# Information Literacy Skills among Students and Faculty Members of Constituent Colleges inTumkur University: A Study

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## ABSTRACT

*In networking environment, the reliable and timely information is very essential for all the community layers of the modern society. So, we are considered 'information' is one of the basic needs of all human. However, everyday a large number of information or information contents has been publishing in the form of print as well as electronic/digital. But, majority of the public or other information poor people are not awareness about source or channels of information availability. In this persecpective, the authors were examined the information literacy abilities of teachers and students in the constituent colleges of Tumkur University. In the changing environment, why peoples are come for libraries, how they learn to use information resources, what are the factors are influences on academic communities while they access to their reliable information, and how they are aware of and employ various information literacy abilities. What are the user's priorities for information sources, their level of ability to find the information they need, and their preferable means of collecting information sources.*

**KEYWORDS:** Information, Literacy, Skills, Information literacy, Literacy skills, Constituent colleges, Tumkur University.

## 1. INTRODUCTION

Information Literacy skills are one of the most important issues facing us today. To put it in simple language, information literacy skill is the set of knowledge needed to find, retrieve, analyze, and apply the knowledge use information. The twenty-first century has rightly been named the information era, owing to the explosion of information and information sources. One cannot achieve success in the target study without practicing special information literacy skills. Thus, information literacy skills empower people with critical skills which will help them to become independent learners. These skills will enable them to apply their knowledge from the familiar environment to the unfamiliar. Due to the abundance of information available in the global market, it has become increasingly clear that students cannot learn everything they need to know in their field of study, within a few years,

at school or the university. Information literacy equips them with the critical skills necessary to become independent learners. Keeping these things in mind the present research paper is aimed at presenting a broader analytical insight into the information literacy concept, in order to achieve information literate society. The concept and its practical approach towards achieving an information - literate society will be discussed in detail in this paper. However, the main focus, as the title suggests, is given to study Information Literacy Skills among Students and Faculty Members of Constituent Colleges at Tumkur University.

**About Tumkur University**

The Tumkur University, established in the year 2004, has been recognized as one of the top universities in the country and has been recognized by a number of high-profile national institutions. It is a state university, established to cater to the educational needs of the Tumakuru district, where most of the students hail from rural backgrounds. Since its inception, the university has been witnessing tremendous growth in its academic profile and infrastructural facilities. Faculty of Postgraduate Studies and Research in Seventeen Departments of Science and Technology, Arts, Commerce and Management; two constituent colleges, the University College of Arts and Science; and more than eighty-six affiliated colleges of the Tumkur University.



**Figure** – 1: **TUT -** http://tumkuruniversity.ac.in/ 14.02.2022]

The university offers Ph.D. in all the faculties in the programs. The research profile of the university includes 62 research projects from various funding agencies such as the Indian Space Research Organization (ISRO), the Department of Science and Technology (DST), the Science and Engineering Research Board (SERB), the UGC, the ICSSR, and the ICHR. Vision Group on Science and Technology (VGST), the Government of Karnataka, and the British Council, etc. The University College of Arts, Tumkur and University College of Science, Tumkur constituent colleges of the university are offered different courses.

## 2. REVIEW OF LITERATURE

To refer published scholarly works are most important component in order to know the various research elements, i.e., tools, techniques, methods and other innovative elements used in present and interpretation of data. In this

context, in this present, the researcher was noticed most relavent scholarly works related to information literacy aspect and same it has reviewed and presented as follow.

A study on information literacy on PG students was done by **Latha & Krishnamurthy (2020)** investigated the information literacy of female postgraduate students at Gulbarga University in Kalaburgi, Karnataka. According to the study, Gulbarga University post-graduate students can distinguish between primary, secondary, and tertiary sources. According to the data, 61.98% of respondents have a basic knowledge of computer applications, while 96.69% believe information literacy training is vital and 52.89 percent believe it should be included in a curriculum.

