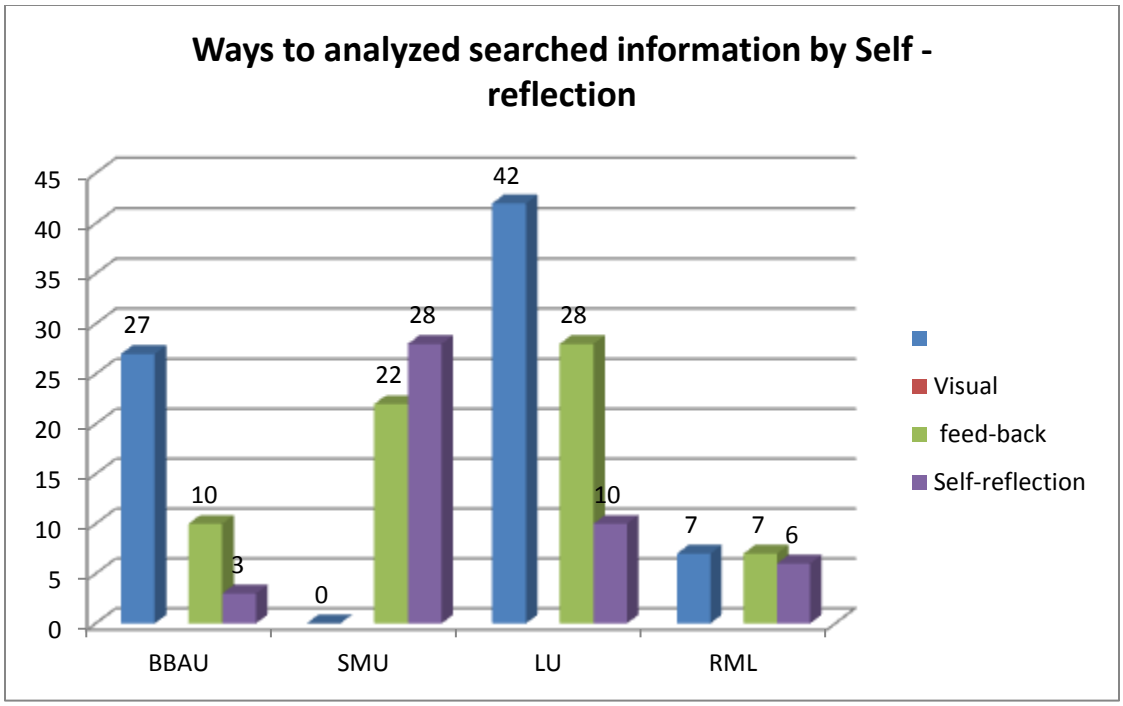

Figure No.15

Interpretation

The data presented in table 5.2.15 and figure shows that the majority of the research scholar 76 (40%) are utilized visual, 67(35.26%)are feed-back and47(24.73%) are going with Self-reflection.

Table 5.2.16

Inclusion of Digital Objects in the website

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total %**
HTML pages	6	0	10	4	**20**

					(10.52)
Images	14	22	24	7	**67 (35.26)**
Audio	10	28	25	6	**69 (36.31)**
Video	10	0	21	3	**34 (17.89)**
total	**40**	**50**	**80**	**20**	**190**

