

A Review of Student Information Literacy Skills After COVID-19 In Govt First Grade College Sira, Karnataka

BANDI RANGANATHA R.

Selection grade librarian Govt First Grade College Badavanahalli Madhugiri Talluk, Tumkur District, Karnataka. And Research Scholar, Department of Library and Information Science, Kalinga University, Naya Raipur, Chhattisgarh, India.

Abstract— One of the most crucial skills in the present century is Information Literacy (IL). The capacity to obtain, arrange, filter, and assess information to create informed conclusions on the basis of findings is known as IL. The main objective of the current study is to determine the IL skills among students of Govt First Grade College Sira, Karnataka, and to determine the Internet, computer, mobile, and social media literacy skills among students to access their needed information in digital as well as virtual environment. Out of 63 respondents, male is high compared to female i.e., 34 (54 %). The majority of respondents i.e., 18 (28.6 %) visited the library daily and 36 (57.1 %) read reference books, 40 (63.5 %) came to the library for search information when it was needed. All out of 63 respondents i.e., 51 (81 %) are using books and 30 (47.6 %) are using newspapers for academic purposes. The majority of respondents i.e., 35 (55.6 %) are using print and electronic resources for academic activities. Maximum respondents i.e., 34 (54 %) are seeking information for exam purposes. The majority of respondents i.e., 35 (56.5 %) are using the subject approach to retrieve information compared to i.e., 31 (50 %). It suggests that the library needs to acquire electronic resources in addition to printed collections. The transition from a traditional knowledge society to a digital society will be made possible by the introduction of IL programs. To conduct an awareness program regarding copyright acts and plagiarism.

Index Terms— Information, literacy, ICT, Components, Standards, Models.

I. INTRODUCTION

In the 21st century, information creation has become abundant as a consequence of revolutionary changes in the ITC (Information and Communication Technology) system. In this way, every person needs to have the knowledge to find, collect, review, and evaluate the information. Especially, students, teachers, and researchers who are important in the field of education need to have deep knowledge of

information literacy. In this study, investigators will adopt a survey concerning literature methods for research design. On the basis of a review of the literature and framed objectives, the investigator will prepare a questionnaire.

Information skill is the capability to find, collect, categorize, and communicate newly created information or data we call information skill. IL skills make an important contribution to the expansion of the educational community. They play a crucial role in enhancing the knowledge of students, teachers, and scholars in their respective subjects. In such a situation, it is difficult for all the teachers to get the newly created information on the internet. So the development of the academic community requires IL for teachers. Thus, the role of teachers in making students into good citizens of society in the educational community is very important. Likewise, academic libraries also play a vital role in providing good information materials to teachers, students, and scholars. We also strive for the upliftment of the educational community. IL is a process that requires continuous lifetime learning.

- Information Literacy: Concepts and Definitions
The IL is also called an information competency. In general, defines as an IL is “the ability to find, evaluate, organize, use and communicate the information in all its various formats rare need in a different situation requiring a decision of making, problem-solving, acquisition and dissemination of knowledge”.
(https://en.wikipedia.org/wiki/Information_literacy)

- Information Literacy Skills
A common definition of IL skills is "the adoption of appropriate behaviour to obtain, through whatever

channel or medium, information well fitted to information needs, together with a critical awareness of the importance of wise and ethical use of information needs in society," as given by Johnston and Webber (2003).

II. REVIEW OF LITERATURE

(Shukla et al., 2021) The main aim of the current research is to assess the level of digital IL abilities among students studying library and information science at Delhi University. The focus of this study is restricted to the student population of the "Department of Library and Information Science" at Delhi University. The survey approach was deemed appropriate for conducting the research, whereby a total of 80 structured questionnaires were randomly dispersed among the students of DLIS. Among these, 72 (90%) had questionnaires that could be obtained from the respondents. An examination of the questionnaires revealed that most of the participants 57 students, or 79.17% reported regularly using computers and exhibited proficiency with the Microsoft Office suite of applications. All students had a comprehensive understanding of Internet literacy abilities, and a significant majority of them, namely 66 students (91.67%), used the Internet daily. A significant proportion of students, namely 69 (65.71%), used mobile data as their primary means of accessing the Internet. Additionally, a considerable number of students, also 69 (56.1%), employed a basic searching approach throughout their online activities. (Saliba, 2021) This research aimed to investigate the IL abilities of Arab students who were enrolled in a 1st-year premedical program at an American branch campus in Qatar. To achieve this objective, the Education and Research Librarian developed a mixed IL syllabus that was included in the English for Academic Purposes course. The syllabus used in the IL program included a pedagogical approach known as the flipped classroom, whereby e-learning resources were integrated with in-person sessions held on a biweekly basis. The e-learning materials were online modules that were sent every two weeks, along with practice tests. These materials were required to be reviewed and submitted by students before attending the in-person sessions. The purpose of these sessions was to encourage active participation in class discussions and facilitate practical, hands-on

