Information Literacy Competency among the students of College of Agriculture, V C Farm, Mandya: A Study

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ABSTRACT

The present world demands technical savvy persons, where the persons are technical competent enough to manage information using new gadget, This study focus on Information Literacy Competency Among the students of College of Agriculture Science, Mandya.. For the data collection structured questionnaire was prepared based on ACRL standard and random survey method was used. 80.43% of students visit library for the purpose of borrow books, 71.73% of respondents are aware of library service new arrival display, 78.26% of students are satisfied with library resources and services and 56.52% students have the skill of search strategy while searching internet. The study reveals that 50% of students are having competency enough to become information literate, but still need effort from teaching staff and librarian to make all students to acquire competency to become information literate.

KEYWORDS: Information, Information Literacy, Competency, College of Agriculture, V C Farm, Mandya, Economic commodity.

INTRODUCTION

In this competitive world where population is exploding, people work really hard to be successful. For any work to be done information becomes the first requirement. The information required must be accurate and true because the further process depends on the information or data collected. If the information collected is invalid the work conducted based on that information stands meaningless. Hence, the truthfulness or the correctness of the information is very important.

Today, information has become a major economic commodity and citizens need to be educated for productive information use from pre-school through post secondary education. Librarians play an important role in the education of people for effective and efficient information use by teaching them information skills at all levels of education to enable them to be informed citizen of the country. In the information-rich world, where the scope of

available information appears limitless, there is a growing need for students to become critical users of information. It not only includes knowing how to locate internet resources but focuses upon developing the skills necessary in seeking information from a variety of resources. What information is found is not important, but seeking of that information to complete the assignment task or research is of great importance.

Information these days are made available by the libraries by adopting new technologies and methods. Locating information before was a difficult task which is now made easier through OPAC and other search machine. Once the information is located the real quest of identifying the exact information needed, evaluating it and fair usage of that information collected becomes important.

Information literacy is a set of essential skills, which extended learning beyond established education system from school to university systems. Information literacy deals with when we need information, where to find it, and how to evaluate, manage, use and communicate it in an ethical, legal manner"

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."
Without proper information society progress is decline. The world of knowledge is exploding like never before. The need for the study arises due to the proliferation of information there may be a lack of proper competency needed to equip in the information abundant world. The present generation is finding difficult for evaluate and use the accessed information.

There is a need to find out the information literacy competency in all areas of educational sector. As the students of agricultural colleges are from science back ground, they are equip in accessing information in the technology world. On view of literature it was found that no study has been conducted, hence the study has taken up to find out the information literacy competency among students of college of agriculture, V C farm, Mandya.

The College of Agriculture, V.C.Farm, Mandya which started functioning during the year 1991-92 has successfully completed 31 years of fruitful academic accomplishment. It was started as part of ruralization of Agricultural education as envisaged by Government of Karnataka, in offering B.Sc. (Agri.) degree programme. It is located in Vishvesharaiah Canal Farm Campus popularly known as V.C.Farm Campus under the University of Agricultural Sciences, Bangalore. It is located at about 10 km away from Mandya city on Mandya-Melukote Road. The college offering UG, PG and Diploma in agriculture courses

REVIEW OF LITERATURE

Pinto, Femendazpascaul and Puertas (2016) Conducted a study on undergraduates Information Literacy competency: a pilot study of assessment tools based on latent trait model which related to this study of Information literacy focuses on opinions, evidence, reviews and data analysis from a sample of Spanish university students from three major fields of study (information/documentation, psychology and translation/interpretation). The results have been tabulated from the subject area of documentation alone, as this subject is shared in the students' curricular

planning. This study highlights student's attitudes, motivation, and evidence with regard to Information Literacy (IL) competencies.

Folk (2016) Conducted a survey on Information Literacy in Postsecondary Education in the United kingdom, the United states, Australia, and New Zealand. This comparison seeks to determine if the three documents addressing information literacy skills and competence developed by professional library associations for post secondary education in four predominantly English – speaking countries in the United Kingdom, the United States, Australia and New Zealand have similar or varying conceptions of Information literacy. In a globalized society, postsecondary institutions not only prepare students to live and work within local, regional or national contexts but also equip them to function in a global society. If conceptions of information literacy vary between countries, then graduates might not be well prepared to function successfully within this global society.

