

INFORMATION LITERACY SKILLS ON THE USE OF E-LIBRARY RESOURCES AMONG STUDENTS OF THE DHANWATE NATIONAL COLLEGE LIBRARY, NAGPUR : A STUDY

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The concept of information literacy and the role of the faculty members and librarian in developing the information literacy skills among students. Library plays an important role in developing the skills of locating information. This paper reports the study by using questionnaire methodology in information literacy skills.

INTRODUCTION

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." 1 Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability

INFORMATION LITERACY OBJECTIVES

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. These include individual ability to :

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Corroborating ACRL's observation, Wikipedia ("Information Literacy" 2007) states that an information literate person is one who:

- recognizes that accurate and complete information is the basis for intelligent decision making.
- recognizes the need for information
- knows how to locate needed information
- formulates questions based on information needs
- identifies potential sources of information
- develops successful search strategies
- accesses sources of information including computer based and other technologies
- evaluate information no matter what the source
- organizes information for practical application
- integrates new information into an existing body of knowledge
- uses information in critical thinking and problem solving (Doyle,1992)
- uses information ethically and legally

September (1993) asserts that students need some level of these skills to make decisions about academic matters and other aspects of their daily lives. Julien (2002) identifies the skill domains that are involved and classifies them as cognitive, affective, and physical, i.e., thought, attitude, and operation.

INFORMATION LITERACY SKILLS AND HIGHER EDUCATION

Information literacy instruction can be formal or informal. Formal instruction can include for-credit courses and both distance and face-to-face. Informal instruction includes tutorials and online instruction. To be successful, information literacy depends on collaboration between classroom faculty, academic administrators, librarians and other information professionals.

PROBLEM STATEMENT

Students need information for a variety of activities and the e-library has vast electronic resources that can meet any of these purposes. There is a daily explosion of information resources and the challenge of using these resources effectively and responsibly. In using the e-

library resources, students lack skill in locating and evaluating information, which impedes its effective use. This study investigates the lack of information literacy skills and how it affects the effective use of e-library resources among students of Dhanwate National College Library, Nagpur.

RESEARCH QUESTIONS

- What e-library resources are available at the Dhanwate National College, Library?
- How are students' information literacy skills assessed?
- How does the information literacy skills' acquisition affect the use of e-library resources?
- What information literacy courses are offered to Dhanwate National College students?
- What problems are encountered in teaching information literacy skills to students?
- What problems does the library encounter in acquiring e-library resources?

METHODOLOGY

This study uses a questionnaire method. Its population includes all active users of the Dhanwate National College Library, who are registered undergraduates and postgraduates, and competitive examination students like MPSC, UPSC, a total of 100 at the time of data collection. From this number, a total of 55 were sampled, representing 55 percent. The convenience sampling technique was adopted for administering the questionnaire to the students that were present in the library at the time of data collection.

A questionnaire was the major instrument for data collection. The questionnaire has three sections: personal data, use of e-library (8 questions), and information literacy skills (10 questions.)

DATA PRESENTATION AND ANALYSIS

TABLE 1 : AWARENESS AND USE OF E-LIBRARY

Variables	Respondent	Percentage %
Aware and use	16	29.09%
Aware but not use	34	61.81%
Not aware	05	9.09%
Total	55	100

Only slightly more than one third of respondents are aware of and use the e-library facilities.

Table 2: Students Experience while Using the E-library

Experience	Respondents	Percentage %
Whenever I use the e-library, I find what I want	05	9.09%
I find it difficult to locate the information	02	3.63%
I usually find what I want but with frustration	15	27.27%
Avoiding e-library because I can't use it	31	56.36%
Out of reach, power failure no enough time	02	3.63%
Total	55	99.98%

N-55

Table 2 shows that more than half the respondents avoid using the e-library due to their inability to use e-resources.

TABLE 3: USES OF COMPUTER

Uses	Respondents	Percentage %
E-mail/chart/instant messaging	34	61.81%
Word processing/spreadsheets	16	29.09%
Interest/www	46	83.63%
Searching databases	18	32.72%
Games/Entertainment	28	50.90%

N-55

Table 3 shows the only 32.72% of respondents use the computers for searching education-related databases. However, a high number are comfortable seeking information through Internet searching.

TABLE 4 : E-LIBRARY INSTRUCTION

variables	0 times	1-2 times	3-4 times	5-6 times	7+ times
Online Orientation	48	4	3	0	0
E-library instructions as part of a class	39	8	0	0	0
One-on-one instruction with librarian	44	17	0	2	0
E-library instruction course	47	5	0	0	0
Self-guided orientation	35	15	7	0	0

N-55

Table no 4 shows a majority of respondents had no previous library instruction.

TABLE 5 : LECTURERS' EFFORTS ON DEVELOPING STUDENTS INFORMATION LITERACY SKILLS

variables	Respondents	Percentage%
Refereeing students to libraries	19	34.54%
Encouraging students to see the library	37	67.27%
Giving assignments to use e-library	05	9.9%
Taking the class to the library for orientation	09	16.36%
None of the above	12	21.81%

N-55

Table 5 shows that the 34.54% lecturers refereeing students to libraries for the use of e-library, while 67.27% they are usually encouraged to see the library for advice and instruction of the Librarians.

TABLE 6 E - LIBRARY AND INFORMATION LITERACY COURSES OFFERE

Causes	Respondents	Percentage %
Use of library	42	76.36%
Research methodology	16	29.09%
Use of computer	32	58.18%
Use of Internet/www	48	87.27%
Communication skills	45	81.81%
None	0	0

N-55

Most respondents showed awareness of e-library and information literacy courses being offered.

KEY: VF=Very Frequently, F= Frequently, O=Occasionally, NF=Not Frequently, N=Never

TABLE 7 : EVALUATION OF THE INFORMATION LOCATED

Variables	V F	F	O	NF	N
Read text and select main ideas	24	36	08	0	4
Compare information from various sources	19	37	01	0	3
Investigate various view points of the literature	8	14	0	7	35
Using information techniques for studying	5	6	4	14	32

Table-7 shows that the More than 50 % of respondents read through information to select main ideas, while another 35 % compare information from different sources to determine reliability, accuracy, timeliness or bias of such information.

CONCLUSIONS

The study reveals that the Dhanwate National college Library has provisions for students to use e-library resources. There is a computer section with Internet connectivity for accessing the e - resources. Most students are aware of the e-library resources but do not use them because they lack of the skills. They have not been formally taught the use of e-library resources.

Various methods should be developed for teaching and assessing the information literacy skills of the students, which may include: one-on-one instruction, interactive classes, online tutorials, as well as building assignments around research situations. Lecturers must also include the use of the e-library resources and computers as well as the Internet and online searching skills. Students should be encouraged to learn more about electronic

libraries and information literacy. Students, faculty, and librarians should learn more about e-libraries and information literacy, by visiting sites such as www.ala.org ,www.acrl.org , www.infolit.org and many more. They can also search using any of the search engines available for journals or proceedings that discuss the various programmes.

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MEMORABILIA RANGANATHAN

Central and State Library Legislation

The dawn of library consciousness is fast becoming the day light of library consciousness in our country today. It will not be long before every State will have a Library Act and the Centre too will have a Library Act of its own and thus fulfil the constitutional directive which promises a nation wide public library system for the perpetual self-education of each citizen of our Motherland. It is near at hand. It will happen within the next decade. Such it again my second hope for the future. This they will do if they realise the importance of a Public Library system as a social institution essential in a democracy striving to fit in with a socialistic pattern.

(Shri. Krishna Devraya University)

Diamond Jubilee, November 1962. p5, Hyderabad