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Information Literacy Competency among Students of Kittur Rani Chennamma College of Horticulture, Arabhavi (Belagavi), Karnataka: A Study

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ABSTRACT

Researchers at Belagavi's Kittur Rani Chennamma College of Horticulture set out to determine how well their students met the criteria for Information Literacy Competency (ILC). The data was gathered by means of a survey. All of the required statistical tools were used to conduct the tabulation and analysis. All respondents require study materials in order to complete seminars, assignments, and notes, according to the survey's results. They ask library workers for help or use the online catalog (OPAC) to find what they need in the library. They rely on search engines and perform basic keyword searches. Many of those who took the survey said that the information literacy courses should be required coursework. Programs teaching people how to effectively use various types of information were proposed by the vast majority of respondents.

INTRODUCTION

Literacy, Horticulture, and Information Resources are the main terms here.lives to successfully acquire, analyze, apply, and generate knowledge in pursuit of one's own social, occupational, educational, and personal objectives. Libraries at colleges and universities have long played an active role in educating and training library users through programs including library orientation, user education, and bibliographic instruction. Students in today's information-rich society need to become information literate because they are having a hard time locating the most authentic, dependable, and valid sources of information for their studies. This is because of several factors, including the information explosion, the rise of ICT and the World Wide Web, the development of e-information resources, and changes in the ways that teaching and learning are done. (Beidar and Swapna, 2017). People who can "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989) are considered to have Information LiteracyCompetencies (ILCs). Access to accurate and useful information is a prerequisite for continued education throughout one's life.

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It is universally applicable across all fields ofstudy, classroom settings, and educational levels. As a result, students are able to take charge of their own education, become more independentthinkers and doers, and ultimately, become content masters. According to the American Library Association (2003), people who are information literate can: identify what informationis needed, find it quickly and easily, assess it critically and add it to their existing knowledge, use it to solve problems, and comprehend thesocial, legal, and economic factors that influence information literacy. In order to promote open, independent, and pluralistic media and information systems and to ensure that all people have equal access to information and knowledge, the United Nations Educational, Scientific, and Cultural Organization (2017) states that media and information literacy (MIL) is a crucial prerequisite. Over the past few decades, information literacy instruction has become increasingly important at universities around the world. It uplifts individuals from various backgrounds

I. REVIEW OF LITERATURE

Undergraduates at the College of Agriculture, Raichur were surveyed by Hadimani and Rajgoli (2010) to determine their level of informationliteracy ability. Most respondents could discoverthe necessary information, but they weren't very good at using electronic resources, according to the study's results. Research by Vasudevan (2012) found that university professors and postgraduatestudents in Kerala have relatively low information literacy levels, meaning they miss out on the benefits of using internet databases and indices. Inorder to improve their skills, they must also createinformation literacy training sections as a type ofremediation. Research capabilities and output willbe positively impacted in the long run by this.Singh and Joshi (2013) looked at many ways thatteachers have tried to improve graduate students' ILC. According to the results, there is a notabledistinction between the first and second years ofILC. Researchers Lata and Sharma (2013) looked at the IL abilities of people at two different universities: Pt. B.D. Sharma University of HealthScience in Rohtak and the Postgraduate Institute of Medical Education and Research in Chandigarh. Faculty members at both medical schools were more familiar with bibliographical tools than students, and the majority of students and faculty members assessed their ability to acquire material in print and electronic formats as looked at the information literacy competency (ILC) of art students at the University of Dhaka, Bangladesh, to see where they excelled and where they needed improvement. The results showed thatthe students lacked the necessary skills in this area, and the reasons for this were not adequately addressed in their classes. Research researchers from Mizoram University were evaluated for their information literacy skills by Chanchinmawia and Verma (2018). More student awareness is necessary to increase information

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literacy, and thestudy recommends incorporating an information literacy program into course curricula. Section V.

Research Aims

1. To investigate how often and for what
2. reasons people visit the library. The second objective is to identify the informationneeds and the library's information resources.

II. 3. To learn how often people utilize the library's search features and services
4. To determine which search methods are being used.
5. To learn which information literacy programs are mostpopular with the institution's students.

Section VI: Methods This study used a survey approach, with questionnaires issued to 100 students of Horticulture at Arabhavi andBelagavi, of whom 88 (or 88%of the total) provided positive responses. In addition, suitablestatistical programs were used to tabulate the obtained data.

