

# Information Literacy Among the Users in the Faculty of Social Sciences at Jawaharlal Nehru University and University of Delhi

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## Abstract

This paper aims to explore the information literacy skills among the users in the Faculty of Social Sciences of Jawaharlal Nehru University (JNU) and University of Delhi (DU). The survey method was used for data collection. A structured questionnaire was designed to recognize the users' information needs, awareness about different information sources, searching skills, problems in accessing library resources and level of satisfaction with the present Information Literacy (IL) programmes. A total number of 300 and 350 questionnaires were administered among the users in social science faculty of JNU and DU respectively, out of which 233 and 268 completely filled-in questionnaires were selected for analysis with response rate of 77.66% and 76.57% from JNU and DU. The study reveals that a large number of users in JNU and DU were not aware and use of different information sources. Majority of the users in JNU required information for research work while, in DU majority of the users needed information for preparing assignments/projects. The results further reveals that most of the users in both the universities were not having adequate searching skills and majority of them encountered problem in accessing library resources. The study concludes with some suggestions to improve the IL skills of the users in JNU and DU.

**Keywords:** Information Literacy, Faculty of Social Science, Jawaharlal Nehru University (JNU), University of Delhi (DU), IL skills, Assignments, Projects, Satisfaction

## Introduction

The developments in Information and Communication Technologies (ICT) and availability of information

globally made it possible for individuals to access information from anywhere at any time. Due to the information explosion and provision of information in different formats, it is not easy for individuals to get correct or reliable information on their own. Information literacy provides the necessary skills to individuals for effective and efficient use of information. Information literacy (IL) is defined usually as knowledge of one's information needs and the ability to identify, locate, evaluate, organize and effectively use information to tackle issues or problems at hand. It is a requirement for participating effectively in the information society and lifelong learning (Emami & Seify, 2012).

According to Bundy (2004), "the immense production of resources, media and technologies for access and use of information have necessitated that the users are equipped with appropriate capabilities of information literacy. Individuals are faced with diverse information choices in their studies, in their workplaces, and in their lives. Increasingly, information comes unfiltered, raises questions about authenticity, validity, and reliability of information. Further, information is available through multiple media: graphical, aural, and textual and these create novel challenges in evaluating, understanding, and using information in an ethical and legal manner."

Information literacy is an ability to identify the need for information, ability to locate, retrieve, evaluate and use information intelligently. 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

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investigations, become more self-directed, and assume greater control over their own learning (Pinto & Dora, 2008).

## Review of Literature

A large number of research studies have been carried out to determine the information literacy skills. Majid, Chang, and Foo (2016) undertook a study to assess the information literacy skills and cyber-wellness skills of secondary schools of Singapore. The major findings of the study revealed that the usage of school libraries and their resources was quiet low. The majority of the students approached classmates and friends for assistance in solving their information-related problems. The overall IL assessment score showed that the students possessed a 'middle' level of IL skills whereas the overall average score for cyber-wellness was significantly high. Sudharani and Nagaraju (2014) conducted a study to examine and assess the information literacy skills of Faculty members at Vikrama Simhapuri University College, Nellore. Majority of the respondents required information to update their subject knowledge. The study explored that faculty have below average skills of searching and using Boolean operators. A large number of faculties were not familiar with online databases, institutional repositories and evaluation of web sites information and also there was a lack of awareness regarding the plagiarism and citations among the majority of the faculty. Anandhalli (2018) examined the impact of information literacy skills on the academic achievements of the students. The study explored that information literacy skills influenced the academic performance of the students and information literacy can be emerged as one of the significant predictor of assessment of academic achievement of the students. Jessy, Bhat, and Rao (2016) explored the information literacy competency of post-graduate students of pharmaceutical sciences course at Manipal University, Manipal. The current case study, conducted prior to and after an Information Literacy Instruction (ILI) program at the Health Sciences Library of Manipal University, Manipal, assessed different aspects of information literacy competency for utilization of information resources. Bansal (2015) assessed the digital literacy of the students of F.C. College for Women, Hisar. The study showed that a good ratio of students from commerce stream possessed their own desktop, laptop and smartphones. Only 34%

