Analysis of views of library personnel regarding competency in imparting Information Literacy skills in North Indian Universities: a research based study

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Abstract
In the modern era of advancement in information and communication technology, the traditional library and information services are transformed into computerised library and information services. On the one hand, the Library and Information professionals must be competent in provision of these services and they must be acts as trainers of these services to students community. On the other hand, the students and some teaching faculty are also in demand certain type of trainings to get these services. Thus the well competent Library and Information Professionals can play crucial and important role in provision of certain type of training to these students.

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1. Introduction

The academic libraries have their own importance in terms of study, teaching and research. University Library systems were not up to the mark since the inception of university education in India in the year 1857. As early as 1902, the University commission appointed by the Government of India and then observed 'Library services were not up to the mark'. Further Radhakrishnan Commission (1948-49) observed unsatisfactory position of University Libraries. The commission accepted that libraries are the soul of academic institution. Kothari Commission on Education (1964-66) pointed out proper development of University Library systems in India. The history reveals University Library systems have lot of imperfections practically from all quarters. Now the University Library systems have lot of perfections like adequate library budgets, competent library professionals, well ventilated and air condoning buildings, well comfortable furniture and last but not least implementation of advancements of information and communication technology like library management software, computer systems, networking, Internet etc.

In the modern era of advancement of Information and Communication Technology, the Library and Information Professionals working in different University Libraries i.e. Academic Universities, Agricultural Universities, Deemed Universities etc. required to be well equipped with Information Literacy skills. The Library and Information Professionals

must possess such type of competency skills in networked and digital environment that they can search any kind of information very easily. Moreover Library and Information Professionals must possess all the specializations in searching of information and they are required to be aware of both theoretically as well as practically about search engines, subject gateways, e-resources, different types of consortiums, search strategies for searching of information, Databases of Institutional Repositories, Copyright Act, Plagiarism etc. The sound ICT background of Library and Information professionals will be helpful in imparting information literacy skills to different categories of library users.

In the modern era of Information and communication Technology, the Library users are not only depended on print material like books, journals, newspapers, magazines etc. but they are always anxious to find information in electric forms. Thus students in Indian university libraries should possess all the kinds of skills for searching of information like evaluation of information in websites, different types of search strategies for searching of information, knowledge of different type of Subject gateways in their area of specialization, availability of e-resources in their area of specialization, and knowledge about different kinds of consortiums etc.

2. Role of Libraries and Librarians

In the present era, libraries are not acts as merely storehouse of books but libraries acts as information dissemination centres due to hybrid characters of libraries. Modern Libraries possesses their collection in electronic form and also the provision of online library services. Moreover the Librarians are competent in handling information online. In the modern era Librarians are regarded as Information Technology trainers, web masters etc. The Librarians plays crucial role in bridging the gap between having digital access and having no digital access i.e. digital divide. In the academic institutions Librarians are trainers of information handling to students. Librarians play the role of teachers as they provide information literacy skills to students as well as teachers.

3. Objective of the study

This study is mainly conducted to ascertain the views of library personnels working in different university libraries located in Jammu & Kashmir, Punjab and Delhi. Followings are the major objectives taken for the present study:

-To know the information literacy practices among the library professionals.
-To know the information literacy models developed by the library professionals.
-To know the challenges faces by library professionals in their roles and responsibilities.
-To find out opportunities in order to improve information literacy practices.