Michalak (2016) conducted a study on Information Literacy in 2015: International Graduate Business Students' Perceptions of Information Literacy Skills Compared to Test – Assessed Skills compare International graduate students' perceptions of their IL skills versus their test assessed competencies, with the aim of creating training modules to improve test – identified deficiencies. Results demonstrate that wide discrepancies exist between students' perceptions of their won skills and their actual skills on all six ILA – topic areas assessed by the internally developed test instruments, with students over estimating their abilities in all areas.

Preyones and Cabrera (2016) conducted a survey on Exploratory Experiment with Support Teachers at the plan Ceibal (Uruguary) as a Component for the Creation of a Model of Information Literacy. The experiment was carried out within the framework of the "information and reading literacy" program, which is carried out in the Academic Development Program on Information and Communication (PRODIC) of the Information and Communication Faculty (FIC) of the Universidad de la Republican (UdelaR). The research worked with 20 teachers who came from state schools in the western district of Montevideo and who developed the project in a workshop mode, observing the research, selection and evaluation of the information. These processes were made by the teachers themselves by following an instruction based on searching current topics. The objective of the experiment was to make the teachers aware of the importance of information literacy and primarily to recognize the way their behaviors are connected with Information. The result of the experiment were dedicated to the construction of a model of information literacy for the plan Ceibal.

Ramamurthy, Siridevi & Ramu (2015) conducted research on Information Literacy search skills of students in five selected engineering colleges in Chittoor District, Andhra Pradesh: A Perspective the study examined students ability to distinguish diverse information sources as well as assess the effectiveness of Information Literacy programmes of engineering colleges. The sample consists of 275 respondents drawn proportionately from a population of 300 from the selected Engineering Colleges. Descriptive survey method was used to elicit data through questionnaire on Information Literacy in this study. The data collected were analyzed using simple percentages. It was found that preponderance of respondents have low knowledge of Information Literacy skills, showed high deficiency in identifying diverse information sources and the various information literacy programmes of the respondents' institutions lacked hands on.. Thus the need for an enhanced and continuous library user education geared towards empowering students to be sufficiently familiar with information sources, mutual

collaboration between teachers and librarians to ensure integrated mode of lecture delivery, constant advocacy and sensitization outreaches.

AKtas, Kaffash & Sepideh (2015) examined Information Literacy Skills of Students from a UK Business School and found that students have lower confidence in performing some tasks related to identifying the need for information, planning the search strategy, gathering information, using data management tools and developing a personal profile as part of presenting their synthesis of information found, accessed and used for specific purpose. There are also differences between Level1, Level2 and Level3 students in terms of their confidence in performing the specified task under a particular information literacy skill. Moreover, Lecturers are aware of the difficulties faced by students in relation to information literacy, in areas similar ot those identified via the literature review and the survey. The results of this research are beneficial in designing information literacy skills development activities in the future.

Robertson & Felicida (2015) investigated on Evaluation of graduate nursing students information literacy self efficacy and applied skills. Based on Bandura's social cognitive theory, this cross – sectional descriptive correlation study assessed the perceived and applied IL skills of graduate nursing students from two family nurse practitioner (FNP) programs in the Midwestern United States. Results showed that although the 26 newly admitted FNP students demonstrated a high level of confidence in their IL skills, the students did not perform well in the actual IL skills test. According to Bandura, the student's confidence in their IL knowledge should allow students to be engaged in course activities requiring IL skills. Nurse educators teaching in undergraduate or graduate programs are in key positions to incorporate IL experiences into class activities to allow for skill assessment and further practice. Further research is needed on nursing students' IL self – efficacy and performance.

Njoki, Muhora (2015) investigated on Assessment of Information Literacy Skills at Africa Nazarene University, Grace Roles Library. The Study revealed that the level of Information Literacy to first year students was low. Some of the major challenges encountered were inadequate orientation since it is done on the first day when the students are very new thus unable to understand fully what is happening, information overload and inadequate computer skill. The study recommended library orientation to be done to all freshmen and inadequate computer skill. The study recommended library orientation to be done to all freshmen and ample time be allocated, information literacy skills training be pitched at a level which is appropriate to the individual needs of the users, librarian should be empowered through regular workshops and training so as to update their skills in order to be efficient in training user.