One more similarity study was investigated by **Asha & Adithya (2018)** explore the information literacy skills of science faculty members at first-grade colleges affiliated with University of Mysore. According to the data, the majority of faculty members at the University of Mysore's first-grade colleges have very inadequate information literacy abilities. The majority of faculty members employ conventional search tactics rather than wildcard searches. The study emphasises the importance of faculty training programmes in order to improve their abilities.

Further, the **Hemavathi** & **Chandrashekara (2019)** explored the information literacy competencies of students in the horticulture of Arabhavi and Belagavi. The study used a questionnaire method for the collection of data. The majority of respondents incorporate information literacy programs into their curricula.

In same Tumkur University User persoective, a study on information literacy among the students and faculty members were under by **Hemavathi & Ramesha (2017)** examine the information literacy skills and competencies among the postgraduate students of Tumkur University, Tumkur. A total 300 number questionnaires were distributed to postgraduate students at Tumkur University in India. The structured surveys were randomly given among postgraduate department students. The study describes a lack of ability and expertise in finding, assessing, and using information ethically.

## 3. OBJECTIVES OF THE STUDY

The major objectives of the study are

- ✓ To find out the purpose of visiting to library among the students and faculty members of Tumkur University UCC's.
- ✓ To examine the students and faculty members preference of information sources in UCC's of Tumkur University.
- ✓ To identify the level of skills in order to find required information of the students and faculty members in UCC's of Tumkur University
- ✓ To demonstrate the steps to get the required information by students and faculty members.
- ✓ To access information channels (mode) used while access to required information by the Tumkur University UCC's students and faculty members.

## 4. RESEARCH METHODOLOGY

In this study, the researcher was used questionnaire tool to collect primary data from the students and faculty members of UCC's of Tumkur University. To assess the study framed objectives, a survey method was adopted for

this study. The researcher has personally visited both selected UCCL's selected under study and collected all relevant information by interacted with respective librarians. A structured questionnaire was prepared with reflecting the objective concerns, which is framed by the researcher and primary data was collected by distributing the questionnaires among of them.

## 5. SCOPE AND LIMITATION OF THE STUDY

In this present study is consisting to following research elements in order to selecting colleges and examine the variables are follow.

- ✎ **Sample Method**: in this study, a Population Taro Yamane (1967) technique was deployed to concise the study samples.
- ✎ **Sample Unit:** samples for the study were selected and collected as instructions described from choosing the Population Taro Yamane (1967). Based on this popular sampling size distribution to the printed questionnaire and collected data analysing through SPSS. (20 versions). The collected data has been organized, processed, and presented in tabular form using MS Excel. Analysis and interpretation of data have been done systematically.
- ✎ **Data collection:** a well framed questionnaire was distributed among students and faculty members of Tumkur University Constitutent Colleges, i.e., University College of Arts, Tumkur and University College of Science, Tumkur in print form and the received feedbacks were analyzed and find frequencies and percentage with help of PSPP statistical software and presented in portrait and landscape tables and figures.
- ✎ **Focus:** The present study is highlights that the information skills and competencies level among the students and faculty members of UCCL's of Tumkur University.
- ✎ **Scope**: the present study is restricted to student and faculty members of University College of Arts, Tumkur and University College of Science, Tumkur constituent colleges are functioning under the affiliation of Tumkur University.

## 6. ANALYSIS AND INTERPRETATION

Primary data, which was collected from students and faculty members were analyse by using appropriate tools and techniques such as simple calculation method subsequent sections for easy comprehension. Collected primary data were presented in following tables and figures.

**Table 1:** Questionnaire Distribution and Response rate

| Name of UCC's | User Population in UCC's | | | | | | Percentage | |
| | Total Population | | Questionnaire Distributed | | Questionnaire received | | | |
| | S | F | S | F | S | F | S | F |
|---|---|---|---|---|---|---|---|---|
| University College ofArts, Tumkur | 41 | 34 | 30 | 33 | 32 | 28 | 93.75 | 84.84 |
| University College of Science, Tumkur | 130 | 45 | 110 | 42 | 88 | 38 | 80.00 | 90.47 |
| Total | 171 | 79 | 140 | 75 | 120 | 66 | 85.71 | 88 |

*Note: S=Students, F=Faculty*

**Information Literacy Skills among Students and Faculty Members of Constituent Colleges in Tumkur University: A Study**

The above table presented questionnaire distribution and response rates, intwo constituent colleges total population of 250. Out of the total 215 questionnaires, 140 were distributed to PG students and 75 to faculty members. Altogether 120 (87.71%) filled-in questionnaires were received from students and 66 (88%) from faculty members were received. The total response rate was found to be 86.51%.

