INFORMATION LITERACY NEED OF POST GRADUATE STUDENTS IN MAHARISHI DAYANAND UNIVERSITY AND KURUKSHETRA UNIVERSITY KURUKSHETRA UNIVERSITY (HARYANA)

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Abstract: Curious nature of human beings makes them explore information now and then regarding innumerable topics. This quest is satiated trough e-resources as information on each and every aspect is easily accessible to all. However, here a strange situation is confronted by people i.e. smart access to required information and this condition aptly termed as Information literary. It enables people to locate and use information effectively available in different formats and unfiltered form. This paper aims a comparative study of two universities considering varied types of information literacy and thus finding out where it is in more effective use. Study empirical in nature makes use of 200 questionnaires, 100 in each university- 55% of male and 45% female respondents participated. Outcome shows that 22.72% of respondents from MDU are using information for purpose of assignment and which is double of KUK- as it is 11.9% here. It's a vast study, data presenting in different 11 tables, study reveals need of library orientation program in KUK because only 9.09% and 25% in respondents from MDU learn with the help of library orientation program.

Keywords: information literacy, digital, network, visual

1.0 Introduction: Information literacy includes the ability to critically thinking, evaluating, analyzing modifying the accessed information. Apart from the formal learning, information literacy also makes flexible enough to handle the situation where information is in different formats and unfiltered form. Information literacy has become the survival skills in today's life. Without the proper information literacy skill, it has become impossible to locate, evaluate and use effectively the information which we need.

2.0 Type of Information Literature

2.1 Visual Literacy: when we look at visual information such as photographs, illustrations, or computer graphics, we depend on our previous perceptions of the world to make sense of visual images. Visual literacy is defined as the ability to understand and use images, including the ability to think, learn, and express oneself in terms of images.

2.2 Media Literacy: Media literacy is defined as the ability of individuals to access, analyze and produce information for specific items. Media includes the influence television, motion pictures, radio, record music, newspaper, magazines etc.

2.3 Computer Literacy: computer literacy is generally thought of as familiarity with personal computer and the ability to create and manipulate documents and data via word processing, spreadsheets, databases, and other software tools.

2.4 Network literacy: network literacy is similar to the computer literacy. Network literacy is defined as the ability to locate, access, retrieve, manipulate and use of information in a networked environment such as world wide web, users must be network literate.

2.5 Digital Literacy: digital literacy is closely related to the network literacy. Digital literacy is defined as the ability to access, locate, retrieve, modify and examine the needed information digitally. It includes the broad range of resources that are accessible online and underscores the importance of looking at each of these resources with a critical eye.

2.6 Library Literacy: library literacy is similar to the user education. User education teach the students how to use the library resources, facilities provided by the library etc. whereas library literacy include the ability to find, search, locate, access the information within the library. Library literacy also include the awareness of using the library resources to find their exact information. (Eisenberg, Lowe, & Spitzer, 2004)

3.0 Review of the Literature

- Ukpebor and Emojorho (2012) conducted a study entitled "information literacy skills: A Survey of the Transition of Students from Secondary to University Education in Edo State, Nigeria". Majority of respondents (78.8%) claimed that their teachers encourage the use of library and internet for information retrieval, while majority respondents claimed that they know how to use the internet for educational purpose. Largest number of respondents do not know how to search the library computer/card catalog with subject. The study is recommended that secondary schools should include information literacy programs in their school curriculum.

- Cohen, et. al (2016) conducted a survey of information literacy credit courses in US academic libraries. It was found that 19% of the institutions had IL credit courses taught by librarians. Largest institutions and those granting doctoral degrees are the most likely to offer IL credit courses. Public institutions are more likely to offer such courses than private non-profit institutions to offer IL credit courses.

- Chaudhry and Al-Mahmud (2014) studied information management behavior of Kuwaiti engineers. It has been found that websites were most used sources used to collect work related information. Database were also frequently searched to find engineering information. Result also found that respondents were collecting and receiving information from different sources including websites, institutional repositories, colleagues and professional forums and e-mail attachment.

- Maharana and Mishra (2007) Conducted a study among the Teachers of different Post Graduate departments of Sambalpur University. It was studied that there is an educational imbalance between the rapidly developing technologies and information available to the users. Majority of respondents (98.57%) expressed their need for electronic information. 82.86% respondents indicated that they use e-journal. Apart from this majority of respondents use e- information to update their knowledge in their subject area respectively.

- Jackson, MacMillian and Sinoote (2014) conducted survey of faculty of student's information literacy proficiency in Mount Royal University. The survey results point to opportunities to collaborate with faculty colleagues at a deeper level to develop more targeted appropriate and useful information literacy instruction across the curriculum. The survey results provide a base map for better understanding where students are, where they need to go, and what they need to know to get there.