Kousar & Khalid (2015) made a study on Perceptions of Faculty about Information Literacy skills of Postgraduate Engineering Students. The study used ACRL Information Literacy Competency Standards for Science and Engineering / Technology as the basis to assess these perceptions. Teachers of the National University of Science and Technology (NUST), who were teaching engineering students of postgraduate level, were selected as population. A Structured questionnaire was sent to 113 faculty members and the response remained 80 percent. Paired sample t-test was used for data analysis through Statistical Package for Social Sciences (SPSS). Research indicates that faculty perceived IL skills of their PhD level students higher than those of MS level students. The term "Information Literacy" is yet new on the Pakistani library scene, regarding perceptions of faculty about information

literacy skills of their students so far no study has been carried out in Pakistan. This study will help to identify existing IL skills of Pakistani student's university level, their requirements and how these requirements can be best fulfilled.

Asadullah, B (2014) conducted research on Digital Information Literacy: A Survey among research scholars of Vellore District the outcome of the study describes the survey of digital information literacy among research scholar of the art and science research scholars residing in Vellore district. A detailed analysis and discussion of the data obtained through questionnaires. the Survey reveals that scholars feel that library has a greater role to play for the promotion of digital information literacy among its user community. The survey suggest that the University should start inter-disciplinary initiatives to promote digital information literacy, with active collaboration from the departments of computer applications, Library and Information Science, and the other core areas of study, actively engaged with research activities. This joint venture will help to orient the research scholars about the available accessibility and use of digital resources in their areas of research. The findings of this study are helpful for administration of the concerned regional body for policy formulation.

Takaika, Eiko (2014) Made an attempt to study on Assessment of Students' Information Literacy and Information Fluency Competency: A Case Study in Japan reveals that the assessment of the competency of students information literacy and information fluency in order to obtain the levels of university student competency in Japan. As the results, a significant difference occurred between pre and post tests for all courses. The difference indicates that the student's skill improved through these courses. In addition, although year to year differences occurred, no overall trend was seen. For mixed year courses, no difference occurred in the school year. The result of the investigation about difficult fields for students to understand revealed that students tend not to understand accurate definitions of technical terms and lack net manners regarding sending email. The results will contribute to the course design of an information fluency course in the future

OBJECTIVES OF THE STUDY

✓ To know the use of library by students

✓ To know the knowledge about types of information sources among students

✓ To find out utilization of library services by students

✓ To find out the students knowledge about the types of search techniques used to search in internet.

✓ To find out the barriers faced while accessing and using information (both print & electronic) by student

✓ To know the students awareness of copyright issues for downloading and using information

METHODOLOGY

For the purpose of data collection, a structured questionnaire was designed based on ACRL standard for information literacy competency. For the purpose of study stratified random sampling survey method was used.

The questionnaire was randomly distributed among 30 postgraduate and 70 undergraduate students of college of agriculture V C Farm, Mandya. Totally 92 Questionnaires were received back. Hence the rate of response is 92%

The collected data was analyzed and interpreted in the form of tables and graphs with explanations.

DATA ANALYSIS

Table – 1 Distribution of Questionnaires

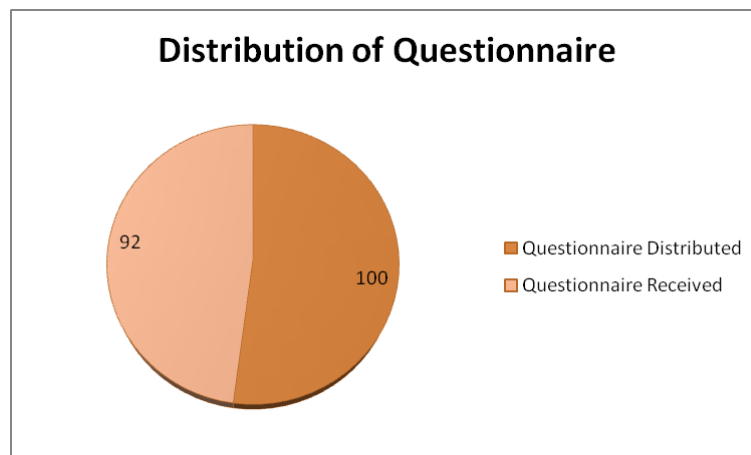| Professional Status	Questionnaire Distributed	Questionnaire Received	Percentage
Post Graduate	30	30	100%
Under Graduate	70	62	88.57%
Total	100	92	92%