TABLE II AGE WISE DISTRIBUTION OF RESPONDENTS

Gender	Numbers of respondents	Percentage
Male	32	36.36
Female	56	63.64
Total	88	100.00

S. No.	Frequency to visit	Numbers of respondents	Percentage
1.	Daily	75	85.23
2.	Twice in a week	8	9.09
3.	Once in a week	2	2.27
4.	Once in a month	1	1.14
5.	Occasionally	2	2.27
Total		88	100.00

S. No.	Age groups	Numbers of respondents	Percentage
1.	18-20 years	10	11.36
2.	21-23 years	20	22.73
3.	24-26 years	58	65.91
4.	27 years and above	0	0.00
5.	Total	88	100.00

Table II shows the respondents age groups under fourcategories. Here, 10 (11.36%) respondents are in the age

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group of 18-20 years, 20 (22.73%) respondents are in theage group of 21-23 years, 58 (65.21) respondents are in the age group of 24-26 and none of the respondentsbelong to the age group of 27 years and above.

TABLE III RESIDENTIAL AREA-WISE DISTRIBUTION OFRESPONDENTS

Residential area	**Numbers of respondents**	**Percentage**
Rural	66	75.00
Urban	22	25.00
Total	88	100.00

The above table III depicts the residential area-wise distribution of the respondents. Among 88 students, 66 (75%) are from rural area and 22 (25%) are from urban area.

TABLE IV FREQUENCY OF VISIT TO THE LIBRARY

III. RESULTS

TABLE I GENDER WISE DISTRIBUTION OF RESPONDENTS

The table I displays the gender-wise distribution of students.Out of 88 respondents, 32 (36.36%) are male and 56 (63.64%) of are female.

Table IV shows the frequency of visit to the library. Among the 88 respondents, 75 (85.23%) of them visited the library on daily basis, 8 (9.09%) of them visited twicein a week, 2 (2.27%) each visited once in a week and occasionally. Only 1 (1.14%) visited the library once in amonth.

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TABLE V PURPOSE OF VISIT TO THE LIBRARY

S. No.	Purpose of visit	Numbers of respondents (N=88)	Percentage
1.	To borrow/return books	88	100.00
2.	To refer reference/ textbooks	86	97.73
3.	To read magazines / newspapers	86	97.73
4.	To prepare course assignments and notes	85	96.59
5.	To study	82	93.18
6.	To access and use Internet /e-resources	78	88.64
7.	Consulting reference materials	75	85.23

The table V shows that all respondents i.e., 88 (100%) visit to library to borrow / return books, 86 (97.73%) each respondents preferred to visit to read reference/textbooks and to read magazines/ newspapers, 85 (96.59%) respondents visit to prepare

course assignments and notes,

82 respondents (93.18%) visit the library to study, 78 (88.64%) respondents visit to access and use Internet/E-resources, 75 (85.23%) respondents visit for consulting reference materials, and 60 (68.18%) respondents visit library to get recreational information.

TABLE VI NEED FOR INFORMATION

S. No.	Need of information for	Numbers of respondents (N=88)	Percentage
1.	Study	88	100.00
2.	Preparing seminars, assignments and notes	88	100.00
3.	Writing research project(s)	76	86.36
4.	Updating subject knowledge	74	84.09
5.	Lifelong learning	65	73.86
6.	Recreational purpose	60	68.18
7.	Write research papers for journals, conferences and seminars	10	11.36

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From the survey it is clear that all of the respondents opined that they need information. The table VI shows, all students sated that they need information for their study and forpreparation of seminars, assignments and notes, 76 respondents (86.36%) for writing research project(s), 74

(84.09%) for updating subject knowledge, 65 (73.86%) forlifelong learning, 60 (68.18%) for recreational purpose, and 10 (11.36%) respondents to write research papers forjournals, conferences and seminars.

TABLE VII SOURCES USED TO LOCATE INFORMATION RESOURCES IN THE LIBRARY

S. No.	Source	Numbers of respondents (N=88)	Percentage
1.	OPAC /WEBOPAC	70	79.55
2.	Ask the library staff	70	79.55
3.	Classification number	56	63.64
4.	Card catalogue	30	34.09
5.	Bibliographies	20	22.73
6.	Abstracts and indexes	5	5.68

The above table VII shows the tools used by students to locate information resources in the library. It is found that majority of the respondents, i.e., 70 (79.55%) identify the information resources in the library through the OPAC/WEBOPAC and with the help of library staff. 56 (63.64%) respondents locate the information resources through classification number, 30 (34.09%) respondents identify the information resources using the card catalogue, 20 (22.73%) respondents locate the information referring bibliographies, and 5 (5.68%) respondents locate information resources by consulting abstracts and indexes.

