

AWARENESS OF INFORMATION LITERACY SKILLS IN LIBRARY AND IT'S NEED FOR NEXT GENERATION

Krishna Ranawat

*Assistant Librarian, Faculty of Law, Bhupal Nobles University, Udaipur, Rajasthan, India.
Email: ranawatkrishna67@gmail.com*

Abstract *Information literate people are those who have learned how to learn. They know how to organise and use information and are prepared for lifelong learning. Librarians need to learn these skills in order to help others learn from them. The aim of this article is to determine the essential features of information literacy; what role it should play in university library user education and how programmes can be best implemented. This study is particularly significant since it will provide statistics on the information literacy skills required by Indian library information science professionals. Its importance for student information literacy skills are measured in this article. This research article is an effort to evaluate the affirmative side of integration of information literacy skill and its need for next generations in university library user and how this integration could utmost benefit the students in achieving their academic purposes. The study includes 200 library users.*

Keywords: *Library, Library Users, Information Literate, Next Generation, Awareness*

INTRODUCTION

Information literacy skills are not only used for academic purposes rather it's also use for library information science professional and student to find and share information. It is an essential skill for academicians, researchers and students to find out, evaluate use and share the information.

Information literacy involves the ability to determine what information is needed, understand how it is organised, identify the best sources for a given need, locate those sources, evaluate their quality and share the information effectively. It is the knowledge of commonly used research techniques. Information literacy is an important because we are surrounded by the ocean of information in various forms. Information varies in quality; while some sources are authoritative, up-to-date and relevant, others may be biased, inaccurate or deceptive. The amount of information available is going to keep increasing. The types of technology used to access, manipulate and create information will also continue to evolve and expand.

Information literacy is increasingly important. Academic libraries have responded by providing instruction in information literacy, described as "the ability to locate, manage, critically evaluate and use information for problem solving, research and decision making" (Orr, Appleton & Wallin, 2001).

These definitions and descriptions of information literacy and the attributes of an information literate professionals

emphasise the use of information: critical thinking, reflection, analysis, interpretation, synthesis, integration of new information with previous knowledge. In essence, the information literate person is a person who has learned how to learn (ACRL).

IT and the use of the e-library are still at an embryonic stage. The limits of the tradition library and the increasing popularity of IT have caused the use of the e-library to grow rapidly. Although people need no longer go to a building for some kinds of information, they still need help to locate the information they want.

Information Literacy Skills and Need for Next Generation

Information literacy is rooted in the concepts of library instruction and bibliographic instruction. According to (American Library Association Presidential Committee on Information Literacy, 1989), information literacy skill is the ability "to recognise when information is need for next generation and have the ability to locate, evaluate and use effectively the needed information" Thus; it is the basis for life-long learning. Also, it entails individuals' ability to know when there is need for information, how and where to get the information and using such information effectively to accomplish a specific purpose.

An information literate individual is expected to possess some qualities as observed by Association of College and

Research Libraries (Information Literacy Competency Standards, 2006). 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.

Corroborating ACRL's observation, Wikipedia ("Information Literacy" 2007) states that an information literate person is one who: recognises that accurate and complete information is the basis for intelligent decision-making., recognises the need for information knows how to locate needed information, formulates questions based on information needs, identifies potential sources of information and develops successful search strategies accesses sources of information including computer based and other technologies evaluate information no matter what the source organises 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.

LITERATURE REVIEW

Abid (2004) explained information literacy was an intellectual framework and a social process for understanding, finding, evaluation, communicating and using information activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reasoning.

Andunson and Nordlie identified three primary categories of information literacy. These include technological capabilities, akin to computer literacy, intellectual capabilities aligned with traditional literacy and communicative competency. They emphasise on the dual nature of these capabilities, which is both leverage and develop technology. For instance, they outline various levels of competence, ranging from basic to super-user proficiency. Their framework regards information literacy as a composite of these diverse literacies.

The Australians and New Zealand Institute for Information Literacy (2004) defines information literacy as the understanding and skill set that enables individuals to recognise when information is necessary and to effectively locate, evaluate and utilise it within broader contexts. Information-literate individuals are characterised as those

who can identify, locate, evaluate, organise and effectively utilise information to address and resolve personal, job-related, or broader social issues and problems.