Chart 1 – Distribution of Questionnaire

Table 1 and chart 1 show the distribution of questionnaire and response rate of students under study. Totally 100 questionnaire were randomly distributed for post graduate and under graduate students of college of agriculture. Out of 100, 92 questionnaire were received back the rate of response is 92%. 30(100%) students are from Post graduate, 62 (88.57%) students are from Under graduate.

Table 2 Visit to the Library

Response	No of Responses N = 92	Percentage
Yes	92	100%
No	00	00
Total	92	100%

Table 2 depicts the students visit to the library. All the students who responded for the study are visiting library for one or the other reason. This shows the demand of use of traditional library in the present digital environment.

Table – 3 Purpose of visit to the Library

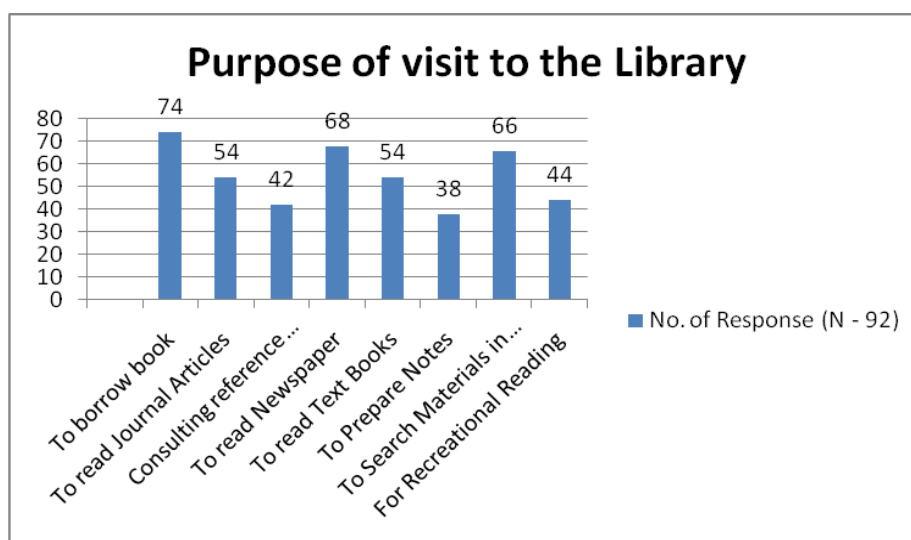| Sl. No.	Purpose	No. of Response N = 92	Percentage
1	To borrow book	74	80.43 %
2	To read Journal Articles	54	58.69 %
3	Consulting reference Materials	42	45.65 %
4	To read Newspaper	68	73.91 %
5	To read Text Books	54	58.69 %
6	To Prepare Notes	38	41.30 %
7	To Search Materials in Internet	66	71.73 %
8	For Recreational Reading	44	47.82 %

Chart 2 – Purpose of Visit to the Library

Table 3 and chart 2 shows the purpose of visit to the library by respondents under study. Out of 92 respondents 74(80.43%) visit library to borrow book, 68(73.91%) students visit library to read news paper then followed by 66(71.73%) students visit library for material search using internet. 54(58.69%) students visit library to read text books and to read journal articles, 44(47.82%) students visit library for recreational purpose. 42(45.65%) students visit library for consulting reference materials 38(41.30%) students visit library to prepare notes.