**Table - 2:** Demographic information

| Demographic information | | Respondents (N= 00) | | Total (N=186) |
|---|---|---|---|---|
| | | Students (N-120) | Faculty (N=66) | |
| Gender | Male | 56(46.7%) | 16(24.2%) | 72(38.7%) |
| | Female | 64(53.3%) | 50(75.8%) | 114(61.3%) |
| Age | <25 | 117 (97.5%) | 0 (0.00%) | 117(62.90%) |
| | 26-35 | 3 (2.5%) | 0 (0.00%) | 3 (1.61%) |
| | 36-45 | 0 (0.00%) | 8 (12.12%) | 8 (4.31%) |
| | 46-55 | 0 (0.00%) | 58 (87.88%) | 58 (31.18) |
| Discipline | Science & Technology | 31 (25.8%) | 39 (59.1%) | 70(37.6%) |
| | Arts, Humanities & Social Sci. | 64(53.3%) | 17(25.8%) | 81(43.5%) |
| | Commerce & Management | 25(20.8%) | 10(15.2%) | 35(18.8%) |
| Social Background | Urban | 44 (36.66%) | 40 (60.60%) | 84 (45.16%) |
| | Rural | 76 (63.33%) | 26 (39.40%) | 102 (54.84%) |

The above table focuses on the respondents of demographic information. As per theabove table, it is observed that114 (61.3%) were females and 114 (61.3%) were males. Further, 117 (62.90%) respondents belong to the below 25 age group, 3 (1.61%) respondents belong to the age group of 26-35, 8 (4.31%) respondents belong to the 36-45 age group, 58 (31.18) respondents in the age group of 46-55 years. Science and technology discipline has 70 (37.6%) respondents, arts, humanities & social Science has 81 (43.5%) respondents, and Commerce& management has 35 (18.8%) respondents. 84 (45.16%) were from an urban background and 102 (54.84%) were from rural background.

**Table -3:** Visit the Library

| Type of Users | Freq.(N= | |
|---|---|---|
| | Yes | No |
| PG Students (N=120) | 120(100.0%) | 0 (0.00%) |
| Faculty Members(N=66) | 66(100.0%) | 0 (0.00%) |
| Total | 186(100.0%) | 0 (0.00%) |

An interesting facts observed from above tables presents that the Out of 186(100.0%) total respondents, all (100.0%) students and faculty members were expressed they have visit their University College of Arts, Tumkur and University College of Science, Tumkur library in consistently.

**Table 4:** Purpose of Visiting the Library

| Purposes | Respondents | | Total (N=186) |
|---|---|---|---|
| | Students (N=120) | Faculties (N=66) | |
| Read Newspapers | 101 (84.2%) | 66 100.0%) | 167 (89.8%) |
| Prepare notes | 114 (95.0%) | 36 (54.5%) | 150 (80.6%) |
| Read Magazines | 110 (91.7%) | 36 (54.5%) | 146 (78.5%) |
| Updating Knowledge | 108 (90.0%) | 36 (54.5%) | 144 (77.4%) |
| Research work | 82 (68.3%) | 54 (81.8%) | 136 (73.1%) |
| Photocopy/Printing materials | 112 (93.3%) | 12 (18.2%) | 124 (66.7%) |
| Prepare assignments | 118 (98.3%) | 0 (0.00%) | 118 (63.4%) |
| Refer/borrow books | 100 (83.3%) | 0 (0.00%) | 100 (53.8%) |
| For current developments | 78 (65.0%) | 19 (28.8%) | 97 (52.2%) |
| Writing articles/Books | 0 (0.00%) | 66 100.0%) | 66 (35.5%) |
| Class teaching purpose | 0 (0.00%) | 66 (100.0%) | 66 (35.5%) |
| Class-group discussions | 34 (28.3%) | 24 (36.4%) | 58 (31.2%) |
| Use Internet/e-resources | 9 (7.5%) | 39 (59.1%) | 48 (25.8%) |
| Seminars preparations | 37 (30.8%) | 4 (6.1%) | 41 (22.0%) |