activities. The research focuses on a purposive sample consisting of 17 premedical Arab students who took the IL course during the academic year 2018 to 2019. While a minority of students showed a moderate degree of involvement during the in-person sessions, the majority seemed to lack complete engagement or awareness of the topics presented in the online courses. To ascertain the underlying causes, this study endeavored to examine the factors contributing to this disengagement by exploring students' perspectives on their level of participation. Data was collected using a case study technique, which included conducting a study and 3 in-depth interviews along with a purposive sample of students. The research findings indicate that students' impressions of a blended IL curriculum are influenced by the level of significance they assign to the various subjects addressed in IL. The findings also indicate a predilection among students for just-in-time, online, and asynchronous modes of accessing information, supplemented with the possibility of attending face-to-face sessions when needed to acquire certain skills.

III. OBJECTIVE OF THE STUDY

• Objectives of the Study:

The main objective of the study is to determine the IL skills among students of Govt First Grade College Sira, Karnataka. The following are the study's particular goals:

1. To find out the use of information resources and services.
2. To find out the ability of all students to search and access needed information effectively and efficiently.
3. To examine the ability of all students to evaluate information sources and services.
4. To identify the knowledge about copyright and plagiarism among students.
5. To find out the computer, mobile, Internet, and social media literacy skills among students to access their needed information in digital as well as virtual environments.
6. To identify the methods of information literacy programs offered in Govt First Grade College Sira, Karnataka.

- Need of the study

The literature review exhibits that the existence of many studies on IL skills of various aspects has been conducted across the globe on diversified branches, professions and group levels, disciplines, institutional levels, etc. There are few studies in the library literature investigating the set of information literacy skills among students. However, no specific in-depth study has been undertaken to know the IL skills of students in Govt First Grade College Sira, Karnataka. So, in this circumstance, it is necessary to carry out research work on IL skills among students.

IV. SCOPE AND LIMITATION OF THE STUDY

The current research was examined based on the primary data collected from the study population of Govt First Grade College Sira, Karnataka. The study will be conducted to comprehend the IL skills and competencies among the students and confined to only BA, B.SC., BCOM, and BBA programmes.

V. METHODOLOGY

In this study, investigators will adopt a survey concerning literature methods for research design. On the basis of the review of the literature and framed objectives, the investigator will prepare a questionnaire for the study, to all students of Govt First Grade College Sira, Karnataka. The researcher will identify and select all students of UG programs. The proposed research study will be investigating 100(Approximately) students of Govt First Grade College Sira, Karnataka, and questions were randomly distributed online.

VI. ANALYSIS AND INTERPRETATION OF THE DATA

The present study was conducted using data gathered from 63 respondents, and an effort was made to analyze and interpret the findings in terms of undergrad students' awareness of IL concepts.

Table 01: Gender-wise distribution

Variables	Number of respondents	Percentage
Female	29	46
Male	34	54
Total	63	100

The table shows the gender-wise distribution of respondents, in which 29(46%) were female and 34 (54%) were male.

Table 02: Course-wise distribution

Variables	Number of respondents	Percentage
BA	15	23.8
B SC	14	22.2
B COM	12	19.1
BBA	22	34.9
Total	63	100

The table indicates the course-wise distribution of respondents, in which 15 (23.9%) were BA, 14(22.2%) were B Sc, 12(19%) were B Com, and 22(34.9 %) were BBA.