TABLE VIII EXTENTS OF USE OF SEARCH TOOLS AND SERVICES OF THELIBRARY

S. No.	Extent of use	Numbers of respondents	Percentage
1.	Always	50	56.82
2.	Many times	22	25.00
3.	Sometimes	11	12.50
4.	Rarely	5	5.68
Total		88	100.00

The above table VIII shows the extent of use of library search tools and services by students. Majority of the respondents i.e. 50 (56.82%) stated that they always use library search tools and services for their academic activitieswhereas only 5 (5.68%) students opined that they rarely use library search tools and services.

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TABLE IX USE OF WEB TOOLS

S. No.	Use of Web tools	Numbers of respondents N=88	Percentage
1.	Search engines	65	73.86
2.	Databases	44	50.00
3.	Websites	40	45.45
4.	Directories	25	28.41

It is learnt from the survey that all respondents use Internet for searching information. It is clear from the above table IXthat highest percentage of respondents i.e., 65 (73.86%) use different search engines, 44 (50.00%) respondents use databases, 40 (45.45%) respondents use websites and 25 (28.41%) respondents use directories to search information.

TABLE X USE OF SEARCH TECHNIQUES

S. No.	Search techniques	Numbers of respondents N=88	Percentage
1.	Simple Keyword	84	95.45
2.	Field search (File, URL, etc)	60	68.18
3.	Boolean search techniques (AND, OR, NOT)	40	45.45
4.	Wild card search/truncation (*/?)	10	11.36

It is observed from the above table X that highest number ofthe respondents i.e., 84 (95.45) opt the simple keyword for searchinginformation, followed by 60 (68.18) respondents who use field search, 40 (45.45%) respondents who use Boolean search techniques and 10 (11.36%) respondentsfound using wildcard search / truncation for information retrieval.

TABLE XI MODES OF PREFERENCE OF INFORMATION LITERACY PROGRAMMES BY STUDENTS

S. No.	Modes of preference	Number of respondents N=88	Percentage
1.	Integrated into course curriculum	75	85.23
2.	Online IL instructional modules via the library website	60	68.18
3.	Online IL instructional modules via college/institutes websites	53	60.23
4.	Printed information literacy instruction	15	17.05

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The responses presented in the above table XI shows that majority of the respondents, i.e., 75 (85.23%) prefer integrated into course curriculum, followed by online IL instructional modules via the library website by 60 (68.18%) respondents, 53 (60.23%) respondents choose online IL instructional modules via college/institutes websites, and 15 (17.05%) respondents prefer printed information literacy instruction.

TABLE XII SUGGESTED AREAS WHERE INFORMATION LITERACY PROGRAMMES ARE REQUIRED

S. No.	Information literacy programs	Numbers of respondents N=88	Percentage
1.	Use of electronic resources	57	64.77
2.	Access to online databases	55	62.50
3.	Use of CD/DVD ROMs	55	62.50
4.	Institutional Repositories / Digital library	50	56.82
5.	OPAC	40	45.45
6.	Online search and retrieval skills	40	45.45
7.	Using of library catalogue	30	34.09
8.	Awareness of library resources and services	25	28.41

The above table XII shows the areas in which therespondents need training. 57 **(**64.77%) respondents stated that they need information literacy programmes on accessing electronic resources, 55 (62.50%) each respondents stated access to online databases, and usingCD/DVD ROMs, 50 (56.82%) respondents to browse Institutional Repositories / Digital libraries, 40 (45.45%)each respondents to check OPAC and Online search and

retrieval skills, and 25 **(**28.41%) need awareness on library resources and services.

IV. FINDINGS OF THE STUDY

1. Every single respondent goes to the library every single day to check out and return books.
2. Eighty-two people, or 93.18% of the sample, said they use the library as a study.
3. The simple keyword is used by 84 (or 95.45%) of the respondents while searching for information.
70 people (or 79.55 percent) said they use the online public access catalog (OPAC) or WEBOPAC to find the book, and the rest said theyask library staff.
5. Fifty-five people (or 73.86% of the total) use various online search engines to get information.
6. Sixty-four point seven percent of those who took the survey said they required training on howto use electronic resources.

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Final Thoughts VII.

When we talk about information literacy, we're not only talking about the ability to use standard practices in this area. A person who is information literate can identify when they need information, have a good grasp of their information surroundings, know how to interact with them, and make good use of the information they obtain. Higher education institutions, including colleges, are required to regularly provide information literacy programs to both faculty and students in order to improve their knowledge, abilities, and competence. This intern is responsible for researching academic topics by making use ofprint and digital information resources.

*See also *

One source is the American Library Association

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