Table 4 data personated the purpose of visiting a library, Out of 186 respondents, the majority 167 (89.8%) respondent's visit to read newspapers to know the current information, 150 (80.6%) respondents visit to prepare their notes, 146 (78.5%) respondents visit to read magazines. Around 118 (98.3%) postgraduate students visit to prepare their assignments, 114 (95.0%) students visit for preparing notes, and 112 (93.3%) students visit to take photocopy /printing materials. About 66 (100.0%) faculty members visit the library for various purposes such as to read newspapers, write articles/books and for class teaching purposes, 54 (81.8%) faculty members visit for their research work, 39 (59.1%) faculty members visit for use Internet /e-resources respectively.

**Table - 5:** Usage of Information Resources

| Types of Information Resources | Respondents | | Total (n=186) |
|---|---|---|---|
| | Students (n=120) | Faculties (n=66) | |
| Text books | 119 (99.16%) | 59 (89.39%) | 178 (95.69%) |
| Newspapers/Magazines | 120 (100.0%) | 54 (81.81%) | 174 (93.54%) |
| Project Reports | 112 (93.33%) | 54 (81.81%) | 166 (89.24%) |
| Reference books | 114 (95%) | 42 (63.63%) | 156 (83.87%) |
| Conference/seminar proceedings | 98 (81.66%) | 54 (81.81%) | 152 (81.72%) |
| e-books | 94 (78.33%) | 56 (84.84%) | 150 (80.64%) |
| Journals | 89 (74.16%) | 59 (89.30%) | 148 (79.56%) |
| e- journals | 91 (75.83%) | 55 (83.33%) | 146 (78.49%) |

| | | | |
|---|---|---|---|
| Bound volumes of journals | 98 (81.66%) | 40 (60.60%) | 138 (74.19%) |
| Online databases | 78 (65.00%) | 60 (90.90%) | 138 (74.19%) |
| CD/DVD ROMS | 81 (67.5%) | 30 (45.45%) | 111 (59.67%) |

**The total number is more than 100 percent because multiple-choice questions**

Table 5 depicts that, Out of 186 respondents, 178 (95.69%) respondents use textbooks as information sources, 174 (93.54%) respondents use newspapers/magazines as information sources, and 166 (89.24%) respondents use project reports as information sources. About 120 (100.0%) postgraduate students use newspapers/magazines as information sources, 119 (99.16%) students' textbooks as their information sources, and 112 (93.33%) students use project reports as information sources. About out of 66 faculty members, 60 (90.90%) faculty members use online databases as information sources, 59 (89.30%) faculties use journals and textbooks as information sources, and 56 (84.84%) faculties use e-books as information sources.

**Table-6:** User Opinions on Information Requirements

| | Respondents | |
|---|---|---|
| **User Opinion** | **Students (n=120)** | **Faculties (n=66)** |
| Information Needed | 120 (100.0%) | 66 (100.0%) |
| No need | 00(00.00%) | 00(00.00%) |
| **Total (n=561)** | 120 (100.0%) | 66 (100.0%) |

Observation found above table - 6 indicates that all (100%) of post-graduate students and faculty members were felt that they have required information to fulfil their general, academic as well as research requirements.