students of Arts, 46% students of science and 58% students of commerce were acquainted with E-mail. A less number of students were aware of Twitter, Blogs and Skype like services. The results of the study shown that students from commerce stream were more competent in managing different tasks in comparison to other streams. The performance of majority of students was below average in digital competence analysis and found the students of Arts faculty were not very confident in many operations. Alkhezzi and Hendal (2017) carried out a study to examine the information literacy among the graduate students in the College of Education at Kuwait University. The results revealed that graduate students comparatively had modest skills and there was also a lack of skills among the graduate students regarding the use of library services and facilities. Parvathamma and Danappa (2013) studied Digital literacy among student community in management institutes in Davanagere District, Karnataka State, India. The study disclosed that all the students possessed personal computers and has their own Internet connectivity. A large number of students were aware of the search engines and web portals, but their awareness regarding the other web resources like subject gateways, open access e-journals, e-books, digital libraries/archives, and institutional repositories was limited. A less number of students were familiar with digital databases 'Capitaline' and 'Indiastat'. E-mail and Facebook were two most widely used web based services among the students. Majority of the students acknowledged the need for evaluating information available on Internet before use. Issa, Amusan, Olarongbe, Igwe, and Oguntayo (2015) examined the information literacy competence of the final year undergraduate students at the University of Ilorin, Nigeria. The findings revealed that a large number of students required information for preparing assignments or writing research report. They did not made use of primary or secondary information sources. Majority of the students used library books mainly indicated their lack of awareness regarding the use of newspapers, magazines and journals in doing class work. It is also found from the study that majority of respondents (86.80%) had no exposure to the annual library orientation programmes. Overall the study revealed that the students have low level of IL competence that hindered the full utilization of available information resources. Rehman and Alfaresi (2009) conducted a study with the aim to measure the level of information literacy skills among Kuwaiti high

school students and found that majority of Kuwaiti high school students were not skilled in searching and using catalogue. Majority of the students were not able to select and use information sources properly and their ability to formulate search strategies, and selection of relevant sources were found to be poor. Ramaiah and Ramya (2015) have studied the information literacy training needs of research scholars in Pondicherry University to recognize the IL skills required, evaluate the usefulness and relevance of information, problems faced by them and also find out the methods or techniques for delivering IL skills to research scholars. Sriborisutsakul et al. (2012) examined the ways in which Thai undergraduate students in Chulalongkorn University find, evaluate, manage, and apply the needed information for completing their study-related projects and everyday life research. Bavakutty and Naseerudheen (2008) assessed the information literacy competency of the research scholars in the Kerala University, India. The study examined the problems faced by the research scholars in formulation of research topic, identification and evaluation of information sources and designing the strategies of information retrieval. The study also attempts to determine the quality of information sources used by the research students and compare the information literacy competency of science and non-science students.

## Need and Purpose

Information literacy is critically important in present environment due to advancement in ICT and proliferation of information resources in various forms and formats and different tools to access these resources. It is not easy for students or individuals to find relevant information from vast amount of available information resources. Information literacy equips them to find, locate, organize, evaluate and use information effectively. Therefore, there is a need to study the information literacy among the social science users in two renowned universities i.e. Jawaharlal Nehru University (JNU) and University of Delhi (DU).

The aim of the present study is to examine the level of awareness of the users about different information sources. The study also attempts to assess the information literacy skills of the postgraduates, research scholars and faculty members in the faculty of social sciences in JNU and DU.

## Objectives of the Study

The study aims to identify the information needs of users in the faculty of social sciences in libraries select for the study along with problems faced while accessing library resources and user's satisfaction. The objectives of the study are:

- To understand the information needs of users in the field of social sciences.
- To examine the awareness and use of different information sources in the faculty of social sciences
- To assess the users' ability of searching the library catalogue.
- To determine the ability of users to evaluate the information sources in different formats.
- To investigate the problems faced by the users while accessing library resources.
- To identify the level of satisfaction of users with the present Information Literacy (IL) programme.

## Significance of the Study

The purpose of the current study is to ascertain the level of awareness and use of different information sources among the users in the faculty of social sciences. The result of the study will facilitate to:

- To identify the information literacy skills of the users.
- To identify the problems that restricted the users in making the maximum utilization of library resources.
- To improve the present IL programme as per the requirements of users.

## Scope and Limitations

Information literacy is increasingly important in higher education. Information literacy enables library users to acquire, organize, evaluate and use information effectively. The study attempts to identify the level of awareness and use of different sources of information among the users. The target population of the study is comprised of postgraduates, research scholars and faculty members and is limited to Jawaharlal Nehru University (JNU) and University of Delhi (DU).

## Methodology

Research methodology is a way to systematically solve the research problem. It comprises of various steps that are adopted by a researcher in studying the research problem. It includes the process of selecting adequate sample by using appropriate sampling techniques, tools for data collection, tabulation of collected data and use of statistical tools and techniques for analyzing the data.

## Population and Sample

For the present study three variables were selected to accomplish the objectives of the study. The sample of the study comprises of registered postgraduate students, research scholars (Ph.D. and M.Phil.) and faculty members in the faculty of Social Sciences at Jawaharlal Nehru University and University of Delhi. Random sampling method was used for selecting the respondents for the study.

## Pilot Survey

The main objective of this pre-test was to determine that whether the questions asked in the questionnaire were clear, comprehensible and generated the necessary data

for the study. A questionnaire was distributed to the sample population of 23 research scholars and postgraduate students registered in the Faculty of Social Sciences in AMU. As a result of the pilot study, the questionnaire was standardized by adding, modifying or omitting some questions from the questionnaire.