Demo (1986) recognised the ambiguous nature of information literacy: "the meaning of information could be explained from different perspectives, depending on whether librarians, educators, or communication experts define the term". Demo was the first library professional to state the need for requisite attitudes "such as the awareness of need for information and accurate application of the information" with the research strategy component of information literacy.

Lloyd (2006) defined information literacy as the ability to know what there is in a landscape and to draw meaning from it through engagement and experience with information. This ability arises from complex contextualised practice, processes and interactions that enable access to social, physical and textual sites of knowledge.

Shonrock and Mulder (1993) in a survey identified that the most important skills of a bibliographic instruction librarian are communication skills, instructional ability and planning ability. It also indicated three main sources from which librarians have acquired these skills: on the job training, self-teaching and other kinds of formal education.

Zurkowski (1947) introduced the concept of information literacy as "people trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilising the wide range of information tools as well as primary sources in moulding information solutions to their problems".

He also suggested that:

- Information resources are applied in a work situation.
- Techniques and skills are needed for using information tools and primary sources.
- Information is used in problem solving.

METHODOLOGY

The survey research methodology was adopted to conduct the study. The study includes the information skill of library users in academic libraries, special library and research library of Udaipur; Questionnaire method was used as a primary data collection method. Questionnaire method is a powerful method to collect the opinion of the respondents. The questions included in the questionnaire administered for the study were classified in four sections to observe the information literacy skill and its need for next generation, 245 questionnaires were distributed among the library users personally on E-mail. So as a percentage analysis between the distributed and collected questionnaire, was 81.63% (200).

OBJECTIVE OF THE STUDY

The primary objectives of the study are framed as follows:

- Verify the need for information literacy.
- Find out the awareness of information literacy.
- To recognise an information literacy skill.
- To recognise the developing successful search strategies.

- To recognise the source of information and ideas for next generation.

DATA ANALYSIS

The data collected were analysed and inferences were derived. The results of the study are as under:

Personal Information of Respondents

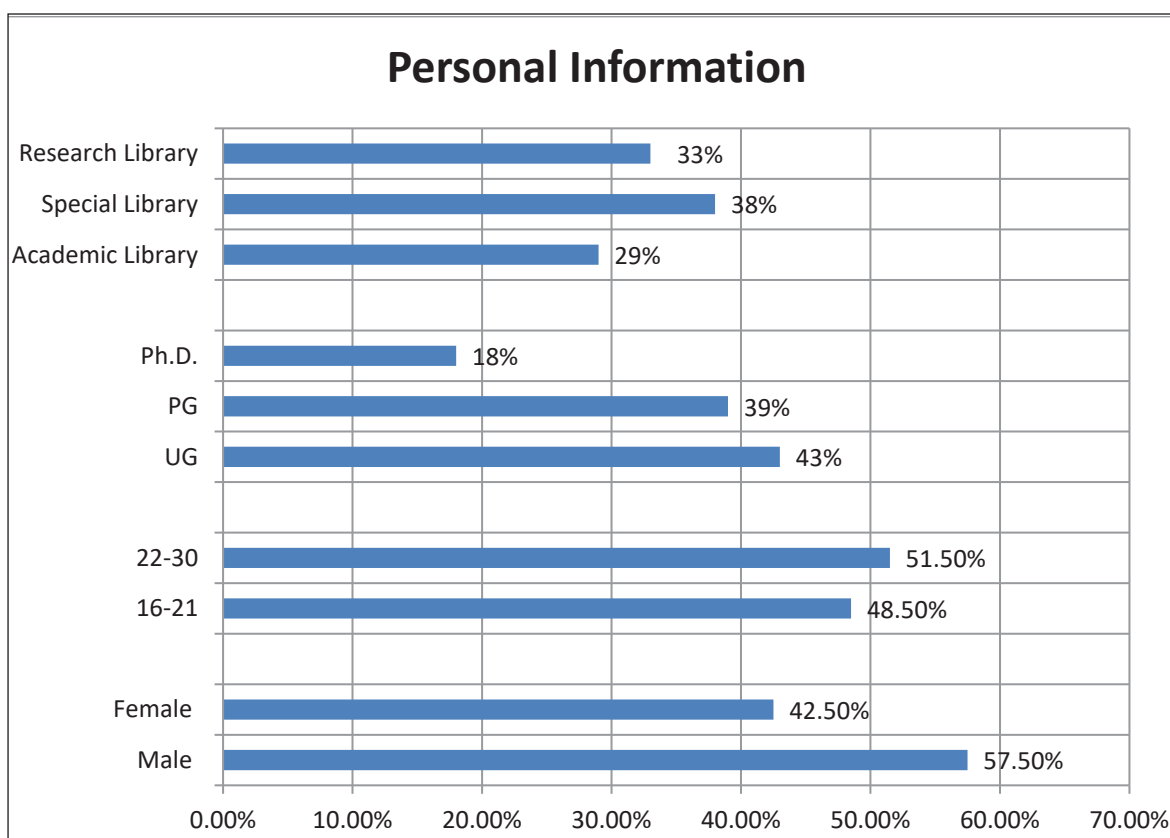


Fig. 1

The study shows that 115 responses were male and 85 were female. It is revealed from about table that 48.5% response it belong 16-21 age group and 51.5% were belong 22-30 year age group.

Special libraries are used the most by these respondents, the percentage of which is 38% after this, 33% used research library and the remaining respondents used academic library

to collect information.

The above libraries belonged to 98(49%) government institutes and 102(51%) private institutes which are spread almost in urban, semi-urban and rural areas, out of which 87(43.5%) are in urban areas. 69(34.5%) are semi urban and 44(22%) libraries are located in rural areas.

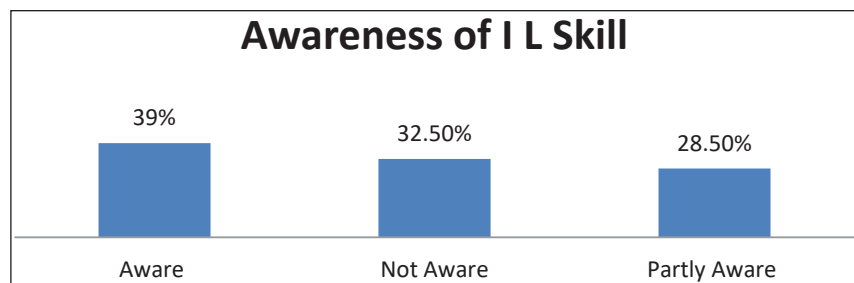


Fig. 2: Awareness of Information Literacy Skills

From Fig. 2 we come to know that the awareness of information literacy among the respondents is 39% but still the percentage of people who are not aware of information

literacy skill is 32.5 % and 28.5% people are partially aware this is very low.

Level of your needed information.

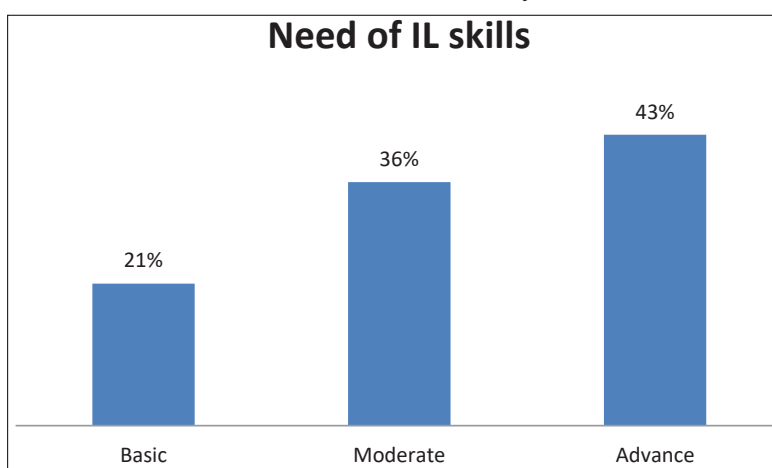
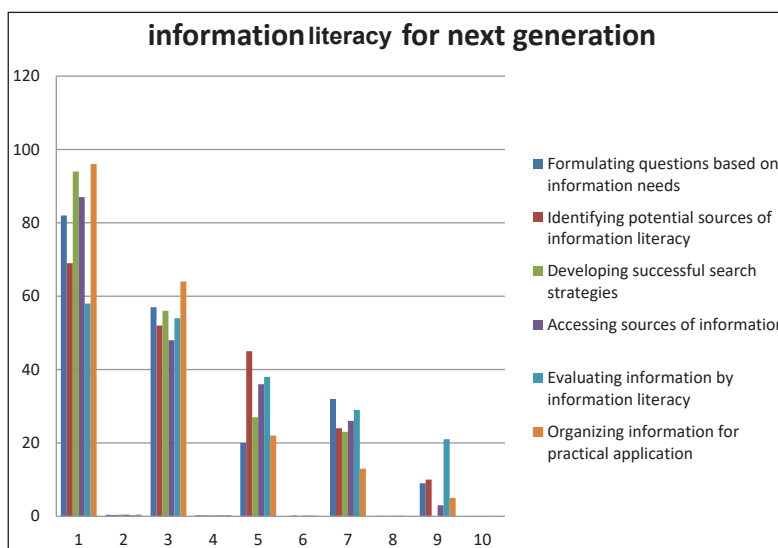