**Table - 7:** Factors of seeking information

| **Purpose of Information Use** | **User category** | | **Total (n=186)** |
|---|---|---|---|
| | **Students (n=120)** | **Faculties (n=66)** | |
| For Study | 120 (100.0%) | 61 (92.42%) | 181 (97.31%) |
| Preparing seminars, assignments and notes | 117 (97.5%) | 47 (71.21%) | 164 (88.17%) |
| To update knowledge | 98 (81.66%) | 60 (90.90%) | 158 (84.94%) |
| To become lifelong learners | 99 (82.5%) | 41 (62.12%) | 140 (75.26%) |
| To prepare for teaching | 20 (16.66%) | 65 (98.48%) | 85 (45.69%) |
| Write research papers for journals, conferences and seminars | 8 (6.66%) | 62 (93.93%) | 70 (37.63%) |

Observation found from above table -7 shows the purpose to seek information by PG students and faculty members. It was observed that 181 (97.31%) respondents required information for their studies, 164 (88.17%) respondents require preparing seminars, assignments, and notes, and158 (84.94%) respondents need to information to update their knowledge. About 120 (100.0%) postgraduate students needed information for their studies, 117 (97.5%) students need to prepare assignments, seminars and notes, and 99 (82.5%) students need for lifelong learners. Out of

66 faculty members, 65 (98.48%) faculties need to prepare for teaching, 62 (93.93%) faculty members required information to write research papers for journals, conferences and seminars, 61 (92.42%) faculty members need information for their studies, and 60 (90.90%) faculty members required for updating their knowledge.

**Table-8:** Awareness and use of various information literacy skills among respondents

| Types of Information Literacy Skills | Respondents (n=186) | |
|---|---|---|
| | Yes | No |
| Social media Literacy and E-learning facilities – MOOCs | 182 (97.84%) | 4 (2.16%) |
| Internet Literacy Skills | 170 (91.40%) | 16 (8.60%) |
| Computer/ICT Literacy Skills | 165 (88.70%) | 21 (11.30%) |
| Digital Information Literacy | 162 (87.10) | 24 (19.90%) |
| Searching Skills of Catalogue (OPAC) | 120 (64.50%) | 66 (35.50%) |
| e-P G Pathshala | 120 (64.50%) | 66 (35.50%) |
| Plagiarism detection / Reference management/Statistical tools | 99 (53.22%) | 87 (46.77%) |

It is eveident from above table 8 is described that the awareness and use of various information literacy skills among respondents, Out of 186 respondents, 182 (97.84%) respondents were aware / use social media literacy and e-learning facility – MOOCs, 170 (91.40%) respondents were aware /use internet literacy, 165 (88.70%) respondents aware / use computer / ICT literacy, 162 (87.10) respondents aware/use digital information literacy, 120 (64.50%) respondents aware/use searching skills of catalogue, 120 (64.50%) respondents aware/use e-PG Pathshala and 99 (53.22%) respondents aware / use plagiarism detection tools, reference management software and statistical tools.

**Table - 9:** Consultation of Source for Searching Journal Articles

| Searching approach | Respondents | | Total |
|---|---|---|---|
| | Students (n=120) | Faculties (n=66) | |
| Abstracting Journals | 0 (0.00%) | 61 (92.42%) | 61 (92.42%) |
| Databases | 0 (0.00%) | 59 (89.39%) | 61 (92.42%) |
| Indexing Journals | 0 (0.00%) | 60 (90.90%) | 60 (90.90%) |

Above table-9 shows the type of sources consulted by respondents for searching for journal articles. It was observed that, Out of 66 faculty members, 61 (92.42%) faculties had consulted abstracting journals, 60 (90.90%) faculty members opted for indexed journals and 59 (89.39%) of them consulted databases.

It is found that only faculty members are using this approach because postgraduate students are not using for above resources.

**Table-10:** Preference of information sources by the respondents

| Respondents | Preferred resources | | | Total |
|---|---|---|---|---|
| | Print Resources | Electronic resources | Both | |
| Students | 4(3.3%) | 0(0.00%) | 116(96.7%) | 120(100.0%) |
| Faculty | 0(0.00%) | 36(54.5%) | 30(45.5%) | 60(100.0%) |
| **Total** | **4 (2.15%)** | **36(19.35%)** | **146(78.5%)** | **186(100.0%)** |

Table-10highlighted the format of information sources preferred by Postgraduate students and faculty members. It was observed that out of 186 respondents, 146 (78.5%) respondents prefer to use information sources in both print as well as electronic format, followed by 36 (19.35%) whoever prefer information sources in electronic format, and only 4 (2.15%) who prefer information sources in print format. Further, it reported that 116 (96.7%) students prefer to use sources in both print as well as electronic formats, whereas 30 (45.5%) of faculty members prefer to use information sources in both print as well as electronic formats.