## Data Collection Method

The survey method was used to collect the necessary data required for the study. A total of 300 and 350 structured questionnaires were administered randomly among the postgraduates, research scholars and faculty members in the faculty of social sciences of JNU and DU. Out of 300 questionnaires distributed in JNU, 257 (85.66%) were returned back. Out of 257, 233 (77.66%) questionnaires were selected for the study, 24 questionnaires were discarded due to incomplete responses. In DU, a total of 350 questionnaires were distributed among the users, out of which 295 (84.28%) questionnaires were received back. The investigator considered only 268 (76.57%) completely filled in questionnaires for the analysis. The ultimate response rate of users in JNU and DU is found to be 77.66% and 76.57% respectively. For better understanding of distribution of questionnaires among the users, the detail is provided in Table 1.

**Table 1: Response Rate**

| S. No. | Category                              | JNU            |               |               |                | DU             |               |               |                |
|--------|---------------------------------------|----------------|---------------|---------------|----------------|----------------|---------------|---------------|----------------|
|        |                                       | PG             | RS            | FM            | Total          | PG             | RS            | FM            | Total          |
| 1.     | Number of Questionnaires Administered | 178<br>(59.33) | 89<br>(29.66) | 33<br>(11)    | 300<br>(100)   | 203<br>(58)    | 105<br>(30)   | 42<br>(12)    | 350<br>(100)   |
| 2.     | Number of Questionnaires Received     | 152<br>(85.39) | 77<br>(86.51) | 28<br>(84.84) | 257<br>(85.66) | 176<br>(86.69) | 86<br>(81.90) | 33<br>(78.57) | 295<br>(84.28) |
| 3.     | Number of Questionnaires Analyzed     | 137<br>(76.96) | 72<br>(80.89) | 24<br>(72.72) | 233<br>(77.66) | 164<br>(80.78) | 75<br>(71.42) | 29<br>(69.04) | 268<br>(76.57) |

(Postgraduates-PG, Research Scholars-RS, Faculty Members-FM)

(Figures in parentheses are percentage)

## Data Analysis and Interpretation

After collecting the relevant data from the postgraduates, research scholars and faculty members in the faculty of social sciences of JNU and DU through questionnaires, the collected data have been organized, tabulated and analyzed.

## Information Needs of Users

In order to identify the information needs of the postgraduates, research scholars and faculty members, the respondents were asked to mention their information needs and their responses are presented in Table 2 as given below:

The data in Table 2 reveals that in JNU, majority of the postgraduates (81.75%) required information for preparing assignments or projects. Whereas, majority of the research scholars (91.66%) and faculty members (75%) required information for research work. About, 83.33% faculty members needed information for

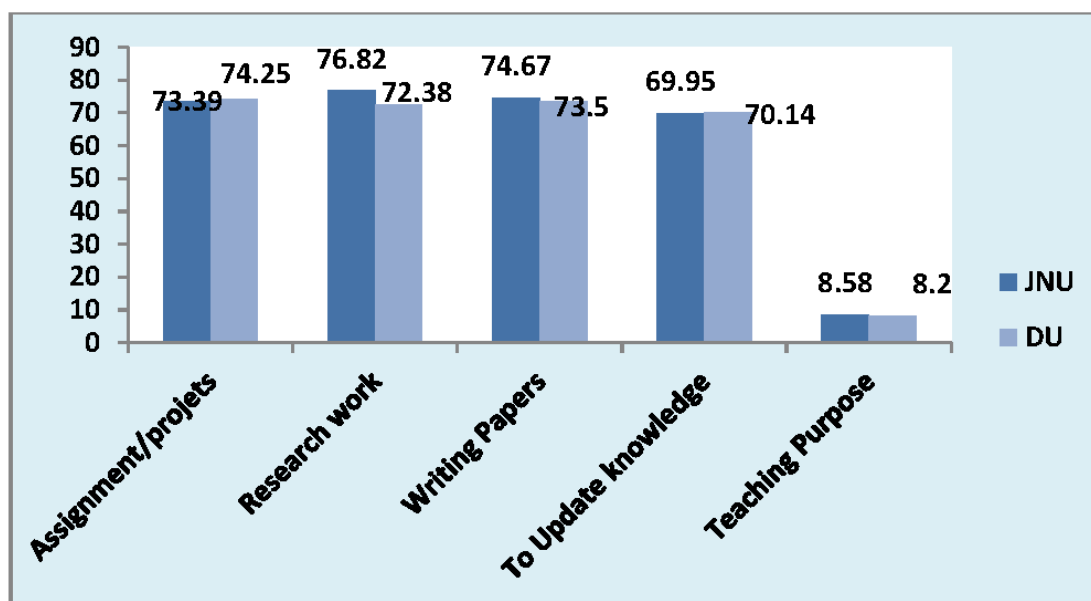
teaching purpose also. In DU, a highest percentage of postgraduates (81.70%) and research scholars (90.66%) required information for completing assignments/projects and research work respectively. While, 86.20% faculty members required information for writing papers and 75.86% faculty members needed information for teaching purpose.