Table – 4 Use of Library Resources

Sl. No.	Sources	No. of Response N = 92	Percentage
1	Book	84	91.30 %
2	Current Periodicals	46	50.00 %
3	Bound Volume Periodicals	24	26.08 %
4	News Paper	82	89.13 %
5	News Paper Clipping	40	43.47 %
6	Standards and Specification	14	15.21 %
7	Technical Report	26	28.26 %
8	Patents	12	13.04 %
9	Audio Visual Materials	28	30.43 %
10	Reference Sources	72	78.26 %

Table 4 shows the use of library resources by students under study, out of 92 Students, 84(91.30%) students use book in library for their studies, 82(89.13%) students use news paper in library, 72(78.26%) Students use Reference sources in library, 46(50%) students use current periodicals in library. 40(43.47%) students use new paper clipping for studies, 28(30.43%) Students use audio visual materials, 26(28.26%) students use technical report in library, 24(26.08%) students use bound volumes periodicals in library, 14(15.21%) Students use standards and specification in library and 12(13.04%) students use patents for their education.

Table – 5 Library Services

Sl. No.	Services	No. of Response N = 92	Percentage
1	Library Catalogue	26	39.13 %
2	Current Awareness Services	40	43.47 %
3	Reference Services	50	54.37 %
4	News Paper Clipping	24	36.95 %
5	Internet Services	40	43.47 %
6	Display of New Arrivals	66	71.73 %
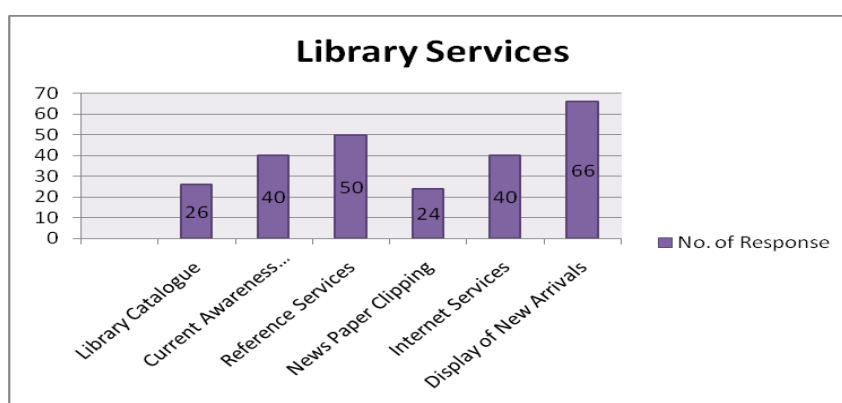
Chart – 3 Library Services

Table 5 and chart 3 shows the use of library services in the library. Out of 92 respondents, 66(71.73%) respondents utilize Display of new arrivals the followed by reference services 50(54.37%). 40(43.47%) students use internet services and current awareness services in libraries, 26(39.13%) students library catalogue services and lastly 24(36.95%) students uses news paper clipping services in libraries.

Table – 6 Library Resources and Services Satisfaction

Response	No. of Responses N = 92	Percentage
Yes	72	78.26 %
No	20	21.74 %
Total	92	100 %

Table 6 shows the library resources and services satisfaction by the students under study, out of 92 students, 72(78.26%) students are satisfied with library resources and services remaining 20(21.74%) students are not satisfied with library resources and services in library.

Table 7 Types of Information Need

Sl No.	Types of Information	No. of Response N=92	Percentage
1	Academic (Agriculture Science)	72	78.26 %
2	General & Current Information	70	76.08 %
3	Health Information	32	34.78 %
4	Financial Information	32	34.78 %
5	Environmental Information	46	50 %
6	Information Related to govt. programmes and policies	52	56.52 %

Table 7 shows the types of information needed, out of 92 respondents 72(78.26%) students are in need of Academic (agriculture science) information, 70(76.08%) students need General and current information for their improvement of knowledge, 52(56.52%) students need information related to government programmes and policies, 46(50%) students need environmental Information. 32(34.78%) students need health information and financial information respectively

Table 8 Knowledge Level of Information Sources

Sl. No.	Information Sources	No. Of Responses N = 92	Percentage
1	Knowledge about the content of Book	64	69.56 %
2	Knowledge to Identify Journal	46	50 %
3	Knowledge to Identify Reference Sources	68	73.91 %

Table 8 shows the knowledge level of information sources, out of 92 students under study, 64(69.56%), 68(73.91%) & 46(50%) are have the knowledge of Book, Reference Source & Journal respectively. Shows students lack the knowledge of primary sources of information. Library staff has to update their level of knowledge about sources of information through orientation programme.