Fig. 3: Information Literacy Skill Level

When we tried to find out the level of information literacy skills among the respondents, we found that the percentage of need for advanced information literacy skills was highest

which was 43%. After that 36% is moderate and 21% is basic need of information literacy skills.



KEY: VC=Very Comfortable C= Comfortable U=Undecided UN=Uncomfortable VUC=Very Uncomfortable.

Fig. 4: Level of Information Literacy Skills in New Generation

- About 41% of respondents are most comfortable with the need for question-based information literacy skills. 28.5% comfortable, 16% uncomfortable, 10% respondents undecided and 4.5% very uncomfortable to formulating questions based on information literacy skills needed
- According to the data obtained, 34.5% of the respondents are very comfortable with Identify Potential Sources of Information Literacy Skill and 26% of the respondents are comfortable, 22.5% are undecided and 12% are uncomfortable and 5% are very uncomfortable to it.
- Nearly 47% of the respondents are more comfortable in developing their successful search strategy through information literacy skills. About 28% of the respondents are comfortable with the successful search strategy, 11.5% are uncomfortable with this and 13.5% are undecided with this developing successful search strategy of information literacy skills.
- It is revealed that 43.5% of the respondents are very comfortable to accessing source of their information. There are 24% comfortable, 18% and undecided for it, 13% uncomfortable and 1.5% respondents who are unable to access their source of information.
- Around 29% respondents are very comfortable in evaluating information. 27% comfortable, 14.5% uncomfortable, 10.5% very uncomfortable and 19% respondents were found to be like this. Who has undecided how they will be able to evaluate information through information literacy.
- About 48% of respondents are very comfortable with organising their information for practical application through information literacy. Nearly 32% of the respondents are comfortable, 11% of the respondents are undecided as to how to organise their information for practical application, 6.5% of the respondents are uncomfortable and 2.5% of the respondents are very uncomfortable for organising their information for practical application.

CONCLUSION

Information literacy skill and its need for next generation is becoming an essential enabler of library users. The goal of information literacy is to provide the information to next generation. In this research article, we found that the respondents have the highest awareness of information literacy but they have to get the most advanced information whereas the respondents who get basic information are the least. The student will be equipped with the ability to identify information, search, evaluate, use and present information effectively to address various problems in their

daily lives, their academic study and future profession. The achievement of these capabilities is very important because, in the long run, the student will have learned how to learn. You will know how knowledge is organised, how to locate information and to integrate new materials with what you already know to deal with problems for your personal and business needs, and thereby achieve the goal of life-long learning.

It is proven from one of the article that information literacy is need of next generation students' academic performance perhaps if they lack in information literacy in their daily life they might not excel in their information collection and might not get right information. In conclusion information literacy is need for next generation of an essential part of library users. It concludes that information literacy skills in university library user deliver professional educational development to the students while accessing the library.

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