**Table 2: Information Needs of Users**

| S. No. | Information Needs   | JNU            |               |               |                | DU             |               |               |                |
|--------|---------------------|----------------|---------------|---------------|----------------|----------------|---------------|---------------|----------------|
|        |                     | PG<br>N=137    | RS<br>N=72    | FM<br>N=24    | Total<br>233   | PG<br>N=164    | RS<br>N=75    | FM<br>N=29    | Total<br>268   |
| 1.     | Assignment/Projects | 112<br>(81.75) | 45<br>(62.5)  | 14<br>(58.33) | 171<br>(73.39) | 134<br>(81.70) | 51<br>(68)    | 14<br>(48.27) | 199<br>(74.25) |
| 2.     | Research Work       | 95<br>(69.34)  | 66<br>(91.66) | 18<br>(75)    | 179<br>(76.82) | 106<br>(64.63) | 68<br>(90.66) | 20<br>(68.96) | 194<br>(72.38) |
| 3.     | Writing Papers      | 97<br>(70.80)  | 61<br>(84.72) | 16<br>(66.66) | 174<br>(74.67) | 107<br>(65.24) | 65<br>(86.66) | 25<br>(86.20) | 197<br>(73.50) |
| 4.     | To update knowledge | 98<br>(71.53)  | 49<br>(68.05) | 16<br>(66.66) | 163<br>(69.95) | 117<br>(71.34) | 56<br>(74.66) | 15<br>(51.72) | 188<br>(70.14) |
| 5.     | Teaching Purpose    | -              | -             | 20<br>(83.33) | 20<br>(8.58)   | -              | -             | 22<br>(75.86) | 22<br>(8.20)   |

(Multiple responses were permitted)

(Figures in parentheses are percentage)



**Fig. 1: Information Needs of users**

It is clear from Fig. 1 that majority of the users (76.82%) in JNU required information for research work whereas in DU most of the users (74.25%) needed information for preparing assignments or projects.

### Most Frequently Used Information Sources

To ascertain the most frequently used sources of information, the respondents were asked to indicate the most frequently used information sources and the gathered data presented in a table below:

The analysis shows the most frequently used sources of information among the users in the faculty of social sciences of JNU and DU. It is found that in JNU, majority of the postgraduates (89.78%) and (89.05%) preferred to use text books and internet most frequently, while 94.44% research scholars and 83.33% faculty members used journals (print & electronic) for satisfying their information needs. In case of DU, Internet was used by majority of the postgraduates (94.51%) and 84% research scholars used journals (print & electronic). Whereas, 79.31% faculty members used journals and 65.51% of them were using online databases most frequently for seeking information.

**Table 3: Most Frequently Used Information Sources**

| S. No. | Information sources           | JNU            |               |               |                | DU             |               |               |                |
|--------|-------------------------------|----------------|---------------|---------------|----------------|----------------|---------------|---------------|----------------|
|        |                               | PG<br>N=137    | RS<br>N=72    | FM<br>N=24    | Total<br>233   | PG<br>N=164    | RS<br>N=75    | FM<br>N=29    | Total<br>268   |
| 1.     | Text Books                    | 123<br>(89.78) | 43<br>(59.72) | 15<br>(62.5)  | 181<br>(77.68) | 147<br>(89.63) | 47<br>(62.66) | 16<br>(55.17) | 210<br>(78.35) |
| 2.     | Journals (Print & electronic) | 103<br>(75.18) | 68<br>(94.44) | 20<br>(83.33) | 191<br>(81.97) | 119<br>(72.56) | 63<br>(84)    | 23<br>(79.31) | 205<br>(76.49) |
| 3.     | Online databases              | 89<br>(64.96)  | 57<br>(79.16) | 18<br>(75)    | 164<br>(70.38) | 107<br>(65.24) | 55<br>(73.33) | 19<br>(65.51) | 181<br>(67.53) |
| 4.     | Reference sources             | 88<br>(64.23)  | 49<br>(68.05) | 15<br>(62.5)  | 152<br>(65.23) | 105<br>(64.02) | 45<br>(60)    | 16<br>(55.17) | 166<br>(61.94) |
| 5.     | Internet                      | 122<br>(89.05) | 55<br>(76.38) | 17<br>(70.83) | 194<br>(83.26) | 155<br>(94.51) | 54<br>(72)    | 18<br>(62.06) | 227<br>(84.70) |
| 6.     | Theses/dissertations          | 87<br>(63.50)  | 45<br>(62.5)  | 13<br>(54.16) | 145<br>(62.23) | 93<br>(56.70)  | 51<br>(68)    | 15<br>(51.72) | 159<br>(59.32) |
| 7.     | Wikipedia                     | 83<br>(60.58)  | 37<br>(51.38) | 10<br>(41.66) | 130<br>(55.79) | 100<br>(60.97) | 38<br>(50.66) | 12<br>(41.37) | 150<br>(55.97) |