Table 03: Frequently visit to library

Variables	Number of respondents	Percentage
Daily	18	28.6
Once in a week	13	20.6
Twice in a week	17	27
Once in a month	5	7.9
occasionally	2	3.2
As and when required	8	12.7
Total	63	100

The table indicates that most of the students i.e., 18 (28.9%) visited the library daily, 17(27%) visited Twice a week, 13(20.6%) visited once a week, 5(7.9%) visited once in a month, 2(3.2%) are visited occasionally, 8(12.7%) are visited As and when required.

Table 04: purpose of visit to the library (More than one answer)

Variables	Number of respondents	Percentage
-----------	-----------------------	------------

To read magazines/newspapers	27	42.9
To refer to reference books	36	57.1
To prepare class notes	19	30.2
To browse Internet	10	15.9
To update subject knowledge	15	23.8
To do research work	9	14.3
To obtain photocopy	5	7.9

The table describes that the maximum number of students i.e., 36 (57.1 %) visit the library for refer reference books, 27 (42.9 %) to read magazines/newspapers, 19 (30.2 %) to prepare for class notes, 10 (15.9 %) are to browse Internet, 15 (23.8 %) are to update subject knowledge, 9 (14.3 %) are to do research work, 5 (7.9 %) are to obtain photocopy.

Table 05: Using of information sources for academic purposes (More than one answer)

Variables	Number of respondents	Percentage
Books	51	81
Journals	7	11.1
Newspapers	30	47.6
Magazines	12	19
Dictionaries	12	19
Encyclopedias	5	7.9
Directories	3	4.8
Maps, charts/ diagrams	3	4.8
Gazetteers	2	3.2
Handbooks and manuals	5	7.9
AV materials (CD & DVD, etc.,)	7	11.1
Project reports	10	15.9
Conference Proceedings	3	4.8
E resources	7	11.1

The above table shows that the majority of using of information sources for academics i.e., 51(81%) are books, 30(47.6%) are newspapers, 7(11.1%) are

journals & E-resources and also AV materials, 12(19%) are magazines and dictionaries, 5(7.9%) are encyclopedias and handbooks/ manuals, 3(4.8%) are directories, maps/charts/diagrams, conference proceedings, 10(15.9%) are project reports, 2(3.2%) are gazetteers,

Table 06: The formats of information sources used in the library for your academic purpose

Variables	Number of respondents	Percentage
Print format	20	31.7
Electronic format	8	12.7
Both print and electronic	35	55.6
Total	63	100

The above table shows the format of information sources for academic purposes i.e., 35(55.6%) are both print and electronic format, 20(31.7%) are print format, and 8(12.7%) are electronic format.

Table 07: Needs for seeking information? (More than one answer)

Variables	Number of respondents	Percentage
Preparing for regular classes	30	47.6
Preparing for classroom discussion	8	12.7
To update general knowledge	25	39.7
exam purpose	34	54
for competitive exam	25	39.7

The above table describes the need for seeking information, i.e., 34 (54 %) are for exam purposes, 30 (47.6 %) are Preparing for regular classes, 25 (39.7 %) are to update general knowledge and also for competitive exams, 8 (12.7 %) are Preparing for classroom discussion.

Table 08: Search information when it is needed (More than one answer)

Variables	Number of respondents	Percentage
Library	40	63.5
Internet	35	55.6
Institution websites	11	17.5
Research organization website	8	12.7
Media (TV, Radio)	5	7.9
Social media	12	19

The table shows that Search information when it is needed from i.e., 40 (63.5 %) are library, 35 (55.6 %) are internet, 11 (17.5 %) are institution websites, 12 (19 %) are social media, 8 (12.7 %) are research organization website, 5 (7.9 %) are media.

Table 09: locate books that you require from your library (More than one answer)

Variables	Number of respondents	Percentage
Identify the book from the card catalog	31	50
the book from the online Public Access Catalogue (OPAC)	8	12.9
Locate the book from the bookshelf by classification number	12	19.4
Physically verify each book on the shelf where books on your subject are kept	9	14.5
Ask the library staff	27	43.5

The above table shows the maximum number of located books that you require from your library i.e., 31 (50 %) are Identify the book from the card catalog, 27 (43.5 %) are Ask the Library staff, 12 (19.4 %) are Locate the book from the bookshelf by classification number, 9 (14.5 %) are Physically verify each book on the shelf where books on your subject are kept, 8 (12.9 %) are the book from the OPAC (“Online Public Access Catalogue”).