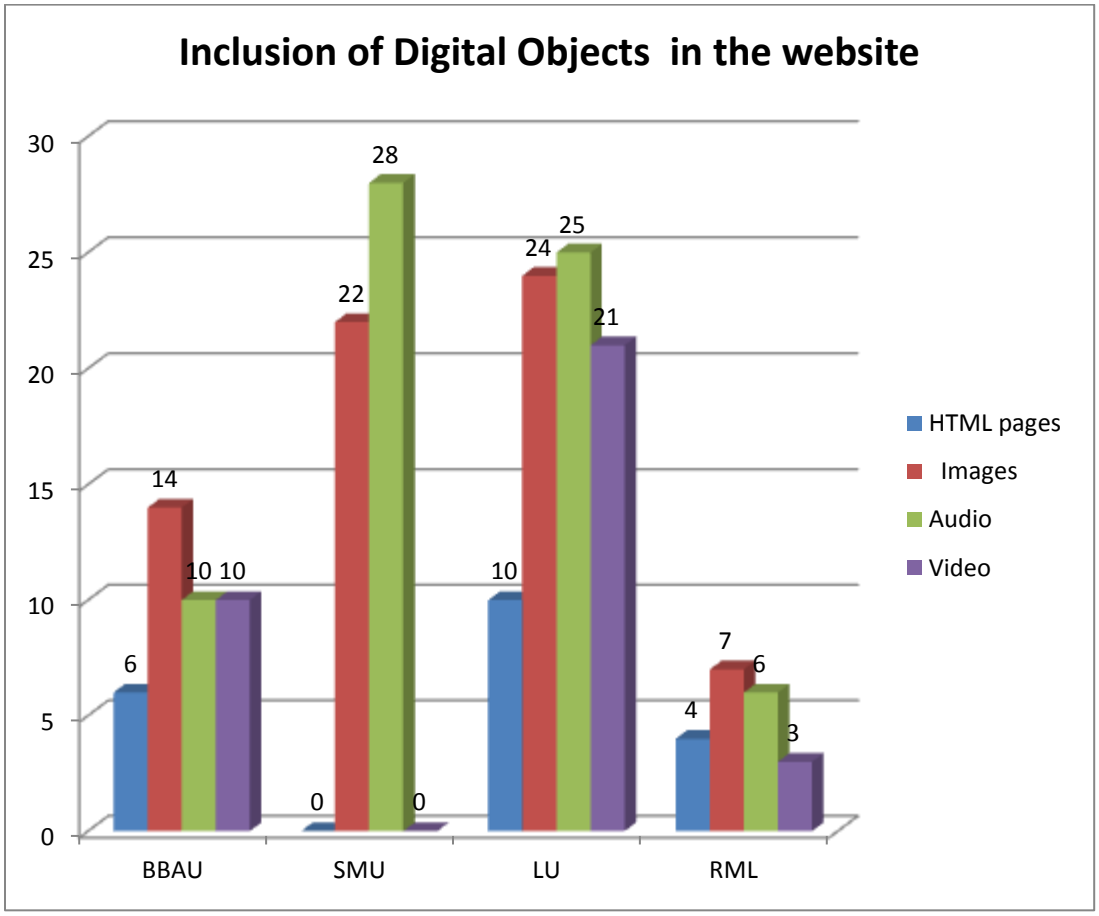

Figure No.16

Interpretation

The data presented in table 5.2.16 and figure shows that the majority of the research scholar 69 (36.31%) are utilized Audio, 67(35.26%) are Images, 34(17.89%) are Video and 34 (17.89%) are going with HTML pages.

Table 5.2.17

In which case do you need to include a reference to the source of information

Items	**BBAU**	**SMU**	**LU**	**RML**	**Total**
the research At the time you copy words/sentence from article	17	0	32	9	**58**
As you copy words/sentence from the books	10	5	18	5	**38**
When you write in my own words what is being said in a research article/book	8	25	22	3	**58**
While you copy concept/ sentence from the internet information sources.	5	20	8	3	**36**
total	40	50	80	20	**190**