(Multiple responses were permitted)

(Figures in parentheses are percentage)

### Source Consulted for Background Information

The data collected regarding the source used for background information demonstrates that in JNU, a considerable percentage of users 38.68% postgraduates, 55.55% research scholars and 54.16% faculty members opted for correct option i.e. encyclopedia that shows they were aware of the use and significance of encyclopedia, while remaining of the users were not aware of the use of encyclopedia. Among the users from DU, a significant

percentage of users 34.14% postgraduates, 57.33% research scholars and 51.72% faculty members indicated that they were acquainted with the use of encyclopedia for getting basic information on a topic, whereas rest of the users were not aware of it. The responses received both from JNU and DU shows the lack of understanding among the respondents regarding the awareness and use of encyclopedia. The libraries of both the universities should organize awareness programmes regarding the use and importance of different reference sources.

**Table 4: Source Consulted for Background Information**

| S.No. | Type of Information Sources | JNU           |               |               |                | DU            |               |               |                |
|-------|-----------------------------|---------------|---------------|---------------|----------------|---------------|---------------|---------------|----------------|
|       |                             | PG<br>N=137   | RS<br>N=72    | FM<br>N=24    | Total<br>233   | PG<br>N=164   | RS<br>N=75    | FM<br>N=29    | Total<br>268   |
| 1.    | A Book                      | 64<br>(46.71) | 13<br>(18.05) | 4<br>(16.66)  | 81<br>(34.76)  | 74<br>(45.12) | 11<br>(14.66) | 6<br>(20.68)  | 91<br>(33.95)  |
| 2.    | A Journal                   | 12<br>(8.75)  | 10<br>(13.88) | 3<br>(12.5)   | 25<br>(10.72)  | 16<br>(9.75)  | 8<br>(10.66)  | 4<br>(13.79)  | 28<br>(10.44)  |
| 3.    | An Encyclopedia             | 53<br>(38.68) | 40<br>(55.55) | 13<br>(54.16) | 106<br>(45.49) | 56<br>(34.14) | 43<br>(57.33) | 15<br>(51.72) | 114<br>(42.53) |
| 4.    | A Database                  | 5<br>(3.64)   | 7<br>(9.72)   | 3<br>(12.5)   | 15<br>(6.43)   | 13<br>(7.92)  | 10<br>(13.33) | 3<br>(10.34)  | 26<br>(9.70)   |
| 5.    | No Response                 | 3<br>(2.18)   | 2<br>(2.77)   | 1<br>(4.16)   | 6<br>(2.57)    | 5<br>(3.04)   | 3<br>(4)      | 1<br>(3.44)   | 9<br>(3.35)    |
| Total |                             | 137<br>(100)  | 72<br>(100)   | 24<br>(100)   | 233<br>(100)   | 164<br>(100)  | 75<br>(100)   | 29<br>(100)   | 268<br>(100)   |

(Figures in parentheses are percentage)

### Ability to Search Library Catalogue

In order to find out the ability of postgraduates, research scholars and faculty members to search the library catalogue, the respondents were asked to indicate their search strategy to get all the documents on H. Ansari and the responses presented in a table given below:

It is clearly shows from Table 5 that only 31.38% postgraduates, 52.77% research scholars and 37.5%

faculty members chose correct option i.e. subject to get all the documents on H. Ansari While in DU, 30.48% postgraduates, 46.66% research scholars and 34.48% faculty members were able to choose correct search strategy for finding what they need from catalogue. This shows the lack of searching ability among the users both in JNU and DU. These findings are valuable for the libraries of JNU and DU in organizing various programmes for their users.