4.0 Methodology

The study was empirical in nature as it was concerned with information literacy needs of the PG students, their information literacy skill and how much these students are information literate in MDU and KUK universities of Haryana. Total 200 questionnaire were distributed in two universities of Haryana among the PG students of KUK and MDU, 100 questionnaire for each University and response obtained of 88 (88%) from KUK and 84 (84%) from MDU University. In this survey questionnaire was open and closed ended. Finally, the analyzed data has been presented in the form of tables. There are 110 (55%) of respondent male and 90 (45%) female. In the study 89 (44.5%) respondents age between 21-22 years followed by 60 (30%) between 23-24 years, 31(15.5%) of respondents age up to 20 years and 20 (10%) of respondents age up to 24 years.

5.0 Data Interpretation

Table-1 Purpose of Information Need:

University	Researcher	Assignment	Project work	Update knowledge	Examination	Total
KUK	6 (6.81%)	20 (22.72%)	10 (11.36%)	10 (11.36%)	42 (47.72%)	88
MDU	5 (5.95%)	10 (11.90%)	8 (9.52%)	12 (14.28%)	49 (58.33%)	84
Total	11 (6.39%)	30 (17.44%)	18 (10.46%)	22 (12.79%)	91 (52.90%)	172

The response shows that the half of respondents in KUK University 49 (58.33%) and 42 (47.72%) from MDU University needed information for examination purpose. The response shows that the purpose of information need 10 (11.90%) of respondents of MDU and 20 (22.72%) of KUK is assignment. Half of respondents (52.90%) from both Universities information need for the purpose of examination.

Table-2 Mostly Used Format of Information

University	Print format	Electronic format	Both	Total
KUK	17 (19.31%)	24(27.27%)	47(53.40%)	88
MDU	24 (28.57%)	12 (14.28%)	48 (57.14%)	84
Total	41 (23.83%)	36 (20.93%)	95 (55.23%)	172

Table2 shows that half of respondents use both format of information in MDU (57.14%) and (53.40%). 28.57% respondents of MDU preferred information in print format, whereas 27.27% of KUK preferred electronic format.

Table-3 Criteria for Inclusion of Documents in Research/Periodicals Database

University	Fond of the internet	Not fond of the internet	Owned by your library	Relevant subject matter	Total
KUK	41 (46.59%)	8 (17.04%)	24(21.33%)	15(30.66%)	88
MDU	38 (45.23%)	7 (8.33%)	28 (33.33%)	11 (13.09%)	84
Total	79 (45.93%)	15 (8.72%)	52 (30.23%)	26 (15.11%)	172

The respondents were asked about the criteria for inclusion of items in research/periodical databases. Table-3 shows that the maximum number of respondents in KUK 46.59% and MDU 45.23% state that research or periodical databases are designed to include items that are found on internet. Only 15 (8.72%) respondents are not fond of using internet for required information, in both universities.

Table-4 Awareness of Boolean Operators

University	Character and values and moral	Character or values or moral	Character, values and moral	Character, values or moral	Total
KUK	39 (44.31%)	12 (13.63%)	26 (29.54%)	11 (12.5%)	88
MDU	35 (41.66%)	30 (35.71%)	12 (14.28%)	7 (8.33%)	84
Total	74 (43.02%)	42 (24.41%)	38 (22.09%)	18 (10.46%)	172

In order to see whether the respondents understand the use of Boolean operators, they were asked to prepare a search statement using Boolean operators. They were given the situation, which required searching a database using synonymous terms. Table 4 shows that only 24.41% respondents including 13.63% of KUK ticked the correct answer i.e. 'character or values or moral' 43.02% respondents which includes 41.66% from MDU and 44.31% from MDU preferred use of operators 'And' instead of 'Or'.

Table-5 Awareness of Citation

University	A Book	A chapter in a book	A journal article	A conference	Total
KUK	30 (34.09%)	26 (29.54%)	21 (23.86%)	11 (12.5%)	88
MDU	25 (29.76%)	35 (41.66%)	17 (20.23%)	7 (8.33%)	84
Total	55 (31.97%)	61 (35.46%)	38 (22.9%)	18 (10.46%)	172

To check the awareness about citation, a citation statement was given to the respondents and they were asked to identify the type of document of the given citation. Table 5 shows that there are more respondents from MDU 41.66% as compared to KUK 29.54% who were aware of the citation, i.e. they ticked the right option (a chapter in a book).

Table: 6 Awareness of Website URLs

University	Commercial	Government	Organization	College University	Total
KUK	19 (21.59%)	25 (28.40%)	20 (22.72%)	24 (27.27%)	88
MDU	15 (17.85%)	21 (25%)	16 (19.04%)	32 (38.09%)	84
Total	34 (19.76%)	46 (26.74%)	36 (20.93%)	56 (32.55%)	172

In order to see whether respondents were aware about the website URLs, they were given the URL of a document and they were required to tick the appropriate owner of the website. Table 6 shows that there are more respondents from MDU (38.09%) are aware of college and university website in compare of KUK (27.27%). There is only little difference in awareness of commercial, government and organization websites in both university.