**Table-11:**Level of Skills to Find Required Information

| Level of Skills | Type of Users | | Total |
|---|---|---|---|
| | Students | Faculties | |
| Very great extent | 72 (60.0%) | 0 (0.00%) | 72 (38.7%) |
| Great extent | 6 (5.0%) | 0 (0.00%) | 6 (3.2%) |
| Some extent | 14 (11.7%) | 0 (0.00%) | 14 (7.5%) |
| Little extent | 22 (18.3%) | 66 100.0%) | 88 (47.3%) |
| Very Little extent | 6 (5.0%) | 0 (0.00%) | 6 (3.2%) |
| **Total** | **120 (100.0%)** | **66 (100.0%)** | **186 (100.0%)** |

Analysed results found from above table 11 is examine the level of information literacy skills and ability of respondents to find their required information from different information channels and platforms. It is observed that out of 186 respondents, to a little extent 88 (47.3%) respondents opined the ability to find the required information, to avery great extent 72 (38.7%) respondents opined the ability to find the required information, to some extent 14 (7.5%) respondents opined the ability to find the required information, and 6 (3.2%) respondents opined great extent and very little extent level.

Out of 120 students, to a very great extent, 72 (60.0%) respondents opined that they had the ability to findthe required information, 22 (18.3%) of them to a little extent, 14 (11.7%) of them to some extent, 6 (5.0%) of them to a great extent and very little extent opined they had the ability to find the required information.

Out of 66 faculty members, 100% of faculty members havea little extent of the ability to find the required information.

**Table – 12:** Methods of getting the required information

| Information Ehnacement Channels | Users | Freqeucy Parameter | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | **5** | **4** | **3** | **2** | **1** | |
| Attending courses, training, workshops and seminars | PGS | 5 (4.2%) | 18 (15.0%) | 16 (13.3%) | 81 (67.5%) | 0 (0.00%) | 120 (100%) |
| | FM | 36 (54.5%) | 0 (0.00%) | 30 (45.5%) | 0 (0.00%) | 0 (0.00%) | 66 (100%) |
| Guidance from friends and colleagues | PGS | 4 (3.3%) | 23 (19.2%) | 12 (10.0%) | 9 (7.5%) | 72 (60.0%) | 120 (100%) |
| | FM | 0 (0.00%) | 36 (54.5%) | 30 (45.5%) | 0 (0.00%) | 0 (0.00%) | 66 (100%) |
| Guidance from Library staff | PGS | 6 (5.0%) | 17 (14.2%) | 16 (13.3%) | 9 (7.5%) | 72 (60.0%) | 120 (100%) |
| | FM | 0 (0.00%) | 0 (0.00%) | 30 (45.5%) | 36 (54.5%) | 0 (0.00%) | 66 (100%) |
| Self-instruction tools | PGS | 6 (5.0%) | 20 (16.7%) | 5 (4.2%) | 89 (74.2%) | 0 (0.00%) | 120 (100%) |
| | FM | 0 (0.00%) | 36 (54.5%) | 30 (45.5%) | 0 (0.00%) | 0 (0.00%) | 66 (100%) |
| Self-learning | PGS | 8 (6.7%) | 24 (20.0%) | 79 (65.8%) | 9 (7.5) | 0 (0.00%) | 120 (100%) |
| | FM | 0 (0.00%) | 36 (54.5%) | 0 (0.00%) | 30 (45.5%) | 0 (0.00%) | 66 (100%) |
| Trial and error method | PGS | 6 (5.0%) | 23 (19.2%) | 91 (75.8%) | 0 (0.00%) | 0 (0.00%) | 120 (100%) |
| | FM | 0 (0.00%) | 36 (54.5%) | 30 (45.5%) | 0 (0.00%) | 0 (0.00%) | 66 (100%) |
| *Note : 5 = Very important, 4= Important, 3= moderately important, 2= somewhat important, 1= Not at all important* | | | | | | | |