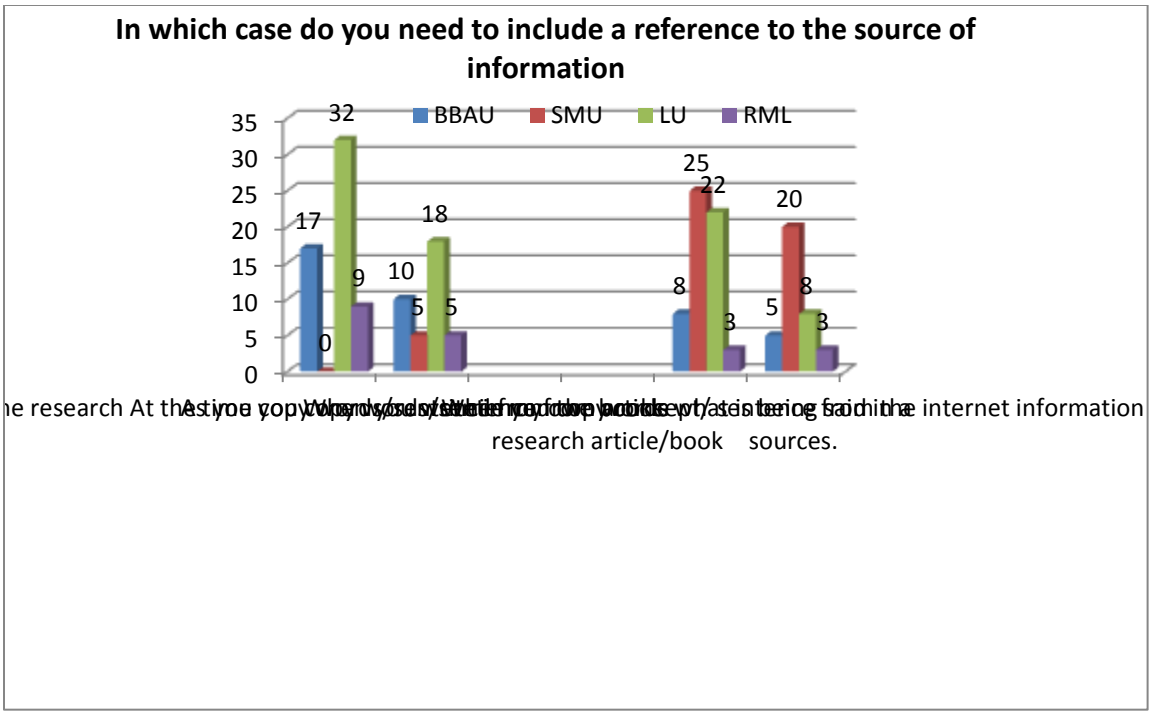

Figure No.17

Interpretation

The data presented in table 5.2.17 and figure shows that the majority of the research scholar 58 (30.52%) are utilized the research At the time you copy words/sentence from article , 58(30.52%) are When you write in my own words what is being said in research article/book, 38(20%) are As you copy words/sentence from the books and 36(18.94%) are going with While you copy concept/ sentence from the internet information sources.

Table 5.2.18

The characteristics describe the research articles published in a scholarly journal

Items	BBAU	SMU	LU	RML	Total
It communicate results of research	25	15	38	10	**88 (46.31)**

It includes a list of references	10	20	22	5	**57 (30)**
The articles have been evaluated by an editorial board before publication	5	15	20	5	**45 (23.68)**
Al l of the above	-	-	-	-	-
total					**190**

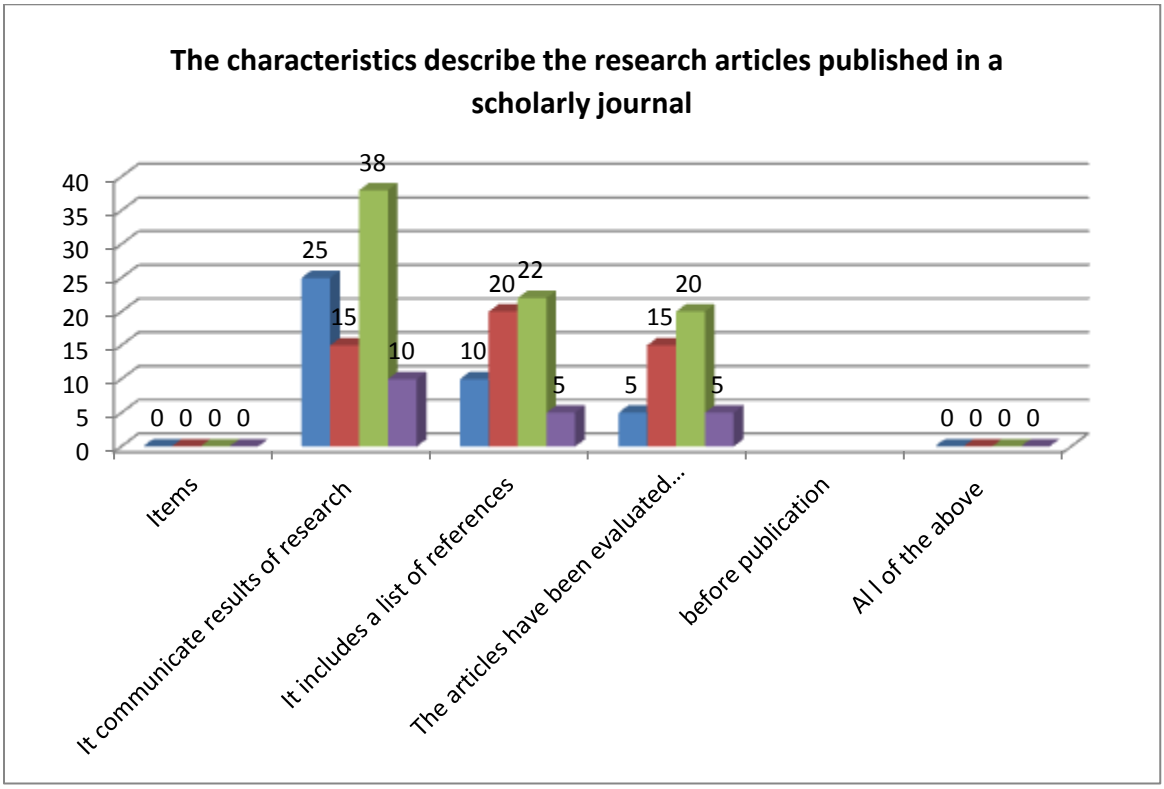

Figure No.18

Interpretations

The data presented in table 5.2.18and figure shows that the majority of the research scholar 88 (46.31%) are utilized It communicate results of research, 57(30%) are It