**Table 5: Ability to Search Library Catalogue**

| S.No. | Search method | JNU           |               |              |               | DU            |               |               |               |
|-------|---------------|---------------|---------------|--------------|---------------|---------------|---------------|---------------|---------------|
|       |               | PG<br>N=137   | RS<br>N=72    | FM<br>N=24   | Total<br>233  | PG<br>N=164   | RS<br>N=75    | FM<br>N=29    | Total<br>268  |
| 1.    | By Title      | 54<br>(39.41) | 14<br>(19.44) | 6<br>(25)    | 74<br>(31.75) | 63<br>(38.41) | 16<br>(21.33) | 8<br>(27.58)  | 87<br>(32.46) |
| 2.    | By Author     | 20<br>(14.59) | 10<br>(13.88) | 5<br>(20.83) | 35<br>(15.02) | 32<br>(19.51) | 12<br>(16)    | 5<br>(17.24)  | 49<br>(18.28) |
| 3.    | By Subject    | 43<br>(31.38) | 38<br>(52.77) | 9<br>(37.5)  | 90<br>(38.62) | 50<br>(30.48) | 35<br>(46.66) | 10<br>(34.48) | 95<br>(35.44) |
| 4.    | By Publisher  | 15<br>(10.94) | 6<br>(8.33)   | 3<br>(12.5)  | 24<br>(10.30) | 13<br>(7.92)  | 8<br>(10.66)  | 4<br>(13.79)  | 25<br>(9.32)  |
| 5.    | No Response   | 5<br>(3.64)   | 4<br>(5.55)   | 1<br>(4.16)  | 10<br>(4.29)  | 6<br>(3.65)   | 4<br>(5.33)   | 2<br>(6.89)   | 12<br>(4.47)  |
| Total |               | 137<br>(100)  | 72<br>(100)   | 24<br>(100)  | 233<br>(100)  | 164<br>(100)  | 75<br>(100)   | 29<br>(100)   | 268<br>(100)  |

(Figures in parentheses are percentage)

### Ability to Evaluate the Sources of Information in Different Formats

The obtained data reveals that in JNU, majority of the users i.e. 90.51% postgraduates preferred to evaluate information sources on the basis of 'authority' followed by accuracy, relevancy and currency, while 93.05% research scholars and 87.5% faculty members considered

'authority' as a main parameter to evaluate information sources both in print and in electronic form followed by accuracy, currency and relevancy. On the other hand in DU, a highest percentage of users 88.41% postgraduates, 93.33% research scholars and 82.75% faculty members preferred to use 'authority' to evaluate information sources in different formats followed by accuracy, relevancy and currency.

**Table 6: Ability to Evaluate Information Sources in Different Formats**

| S.No. | Evaluation Parameters | JNU            |               |               |                | DU             |               |               |                |
|-------|-----------------------|----------------|---------------|---------------|----------------|----------------|---------------|---------------|----------------|
|       |                       | PG<br>N=137    | RS<br>N=72    | FM<br>N=24    | Total<br>233   | PG<br>N=164    | RS<br>N=75    | FM<br>N=29    | Total<br>268   |
| 1.    | Authority             | 124<br>(90.51) | 67<br>(93.05) | 21<br>(87.5)  | 212<br>(90.98) | 145<br>(88.41) | 70<br>(93.33) | 24<br>(82.75) | 239<br>(89.17) |
| 2.    | Accuracy              | 120<br>(87.59) | 58<br>(80.55) | 18<br>(75)    | 196<br>(84.12) | 132<br>(80.48) | 64<br>(85.33) | 22<br>(75.86) | 218<br>(81.34) |
| 3.    | Relevancy             | 102<br>(74.45) | 47<br>(65.27) | 15<br>(62.5)  | 164<br>(70.38) | 118<br>(71.95) | 57<br>(76)    | 20<br>(68.96) | 195<br>(72.76) |
| 4.    | Currency              | 98<br>(71.53)  | 52<br>(72.22) | 17<br>(70.83) | 167<br>(71.67) | 123<br>(75)    | 48<br>(64)    | 15<br>(51.72) | 186<br>(69.40) |

(Multiple responses were permitted)

(Figures in parentheses are percentage)

### Problems Faced by the Users while Accessing Library Resources

The obtained data regarding the problems faced by the users while accessing library resource reveals that in JNU, majority of the users 86.13% postgraduates, 76.38% research scholars and 83.33% faculty members were facing the problems of lack of awareness about the use of information sources. Lack of training or orientations programs was also mentioned as a problem by 83.94% postgraduates, 69.44% research scholars and 54.16% faculty members. While, 80.29% postgraduates, 66.66% research scholars and 58.33% faculty members were

lacking the searching skills. However in DU, majority of the postgraduates (92.07%), research scholars (84%) and faculty members (75.86%) stated that they were faced the problem of lack of awareness about different information sources. About 86.58% postgraduates, 65.33% research scholars and 58.62% faculty members were facing the problem of searching skills. Whereas, 82.92% postgraduates, 58.66% research scholars and 68.96% faculty members affirmed that they were encountering the problem of lack of IT skills or expertise. The libraries of JNU and DU should take step to tackle all these problems faced by their users that discourage the maximum utilization of library resources.

