

# A Status of Information Literacy Skills Among the Students in Govt First Grade College Badavanahalli, Karnataka

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**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 Badavanahalli, 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.

**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](https://en.wikipedia.org/wiki/Information_literacy))

Information Literacy Skills:

A common definition of IL skills is "the adoption of appropriate behavior 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

Rama Murthy P.and Padmini (2019) Information is considered in this study Literacy between students at Sri Venktsvar and Medical Gunthur University Associate at the University of Health Sciences NTR, Vijayawada, Andhra - Pradesh. This study used test methods and profiles of 225, 195 people distributed among medical students were returned for analysis. 86.66% of response frequency. Most respondents were able to decide who they were Information needs, types of information resources at your disposal, and their use Level of knowledge about electronic resources and social media sites. Follow In this study, most respondents from two medical departments use social networks. Information is required to maintain knowledge of the two institutions networks and subject matter. the current. Most respondents give excellent priorities here A skill intended to acquire information in both print and digital formats.

Harish (2018) This study consisted of studying the competence of the studied teachers by effectively recognizing, determining, assessing and using information. Tried to learn about the information literacy abilities and skills of the faculty at a degree school. The professors were conscious of their knowledge needs and sure of their capacity to utilize information resources to interpret and make choices, as well as to create information themselves. As a result, the research demonstrated that some of the instructors had just the average level of information

literacy. Therefore, it was imperative to improve their knowledge literacy abilities and skills. In this regard, the college administration should take the initiative and offer all the necessary resources and services, as well as IL training, to help them perform better in academics and research.

## III. NEED AND OBJECTIVE OF THE STUDY

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 Badavanahalli, Karnataka. So, in this circumstance, it is necessary to carry out research work on IL skills among students.

Objectives of the Study:

The main objective of the study is to determine the IL skills among students of Govt First Grade College Badavanahalli, 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 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.
5. To identify the methods of information literacy programs offered in Govt First Grade College Badavanahalli, Karnataka.

## 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 Badavanahalli, Karnataka. The study will conducted to comprehend the IL skills and competencies among the students and confined to only BA and BCOM 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 Badavanahalli, 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 Badavanahalli, 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 undergraduate 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
B COM	22	34.920
B A	41	65.079
Total	63	100

The table indicates the course-wise distribution of respondents, in which 41 (65.079%) were BA, and 22(34.920 %) were B COM.

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	17	27

week		
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

E-resources	7	11.1
Maps, charts/ diagrams	3	4.8
AV materials (CD & DVD, etc.,)	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, 3(4.8%) are maps/charts/diagrams.

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
Internal Assessment	30	47.6
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 Internal Assessment, 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: 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 12: 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 13: 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 14: Use of social media

Variables	Number of respondents	Percentage
Face book	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 Face book, 6 (10 %) are Twitter, 3 (5 %) are LinkedIn, 2 (3.3 %) are Slide Share.

Table 15: General awareness about information literacy

Variables	Number of respondents	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

1. Out of 63 respondents, male is high compared to female i.e., 34 (54 %).
2. All out of 63 respondents i.e., 51 (81 %) are using books and 30 (47.6 %) are using newspapers for academic purposes.
3. The majority of respondents i.e., 35 (55.6 %) are using print and electronic resources for academic activities.
4. Maximum respondents i.e., 34 (54 %) are seeking information for exam purposes.
5. The majority of respondents i.e., 35 (56.5 %) are using the subject approach to retrieve information compared to i.e., 31 (50 %).
6. 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 what sup.
7. 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

1. 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.
2. The library must purchase computers with internet connections to enable its patrons to access digital content. The library's users possess more digital IL.
3. The library needs to acquire electronic resources in addition to printed collections.
4. The introduction of an information literacy program will enable to transformation of a

traditional knowledge society into a digital society.

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

#### IX. CONCLUSION

Examining the IL abilities of Govt First Grade College Badavanahalli, 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.

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