includes a list of references and 45(23.68%) are going with The articles have been evaluated by an editorial board.

Table No. 5.2.19

Information Literacy Orientation Programme

Name	Yes	No
BBAU	**70**	**-**
LU	**55**	**-**
SMU	**35**	**-**
RMLU	**30**	**-**
Total	**190**	

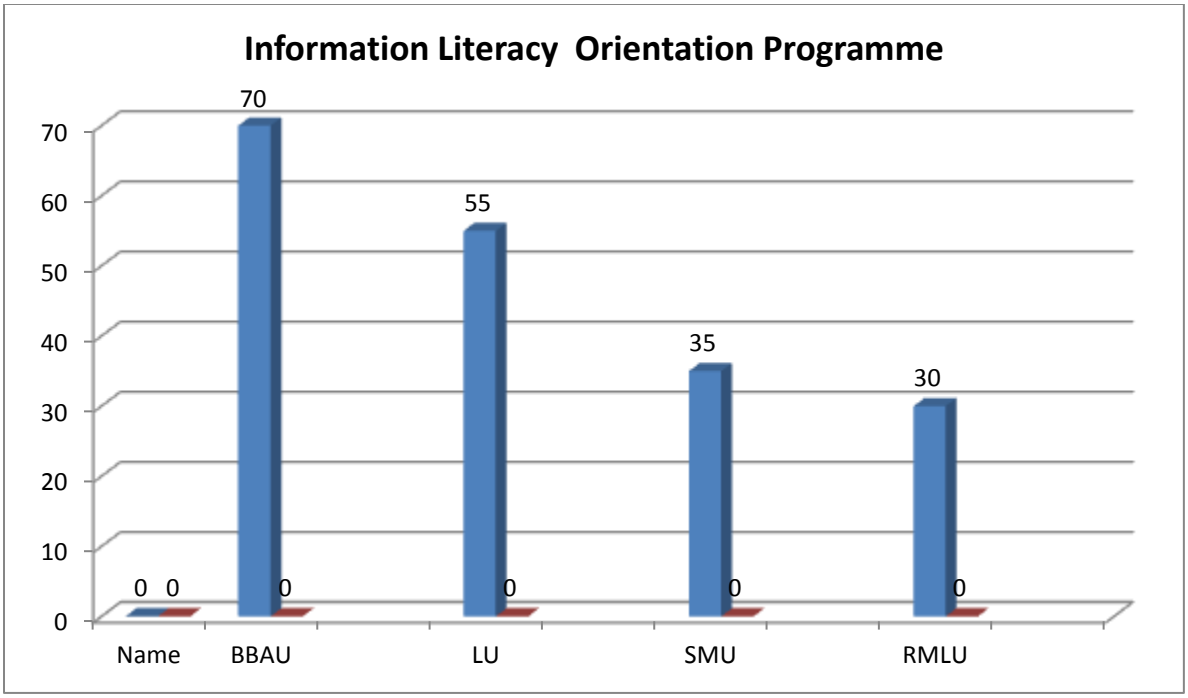

Figure No. 19

Interpretation

The data presented in table 5.2.19 and figure shows that the majority of the research scholar 70 (33.84%) are utilized BBAU, 55(28.94%) LU, 35 (18.42%) SMU and 30 (15.78%) RMLU table of content.

CHAPTER-6

FINDINGS, CONCLUSION AND SUGGESTIONS

6.1 FINDINGS

BBAU, LU, RML and SMU Universities are an important mode of communication of ideas and dissertation of knowledge stored in various forms.

- The analysis of data in the table 5.2.6 clearly indicates that on an average of the respondents 51.57% had more there by observing and practicing ICT skill in sources for developing information Literacy.
- More than 48.42% respondents has been using the evaluation of information sources on examine multiple sources of information therefore, the data clearly indicates the

internet of the scholars for information sources on the increased as given in the table 5.2.7.