Table 9 Skills of Search Strategy used in search engine

SL. No.	Search Strategy	No. of Responses N = 92	Percentage
1	Types the required information in search box	32	39.13 %
2	Type the keywords in search box	42	45.65 %
3	Type the keywords using Boolean Operators	08	8.69 %
4	Use Wildcards/ Truncations	02	2.17 %

Table 9 shows the skills of search strategy used in search engine. Out of 92 respondents, 42(45.65%) students are using keywords of required information to search, only 10(10.86%) students use keywords with Boolean, wildcards, and truncations to search information in search engine. 36(39.13%) students types the whole text as it to search information which show the lack of knowledge towards search strategy used in search engine.

Table 10 Barriers faced while accessing and using Information

Sl. No.	Accessing & Using Information	No. of Responses N= 92	Percentage
	A. PRINTED SOURCES		
1	Lack of knowledge about use of library materials	72	78.26%
2	Lack of assistance from library staff	32	34.78%
	B. ELECTRONIC SOURCES		
3	Speed of access is slow	58	63.04%
4	Virus problem for accessing information	46	50.00%
5	Lack of knowledge about the elements in a search page	35	38.04%
6	Unfamiliarity with search methods	19	20.65%

Table 10 shows the barriers faced while accessing and using information, Out of 92 respondent, 72 (75.26%) respondent faced lack of knowledge about use of library materials in printed sources and 32 (34.78%) user faced lack of assistance from library staff. In electronic sources 58 (63.04%) used faced speed of access is slow, 46(50%) faced virus problem for accessing information then 35(38.04%) users faced lack of knowledge about the elements in a search page and the remaining 19(20.65%) user face unfamiliarity with search methods.

Table 11 Awareness of copyright Issues

Sl. No.	Copyright Issues	No. of Responses N=92	Percentage
1	Consult for fair use of Information	26	28.26 %
2	Seek Permission from the authority	30	32.60 %
3	Download the whole test without acting on the above (Sl. No. 1&2)	30	32.60 %
4	Don't Know	06	6.52 %

Table 11 shows the awareness of copyright issues while downloading, using information. Out of 92 students respondents for study 30 (32.60%) students seek permission from the authority before using. 26(28.26%) consult for fair use of information, 36(39.13%) students are not aware of copyright issues while using information.

FINDINGS AND SUGGESTIONS

1. 92% of the students response received

2. The entire respondent under study (N=92) are visit library. Which shows still traditional library is need for the students

3. 80.43% of students visit library for the purpose of borrow books.

4. 91.30% of students use library resource books in library. Books are major information sources of the students, shows less popularity use of primary sources of information among students.

5. 71.73% of respondents are aware of new arrival display

6. 78.26% of students are satisfied with the library resources and services of GKVK library, Mandya. Still librarian have to put more efforts towards 100% students satisfaction about library resources and services

7. 78.26% students need Academic (agriculture science) information

8. 73.91%, 69.56%, 50% students have the knowledge of reference sources, books, journal respectively

9. 56.52% students have the skill of search strategy while searching in Internet. Even though internet is the need of the hour where everyone is using internet for one or the other purse. 39.13% students don't have search strategy skill. Librarian should give training or workshop to students for skill of search strategy improvement.

10. 78.26% students Lack of knowledge about use of library materials and 63.04% students are opined that speed of access is slow for accessing electronic sources in library

11. 36 (39.13%) students don't have the knowledge about copyright issues for accessing the information. Librarian through have to educate the students about legal issues of documents

12. Finally Information Literacy programmes such as orientation programmes, training programmes, workshops, seminars have to conduct frequently for the students of agriculture college students V C Farm, Mandya

CONCLUSION

To be an Information Literate/lifelong learner in the present world is difficult task, because adoption of new technologies made changes in publishing industry. To access those information using new technological gadgets, Students must acquire the new technological skills for accessing of information. It is observed from the study that more than 80% of students visit library to borrow books for reading purpose. 39% of students don't have knowledge about copyright issues. 50% of students are acquire competency to become information literate, still 50% of the students lacks proficiency to become lifelong learners. Librarians have to train students to become lifelong learner both traditionally and digitally.

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