4. Universities covered under this study

The survey of Library Professionals i.e Semi-Professional Assistant, Professional Assistant, Assistant Librarians, Deputy Librarians and Librarians conducted by distributing questionnaire in below mentioned 11 universities on random basis. Out of 150 distributed questionnaires to these professionals 90 dully filled questionnaire received back. Followings are the universities located in North India have been chosen for study:
    a. University of Jammu, Jammu
    b. Shere-e-Kashmir University of Agricultural Sciences and Technology, Jammu

c. Shri Mata Vaishno Devi University, Katra
d. Guru Nanak Dev University, Amritsar
e. Panjab University, Chandigarh
f. Punjabi University, Patiala
g. Punjab Agricultural University, Ludhiana
h. Kurukshtra University, Kurukshetra
i. Jawahar Lal Nehru University , New Delhi
j. University of Delhi, Delhi
k. Jamia Millia Islamia, New Delhi

5. Data Analysis and interpretation

On the basis of dully filled questionnaires received from the library professionals during the given period, the data is analysed and presented as under:

Table 1: Demographic description of library professionals

Library Professional	Distributed	Received
Librarian	11	06
Deputy Librarian	15	08
Assistant Librarian	28	15
Professional Assistant	54	33
Semi Professional Assistant	42	28
Total	150 (100%)	90 (60%)

It is clear from the above table that 60% questionnaires were received from the all categories of library professional of the 11 universities under the study.

Table 2: Information literacy skills

Competency Level	Number	Percentage
Competent	81	90.0
Almost competent	07	7.78
Not competent	02	2.22

It is reveals from the above table 2 that 90% library personnel are competent in imparting Information Literacy skills and 7.78% were almost competent whereas 2.22% Library personnel were accepted that they are not competent.

Table 3: Information searching skills

Efficiency Level	Number	Percentage
Highly	45	50.0
Almost	24	26.67
Little	18	20.0
Not at all	3	3.33
Total	90	100.0

Table 3 shows that 50% Library personnel were highly efficient in searching information resources followed by 26.67% almost efficient, 20% little efficient whereas 3.33% not at all efficient in searching information resources available in the library.

Table 4: Developed information literacy model

Developed information literacy model	Number	Percentage
Fully	58	64.44
Partially	26	28.89
Not at all	6	6.67
Total	90	100.0

Above table 4 indicates that 64.44% Library personnel can play pivotal role in design and development of Information Literacy Model followed by 28.89% partially do the same whereas 6.67% Library personals have no role to design and development of Information Literacy Program/Model.

Table 5: Contents included in Information Literary Program

Contents	Number	Percentage
OPAC	72	80.0
Search engine	55	61.11
Subject gateways	47	52.22
Evaluation of website	49	54.44
Alerting service	55	57.78
Display	58	64.44

Note: Due to the multiple responses percentage exceeded more than 100.

It is evident from the above table 5 that 80% Library personnel agreed that searching of OPAC should be included in the Information Literacy Program/Model followed by 64.44% display of information sources, 61.11% search engines, 52.22% subject gateways, 54.44% evaluation of websites whereas 57.78% Library personnel accepted that alerting services should be included in the Information Literacy Program/Models.

Table 6: Guidance by Library Staff

Levels	Number	Percentage
Highly	59	65.56
Almost	13	14.44
Average	9	10.0
Poor	9	10.0
Total	90	100.0

It is observed from the above table 6 that 65.56% Library Personnel accepted that they highly helps in retrieval of information to students and teaching faculty followed by 14.44% almost whereas both average and poor guidance accepted by 10% library personnel.

Table 7: Satisfaction of user by the provided source of information

Satisfaction level	Number (90)	Percentage
Highly	35	30.89
Almost	24	26.67
Average	22	24.44
Poor	9	10.0
Total	90	100.0

It is noted from the above table 7 that 30.89% respondents accepted that library users were highly satisfied by the information provided by them followed by 26.67% almost satisfied, 24.44% average satisfied whereas only 10% were said poor.

Table 8: Programs need for Information Literacy skills

Programs	Number	Percentage
Orientation program	65	72.22
Information literacy course	45	50.0
Online tutorials	43	47.78
Library instruction course	40	44.44

Note: Due to the multiple responses percentage exceeded more than 100.

It is observed from the above table 8 that 72.22% respondents agreed that Information Literacy skills can be imparted to students through Library Orientation Program. 50% respondents agreed that Information Literacy skills can be imparted to students through integration of Information Literacy Course with Academic Course. 47.78% respondents agreed that Information Literacy skills can be imparted to students through Online Tutorials. 44.44% respondents agreed that Information Literacy skills can be imparted to students through Library instruction course.