Table 10: The search options you prefer to search a book or information in a library catalogue/OPAC/Web OPAC/WWW (More than one answer)

Variables	Number of respondents	Percentage
Author approach	31	50
Title approach	15	24.2
Keyword Approach	5	8.1
Subject approach	35	56.5
Publishers approach	13	21
Standard number (ISBN)	4	6.5

The above table shows that the maximum search options you prefer to search for a book or information in a library catalogue/OPAC/Web OPAC/WWW i.e., 35 (56.5 %) are subject approach, 31 (50 %) are author approach, 15 (24.2 %) are title approach, 13 (21 %) are publishers’ approach, 5 (8.1 %) are keyword approach, 4 (6.5 %) are least in ISBN.

Table 11: Evaluate the information

Variables	Number of respondents	Percentage
Authority	21	34.4
Accuracy	15	24.6
Timeliness	12	19.7
Point of view	23	37.7
Reliability	12	19.7

The above tables elaborate that evaluate information maximum i.e., 23 (37.7 %) are point of view, 21 (34.4 %) are authority, 15 (24.6 %) are accuracy, 12 (19.7 %) are same timeless and reliable.

Table 12: computer skills (More than one answer)

Variables	Number of respondents	Percentage
Word processing applications	35	60.3
Spreadsheet applications	11	19

Database applications	18	31
Presentation applications	14	24.1
Multimedia applications	11	19
Web search engines	10	17.2
Communication applications	16	27.6

The above table explains that students had familiar with computer skills i.e., 35 (60.3 %) were Word processing applications, 18 (31 %) were Database applications, 16 (27.6 %) were Communication applications, 14 (24.1 %) were Presentation applications, 11 (19 %) are Multimedia applications, 10 (17.2 %) are Web search engines.

Table 13: storage of information for academic purposes (More than one answer)

Variables	Number of respondents	Percentage
Save files on the computer hard disc	35	58.3
Save in pen drive	18	30
Save in CD-ROM	11	18.3
Save in external hard disc	7	11.7
Save in Google Drive	24	40
other	15	25

The above table mentioned that format is preferred maximum to store information for your academic purposes i.e., 35 (58.3 %) are Save files on a computer hard disc, 24 (40 %) are Save in Google Drive, 18 (30 %) was Save in pen drive, 15 (25 %) are prefer other mode, 11 (18.3 %) was Save in CD-ROM, 7 (11.7 %) are external hard disc.

Table 14: Internet browsers used for accessing information

Variables	Number of respondents	Percentage
Internet Explorer	13	21
Google Chrome	50	83.3

Mozilla Firefox	4	6.7
other	9	15

The abovementioned table displays that most of the students use internet browsers i.e., 50 (83.3 %) use Google Chrome, 13 (21 %) use Internet Explorer, 9 (15 %) are others, and 4 (6.7 %) are Mozilla Firefox.

Table 15: Use of social media

Variables	Number of respondents	Percentage
Facebook	12	20
YouTube	31	51.7
Twitter	6	10
what sup	37	61.7
LinkedIn	3	5
Instagram	22	36.7
telegram	23	38.3
SlideShare	2	3.3

The above table shows that maximum use of social media i.e., 37 (61.7 %) are sup, 31 (51.7 %) are YouTube, 23 (38.3 %) are telegram, 22 (36.7 %) are Instagram, 12 (20 %) are Facebook, 6 (10 %) are Twitter, 3 (5 %) are LinkedIn, 2 (3.3 %) are SlideShare.

Table 16: Suggestions for enhancing the college's IL situation

Variables	Number of respondents	Percentage
The Department of Higher Education should launch an IL program immediately.	17	28.8
College needs to start user education, training program	11	18.6
Well-trained and skilled library staff assist the users in accessing information	4	6.8
Need information literacy guidelines for faculty	5	8.5
All of the above	29	49.2

The above table shows that the maximum number of students recommended for enhancing IL situation in the college i.e., 29 (49.2%) are all of the mentioned in

the table, 17(28.8%) are Department of Higher Education should immediately start the IL program,11(18.6%) are College needs to start user education, training program, 5(8.5%) are Need information literacy guidelines for faculty, 4(6.8%) are Well trained and skilled library staff in assistance the users to use access information.