Table-7 Choice of Information Source for Historical Background

University	A latest book on the topic	A journal article	A general article	An encyclopedia	Total
KUK	45 (51.13%)	21 (23.86%)	12 (13.63%)	10 (11.36%)	88
MDU	44 (52.38%)	20 (23.80%)	18 (9.52%)	12 (14.28%)	84
Total	89 (51.74%)	41 (23.83%)	20 (11.62%)	22 (12.79%)	172

The respondents were asked what would be their first choice to consult for historical background of a new topic. Table7 shows that half of respondents (51.74%) choose information source for historical background is a latest book on the topic. Study shows that 9.52% from MDU and 13.63% respondents from KUK choose a general article for historical background.

Table-8 Access Tool of Searching a Book in the Library

University	Subject	Call number	Title	Author	Total
KUK	42 (47.72%)	8 (9.09%)	18 (20.45%)	20 (22.72%)	88
MDU	29 (34.52%)	20 (23.80%)	21 (25%)	14 (16.66%)	84
Total	71 (41.27%)	28 (16.27%)	39 (22.67%)	34 (19.76%)	172

Table-8 shows that subject (41.27%) is first priority for access tool of searching a book in library. In the study only (9.09%) respondents access a resource through call number in KUK and (23.80%) in MDU. 22.72% of respondents access through author in KUK and only 16.66% in MDU.

Table-9 Methods of Searching Information on Internet

University	Keywords	Boolean operators	Truncation	Field search	Total
KUK	**60 (68.18%)**	**16 (18.18%)**	**4 (4.54%)**	**8 (9.09%)**	**88**
MDU	**50 (59.52%)**	**14 (16.66%)**	**5 (5.95%)**	**15 (17.85%)**	**84**
Total	**110 (63.95%)**	**30 (17.44%)**	**9 (5.23%)**	**23 (18.60%)**	**172**

The respondents were asked the method of searching information on internet. Table-9 shows that majority of respondents in both the universities- is KUK (68.18%) and MDU (63.95%) used keywords for searching information on internet. 16.66% respondents of MDU preferred Boolean operators, whereas only 09.09% respondents of KUK preferred field search. Thus, the majority of respondents (63.95%) would prefer keywords for searching information on internet.

Table-10 Preferred Search Engine

University	Google	Ultra vista	Yahoo	Others	Total
KUK	72 (81.81%)	2 (2.27%)	12 (13.63%)	2 (2.27%)	88
MDU	70 (83.33%)	2 (2.38%)	11 (13.09%)	1(1.19%)	84
Total	142 (82.55%)	4 (2.32%)	23 (13.37%)	3 (1.74%)	172

Table-10 shows that google is first choice for search engine in KUK 81.81% and 83.33% in MDU followed by Yahoo 13.37%, ultra vista 2.32% and only 1.74% of respondents preferred other search engine by both universities.

Table-11 Awareness Program by University

University	Seminar/conference conduct by university library	Library orientation tour	Information by reference librarian	Tutorial on library website	Instruction for use of e-resources by teacher	Total
KUK	31 (35.22%)	8 (09.09%)	8 (9.09%)	18 (20.45%)	25 (28.40%)	88
MDU	28 (33.33%)	21 (25%)	12 (14.28%)	13 (15.47%)	10 (11.90%)	84
Total	59 (34.30%)	29 (16.86%)	20 (11.62%)	31 (18.02%)	35 (20.34%)	172

Table-11 shows that 34.30% of respondents aware of IL through seminar/conference conducted by university. 09.09% respondents of KUK got awareness through library orientation tour and 25% of MDU. 28.40% respondents of KUK aware through instruction provided by teachers and only 11.90% of MDU.

6.0 Conclusion

Today information explosion has emerged as a big problem. Information is scattered in many formats. Therefore, we need information literacy- to provide the right information to the right reader in right time. In a study based on this issue there are 55% of respondents are male and 45% female. In this study 44.5% of respondents, age is 21-22 year. The study found that most of respondents use the information for the purpose of examination in both the universities. There are 22.72% of respondents from MDU use information for the purpose of assignment, its double of KUK (11.90%). MDU preferred the print format of resources, whereas KUK respondents preferred electronic format of resources. Half of respondents in both universities succeeded in finding their information through internet. In the study 34.09% respondents of KUK preferred the citation

through a book, whereas MDU 41.66% of respondents preferred a chapter in a book for citation. Most of respondents are aware with the college and university websites. Subject is the first choice of respondents for searching a document in the library. In MDU 23.80% respondents preferred call number for searching a document in the library whereas only 09.09% in KUK. Most of respondents use keywords for searching the information on internet and few respondents of KUK use field search. Google search engine is the first choice by researchers of both universities. The study found that there is need of library orientation program in KUK because only 09.09% of respondents learn with the help of library orientation program in KUK whereas 25% in MDU. Teachers in KUK 28.40% lead the program of providing the instructions for use of e-resources and only 11.90% in MDU.

7.0 Reference

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