Table 9: Barriers for Information Literacy Skills

Barriers/ Problems	Number	Percentage
Poor ICT background	47	52.22
Lack of ICT infrastructure	42	46.67
Willingness of authority	28	31.11
Time-log	46	51.11

Note: Due to the multiple responses percentage exceeded more than 100.

It is clear from the above table 9 that 52.22% respondents agreed that Poor ICT background of students is a major problem and barrier in imparting information Literacy skills to students followed by 51.11% time-log, 46.67% Lack of ICT infrastructures whereas 31.11% respondents agreed that Willingness of authority is the problem and barrier in imparting information Literacy skills to students.

6. Major findings

Followings are the major findings recorded on the basis of thematic analysis of the data:
- Majority of the Library Personnel are competent to provide Information Literacy skills.
- 50% Library personnel were highly efficient in searching information resources.
- 64.44% Library personnel can play pivotal role in design and development of Information Literacy Model.
- Majority 80% Library personnel agreed that Searching of OPAC should be included in the Information Literacy Program/Model.
- More than 65% Library Personnel accepted that they highly help in retrieval of information to students and teaching faculty.
- 72.22% respondents agreed that Information Literacy skills can be imparted to students through Library Orientation Program.
- 52.22% respondents agreed that Poor ICT background of students is a major problem and barrier in imparting information Literacy skills to students.

7. Suggestions to inform Information Literacy

The Library Professionals gives various suggestions to improve the Information Literacy Programmes which described as under:

- High Level Programmes to be scheduled for select audience as per their needs.
- Programmes in different modes may run.
- Proper Computer Literacy at School Level.
- Time to Time Seminar regarding Information Literacy is must.
- Also do some special classes for searching the documents and articles in their field.
- Time to Time Literacy Programmes to users.
- Training of Library Staff as well as users be must.
- Frequency of Information Literacy Programmes needs to be used.
- Improve the ICT infrastructure and organised training for Library software.
- Making Library Education Programme, providing E-Learning facilities, students mutual forum for discussion, promote digital divide.
- To conduct seminars and workshops.
- Support it with online demos, repeat every semester with appropriate advances, engage staffs that are well versed in ICT/ online education.
- Information Literacy cell should be established in all the University Libraries and Training of Information Literacy must be provided to students as well as library staff.
- Web based tutorials should be introduced.
- Libraries should use federated search tools for searching all the information being submitted by libraries into one platform.
- Information Literacy Programmes may be included in Library Science syllabus and Information Literacy section can be established in the Library and staff can be trained for this.
- Library staff should act like front liners.
- Library orientation Programme from time to time for students.
- Literacy Programmes to be introduced with course curriculum.
- Cooperation among various Universities to share the skills of the personnel.
- One paper must be introduced about How to use Library resources in every University Course.
- Web based Information Literacy System, Life Long Learning System.
- In all the University Libraries Information Literacy Cell should be established by appointing appropriate staff and responsibility should be given for imparting Information Literacy skills.
- Motivation and Guidance to students about information resource available".

8. Conclusion

It is hereby concluded that Library personnel are competent in imparting information Literacy skills to students as is revealed from the study. Moreover the study reveals that Library personnel can play pivotal role in design and development of Information Literacy Program/Model. Further the Library personnel agreed to include various contents in Information Literacy Program/Model like searching of OPAC, Search Engines, Gateways, evaluation of Websites, etc. The majority of Library personnel agreed that Library personnel are helpful in retrieval of information to students and teaching faculty. Majority of Library Personnel agreed that the Poor ICT background of students is major impediments in imparting information Literacy skills to students. Further various Library Personnel gives

various views regarding strengthening of Information Literacy Programs/ Model like the Information Literacy cells should be established in all the University Library Systems by appointing appropriate staff so that proper information literacy skills to the students can be imparted.

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