Table 12 signifies that methods of getting required information sources, Out of 120, 91 (75.8%) postgraduate students mentioned that the trial and error method was moderately important, 81 (67.5%) postgraduate students specified somewhat important method of attending courses, training, workshops and seminars, 79 (65.8%) students go with self -learning method. Of about 66 faculty members, 36 (54.5%) faculties very important method of attending courses, training, workshops and seminars, same number of faculties to take guidance from friends and colleagues method important, guidance from library staff method somewhat important, the same percentage of faculty members specified self-instruction tools, self- learning and trial and error method was an important method.

## MAJOR FINDINGS

Based on primary data collected from the students and faculty members. Some interesting facts and figures were observed by the researcher on attitude towards while access to information from different information channels and platforms by the users of Tumkur University Constituent Colleges. Major findings of the study are highlights as follows:

1. The study confined to constituent college libraries namely called University College of Arts, Tumkur and University College of Science, Tumkur affiliated to Tumkur University.

2. The study observed that total 250 user populations, of which 171 PG students are pursuing and 79 faculty members are engaging in teaching and research aspects in respective colleges.

3. In this study, 120 PG Students and 66 faculty members were participated in this study. Thus, the study covered an average 74.4 total populations of total.

4. The study found some interesting facts that female 114(61.3%) are dominating over on male 72(38.7%) respondents.

5. It is oversexed that the highest 64(53.3%) students are studying in Arts, Humanities & Social Science, but the highest 39 (59.1%) faculties were come from science streaming then the 17(25.8%) Arts, Humanities & Social Science stream.

6. The study results showed that the highest 102 (54.84%) of respondents from 76 (63.33%) students and 26 (39.40%) faculty members are came from rural background.

7. It is found from analysis indicates that all (100.0%) students and faculty members were expressed they have visit their University College of Arts, Tumkur and University College of Science, Tumkur library in consistently.

8. It is reported from the study analysis highlights that the majority 167(89.8%) respondent's visit to read newspapers to know the current information, followed by 150 (80.6%) respondents visit library to prepare their notes.

9. It is observed that the highest 178(95.69%) respondents are use textbooks as information sources, followed by 174(93.54%) of them are newspapers/magazines.

10. Results analyzed from study showed that 150 (80.64%) and 146 (78.49%) of respondents are getting use of e-Books and e-Journals.

11. The study results were indicates that all (100%) of post-graduate students and faculty members were felt that they required information for different purposes.

12. Observation found from study reported that the highest 181 (97.31%) of students and faculties are looking for information for their 'study' perspective and 164 (88.17%) of them are looking for preparing seminars, assignments and notes.

13. The study shows that 182 (97.84%) of respondents were expressed they have very good knowledge with Social media Literacy and E-learning facilities – MOOCs and lowest knowledge about Plagiarism detection / Reference management/Statistical tools with 99 (53.22%).

14. The study analysis showed that only faculty members have aware and use of **Consultation** tools such as Abstracting Journals, Databases and Indexing Journals to research reliable information.

15. The study results were noticed that the **146(78.5%)** of respondents 116(96.7%) and 30(45.5%) faculty members were opinioned that they willing access to information in both 'Print as well as electronic source of information'.

16. The study showed that 88(47.3%) of them have 'little extent' of information skills while ability search required information.

## CONCLUSIONS

One can conclude by stating that Information Literacy skills are the need of the hour. The present educational success depends upon the effectiveness of the usage of information literacy skills. It has become a fundamental aspect of the educational sector. Creating awareness in this regard seems to be the first priority of the institutions. The students, as well as the faculty members, need to have knowledge on this aspect and if they fail in this knowledge/skill they may not be able to fulfil the expectation level of the educational requirements be it study, exam or research. To put it in other words Information literacy skill is inevitable and inescapable. As the present century is controlled by information technology, nobody can say "NO" to information literacy. In this way, the chosen topic

for this research paper has carefully and skillfully analyses information literacy skills among students and faculties of Tumkur University constituent colleges.

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