**Table 7: Problems Faced by the users while accessing Library Resources**

| S. No. | Problems faced by the users                           | JNU            |               |               |                | DU             |               |               |                |
|--------|-------------------------------------------------------|----------------|---------------|---------------|----------------|----------------|---------------|---------------|----------------|
|        |                                                       | PG<br>N=137    | RS<br>N=72    | FM<br>N=24    | Total<br>233   | PG<br>N=164    | RS<br>N=75    | FM<br>N=29    | Total<br>268   |
| 1.     | Lack of awareness about different information sources | 118<br>(86.13) | 55<br>(76.38) | 20<br>(83.33) | 193<br>(82.83) | 151<br>(92.07) | 63<br>(84)    | 22<br>(75.86) | 236<br>(88.05) |
| 2.     | Lack of searching skills                              | 110<br>(80.29) | 48<br>(66.66) | 14<br>(58.33) | 172<br>(73.81) | 142<br>(86.58) | 49<br>(65.33) | 17<br>(58.62) | 208<br>(77.61) |

| S. No. | Problems faced by the users                 | JNU            |               |               |                | DU             |               |               |                |
|--------|---------------------------------------------|----------------|---------------|---------------|----------------|----------------|---------------|---------------|----------------|
|        |                                             | PG<br>N=137    | RS<br>N=72    | FM<br>N=24    | Total<br>233   | PG<br>N=164    | RS<br>N=75    | FM<br>N=29    | Total<br>268   |
| 3.     | Lack of training/<br>orientation programmes | 115<br>(83.94) | 50<br>(69.44) | 13<br>(54.16) | 178<br>(76.39) | 127<br>(77.43) | 34<br>(45.33) | 12<br>(41.37) | 173<br>(64.55) |
| 4.     | Lack of IT skills/Expertise                 | 104<br>(75.91) | 47<br>(65.27) | 11<br>(45.83) | 162<br>(69.52) | 136<br>(82.92) | 44<br>(58.66) | 20<br>(68.96) | 200<br>(74.62) |
| 5.     | Lack of support from library staff          | 83<br>(60.58)  | 15<br>(20.83) | 7<br>(29.16)  | 105<br>(45.06) | 98<br>(59.75)  | 17<br>(22.66) | 11<br>(37.93) | 126<br>(47.01) |

(Multiple responses were permitted)

(Figures in parentheses are percentage)

### Level of Satisfaction with Present IL Programme

In order to analyze the satisfaction level of users with the present information literacy programme, the postgraduates, research scholars and faculty members were asked to indicate their level of satisfaction. The data was collected and analyzed using a five point Likert Scale ranging from 5 (Highly satisfied) to 1 (Highly dissatisfied).

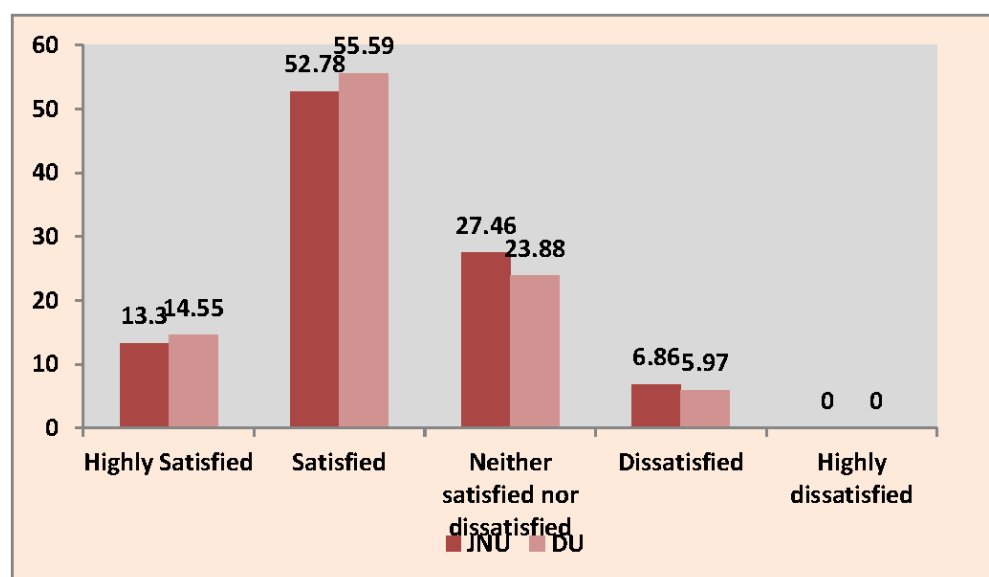
The Table 8 illustrates that in JNU, only 16.78% postgraduates and 11.11% research scholars were highly satisfied with the present IL programme, while majority

of the users i.e. 44.52% postgraduates, 65.27% research scholars and 62.5% faculty members were satisfied. A significant percentage of postgraduates (31.38%), research scholars (18.05%) and faculty members (29.16%) were not able to express their level of satisfaction. In comparison, 17.68% postgraduates and 13.33% research scholars in DU were highly satisfied, whereas 51.82% postgraduates, 66.66% research scholars and 48.27% faculty members were satisfied with the present IL or orientations programme. A considerable percentage of users 26.82% postgraduates, 13.33% research scholars and 34.48% faculty members were neither satisfied nor dissatisfied.