Table 17: General awareness about information literacy

Variables	Number of respondents Yes(percentage)	Number of respondents NO (percentage)
Need information	Yes 63(100 %)	No (Nil)
Able to recognize the various sources of information to your information need	Yes 63(100 %)	No (Nil)
Ability to search exact information for your need	Yes 55(88.7 %)	No 7(11.3 %)
Information Literacy training programme arranged	Yes 39(65 %)	No 21(35 %)
Aware of Copy Right Act	Yes 49(80.3 %)	No 12(19.7 %)
Know about plagiarism	Know 29(48.3 %)	Do not know 31(51.7 %)
Use computer	Use 53(88.3 %)	Not use 7(11.7 %)
Use Internet	Use 57(93.4 %)	Not use 4(6.6 %)
Use social media	Use 47(79.7 %)	Not use 12(20.3 %)

The above table shows positive responses regarding il i.e., 63 (100 %) are that information is needed to all and able to recognize the various sources of information to your information need, 55 (88.7%) are the ability to search exact information for your need, 39 (65 %) are information literacy training program arranged, 49 (80.3 %) are aware of the copyright act, 29 (48.3 %) are familiar with plagiarism and 31 (51.7 %) not familiar with plagiarism, 53 (88.3 %) are using computers, 57

(93.4 %) is the use of the internet, 47 (79.7 %) are using of social media.

VII. FINDINGS AND SUMMARIES

- Out of 63 respondents, male is high compared to female i.e., 34 (54 %).
- The majority of respondents i.e., 18 (28.6 %) visited the library daily and 36 (57.1 %) read reference books, 40 (63.5 %) came to the library for search information when it was needed.
- All out of 63 respondents i.e., 51 (81 %) are using books and 30 (47.6 %) are using newspapers for academic purposes.
- The majority of respondents i.e., 35 (55.6 %) are using print and electronic resources for academic activities.
- Maximum respondents i.e., 34 (54 %) are seeking information for exam purposes.
- The majority of respondents i.e., 35 (56.5 %) are using the subject approach to retrieve information compared to i.e., 31 (50 %).
- All out of the maximum respondents, 53 (88.3 %) Use computers,35 (60.3 %) are familiar with word processing applications, 35 (58.3 %) Save files on a computer hard disc, 57 (93.4 %) use the internet, 50 (83.3 %) are google chrome for browsing, 47 (79.7 %) are using social media, 37 (61.7 %) are using whatsapp.
- All out of 63 respondents i.e.,49 (80.3 %) are aware of the copyright act, 29 (48.3 %) are known for plagiarism.

VIII. SUGGESTIONS

- The library personnel need to change their role. In this way, they give services in response to the recent advancements in web technologies and also to provide training for the students more use information resources.
- The library must purchase computers with internet connections to enable its patrons to access digital content. The library's users possess more digital IL.
- The library needs to acquire electronic resources in addition to printed collections.
- The introduction of an information literacy program will enable to transformation of a trational knowledge society into a digital society.

- To conduct an awareness program regarding copyright acts and plagiarism.
- To create awareness about updating general knowledge, for competitive exams, and preparing for classroom discussions and regular classes.

CONCLUSION

Examining the IL abilities of Govt First Grade College Sira, Karnataka students is the primary goal of the research. The skills necessary for a person to live, learn, and work in a digital world are known as information literacy. It has to do with being able to utilize technology to engage in and add to contemporary political, social, cultural, and economic life. In the end, some recommendations raise awareness among the user community by offering effective digital IL programs. IL skills are becoming increasingly important for people of all ages for a variety of reasons, including employability, reaching one's full potential in libraries, and engaging actively in the digital world at all ages.

REFERENCES AND BIBLIOGRAPHIES

- [1] Saliba, R. (2021). An Examination of Undergraduate Students' Engagement in an Information Literacy Blended Course. *Studies in Technology Enhanced Learning*, 1–34. <https://doi.org/10.21428/8c225f6e.d9353801>
- [2] Shukla, R., Nisha, F., & Verma, M. K. (2021). Assessment of Digital Information Literacy Skills among the Library and Information Science Students of the University of Delhi. *Library Progress (International)*, 41(1), 1–8. <https://doi.org/10.5958/2320-317x.2021.00001.5>