- More than 47.36 respondents has been using the internet services and resources online databases and therefore, the data clearly indicates the internet of the scholars for using and searching of the internet increased as given in the table 5.2.8.
- As found in the table 5.2.9 the majority of respondents 32.63% have been using the library services on library catalogue and therefore, the data clearly indicates the interest of the scholars for using and library services.
- The library catalogue was found the most peppered Journal articles are searched among the scholars 39.47% responses, followed by database 33.15 and others found negligible preferences of the internet services among the scholars as given in the table.5.2.10.
- The findings of the data as given in the table 5.2.12 that the scholar books 36.84% responses followed by Journal 27.89% and others.
- The findings of the data as given in the table- 5.2.17 reveals the majority of the scholars prefer to use internet services audio 36.31% followed by images is used by 35.26 respondents and others.

- About 33.68% of the respondents expressed their feelings as reflected from the table no. 5.2.13 that the index 32.63, bibliography 16.84 and table of content 16.84 among the scholars in documents/print materials.

6.2 CONCLUSION

It is concluded that digital technology provides new opportunities for students and educators to pursue their interests and find educational resources, experiences and courses any time and any place. It is also concluded that Digital Literacy (DL) is the process of teaching and learning about technology and the use of technology. It is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. The ability to use digital technology, communication tools or network to locate, evaluate, used and create

information. The ability to understand the use of information in multiple formatfrom a wide range of source when it is presented via computer. The research study also proclaims that digital literacy is distinct from computer literacy and digital skills. Computer literacy preceded digital literacy, and refers knowledge and skills in using traditional computers (such as desktop PCs and laptops) with a focus on practical skills in using software application packages. Digital skills is a more contemporary term but is limited to practical abilities in using digital devices such as laptops and smart phones. By getting knowledge of Universities BBAU, LU, SMU and RMLU the research scholars has gained knowledge of the awareness of Research Scholars.

6.3 SUGGESTIONS

- There should be organized some IT skills program in the BBAU, LU, SMU and RMLU campus to encourage and develop the efficiency of research scholars.
- Information literacy is a very important medium for developing information literacy skills, which helps to the researcher to evaluate and use efficiency of acquired information. Hence, libraries should take necessary step from time to time for strengthening information literacy skills of research scholars.
- Portals should provide latest and important information to the Research Scholars.
- The Departments should take a survey about the information literacy among the students so that the identification of the gap between the IT and subject may be identified and filled through innovative teaching and learning
- Daily frequency of library visit should be increased.
- Potential sources of information should be increased.
- Subscription of Journal should be increased.
- There should be some Orientation/ Training program to make information literacy.
- Digital objects web pages should be increased.
- Information literacy is a vital part for development of IT skills.

- The Department should organized a seminar for the awareness of the copyright/plagiarism/citation of the documents.

6.4 AREAS FOR FURTHER RESEARCH:

An Information Literacy is the crucial and vast area in research in the field of library and information science. Following can be the areas for further research in the area of Information Literacy.

- Comparison of various teaching methods and learning techniques applied in implementing Information Literacy Programme.
- Implementing an Information Literacy Programme by using various Teaching Models.
- Developing and implementing information literacy programmes for Teacher Educators and Researchers in the field of Teacher Education.
- Developing and implementing an Information Literacy Programme through Micro Teaching.

6.5 TESTING OF HYPOTHESES

H1 Research scholars are capable to identify the appropriate information sources to collect appropriate information required for their research purposes.

From the table no. 5.2.7 research scholars are capable to identify the appropriate information sources to collect appropriate information required for their research purposes it is clear that therefore this hypothesis is proved and accepted.

H2 Research scholars are able to determine the nature and extent of their information needs in their research work.

From the table no. 5.2.13 research scholars are able to determine the nature and extent of their information needs in their research work it is clear that therefore this hypothesis is proved and accepted.

H3 Research scholars are able to search, locate and retrieve information from various information sources.

From the table no. 5.2.8 research scholars are able to search, locate and retrieve information from various information sources it is clear that therefore this hypothesis is proved and accepted.

H4 Research scholars are of the opinion that there is need for including information literacy as part of their curriculum.

From the table no. 5.2.19 research scholars are of the opinion that there is need for including information literacy as part of their curriculum it is clear that therefore this hypothesis is proved and accepted.

H5 Research scholars are about the social , political and legal implication of the use of information .

From the table no. 5.2.17 research scholars are about the social , political and legal implication of the use of information it is clear that therefore this hypothesis is proved and accepted.