**Table 8: Level of Satisfaction with Present IL Programme**

| S. No. | Level of Satisfaction              | JNU           |               |              |                | DU            |               |               |                |
|--------|------------------------------------|---------------|---------------|--------------|----------------|---------------|---------------|---------------|----------------|
|        |                                    | PG<br>N=137   | RS<br>N=72    | FM<br>N=24   | Total<br>233   | PG<br>N=164   | RS<br>N=75    | FM<br>N=29    | Total<br>268   |
| 1.     | Highly Satisfied                   | 23<br>(16.78) | 8<br>(11.11)  | -            | 31<br>(13.30)  | 29<br>(17.68) | 10<br>(13.33) | -             | 39<br>(14.55)  |
| 2.     | Satisfied                          | 61<br>(44.52) | 47<br>(65.27) | 15<br>62.5%  | 123<br>(52.78) | 85<br>(51.82) | 50<br>(66.66) | 14<br>(48.27) | 149<br>(55.59) |
| 3.     | Neither satisfied/nor dissatisfied | 43<br>(31.38) | 13<br>(18.05) | 7<br>(29.16) | 63<br>(27.03)  | 44<br>(26.82) | 10<br>(13.33) | 10<br>(34.48) | 64<br>(23.88)  |
| 4.     | Dissatisfied                       | 10<br>(7.29)  | 4<br>(5.55)   | 2<br>(8.33)  | 16<br>(6.86)   | 6<br>(3.65)   | 5<br>(6.66)   | 5<br>(17.24)  | 16<br>(5.97)   |
| 5.     | Highly Dissatisfied                | -             | -             | -            | -              | -             | -             | -             | -              |

(Figures in parentheses are percentage)



**Fig. 2: Level of Satisfaction with Present IL Programme**

It is evident from figure 2 that only 13.3% users from JNU and 14.55% users from DU were highly satisfied with the IL programs. Majority of the users in JNU (52.78%) and DU (55.59%) were satisfied with the IL programme offered by their respective libraries. It is observed that the level of satisfaction among the users is higher in DU in comparison to JNU.

## Findings

- The analysis reveals that in JNU, majority of the users (76.82%) in the faculty of social sciences required information for research work, whereas in DU majority of the users (74.25%) required information for preparing assignments or projects.
- Journals and Internet were found to be the two most frequently used information sources among the users in JNU, while in DU majority of the users preferred to use text books and Internet most frequently.
- It is found that 45.49% and 42.53% users in JNU and DU respectively were acquainted with the use of encyclopedia for acquiring basic information on a topic.
- Majority of the users in both JNU and DU were not having adequate searching ability as only 38.62% and 35.44% users of JNU and DU respectively were able to search the library catalogue on a known subject.

- The data reflects that majority of the users in JNU considered 'authority' as a main evaluation parameter for evaluating information resources followed by accuracy, currency and relevancy, however in DU 'authority' was found to be the most preferred parameter among the users for evaluation followed by accuracy, currency and relevancy.
- It is observed that a large number of users in JNU (82.83%) and DU (88.05%) were facing the problem of lack of awareness about different information sources along with lack of searching skills, lack of training or orientation programmes.
- Analyzing the satisfaction level, it is found that majority of the users (52.78%) and (55.59%) in JNU and DU respectively were satisfied with the present IL programmes.

## Suggestions

On the basis of findings of the study, the researcher recommends the following suggestions:

- The libraries of JNU and DU should organize awareness programmes for their users regarding the awareness and use of different kinds of information resources available in library.
- The libraries of select universities should provide user education on various library procedures, meth-

ods, searching tools such as use of library catalogue and so on.

- The libraries should organize IL programmes frequently keeping in view the requirements of user's community.
- The results of the study propose that IL should be integrated as a subject into the university curriculum.

## Conclusion

IL is a "set of skills which includes finding information effectively; managing the abundance of information available; thinking critically about resources; synthesizing and incorporating information into one's knowledge base; creatively expressing and effectively communicating new knowledge; using information ethically; and using knowledge to better society" (Hassasni, 2015). IL plays a major role in higher education. With the advancement in ICT and rapid growth of information, the main goal of libraries of academic institutions is to equip the users with information literacy skills and make them information literate and independent lifelong learners.

The study reveals that majority of the postgraduates, research scholars and faculty members in JNU and DU required information for research purpose and preparation of assignments/projects respectively. In both the universities, majority of the users were not aware of the use of encyclopedia and majority of them were not having adequate searching skills. Most of the users in JNU and DU were encountered numerous problems in accessing library resources. However, the ratio of problem faced by the users was low in JNU in comparison to DU.

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