AWARENESS OF INFORMATION LITERACY AMONG UNDERGRADUATE STUDENTS OF PARITALA SRIRAMULU GOVERNMENT DEGREE COLLEGE: PENUKONDA

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ABSTRACT
The study investigates to find out the awareness of information Literacy Concept among undergraduate students of P.S. Government Degree College, Penukonda and emphasizes of information literacy programmes in a college library setup for better usage of resources.

Keywords: Information Literacy, Users, College Library.

INTRODUCTION
A Library is a public institution or establishment charged with the care of collection of books and duty of making them accessible to those who require the use of them. A library is a place where books were stored and preserved for study, reading or reference. A library thus can be defined as a collection of graphic, acoustic and holistic materials such as books, periodicals, manuscripts, maps, charts, film, strips, microfilms, phonographs, records etc. information is as essential to our survival as water, food, shelter and clothing, information is however much more than a survival tool.

In a digital world where the amount of information doubles every two years, students needs to evaluate the resources carefully and determine how to use relevant information to solve the problems and make wise decisions. The information society calls people to become information literate which means that they should not only be able to recognize when information is needed but also be able to identify, locate, evaluate and use effectively information needed for decision making or fulfilling different goals. Information Literacy (IL) is increasingly important in the present context of the information explosion and concomitant uncertainty about its authenticity, validity, and reliability. Information literacy enables the students to master content and give them the confidence to proceed with investigation be self reliant and have a sense of being in control of their learning.

DEFINITION OF INFORMATION LITERACY

Chartered Institute of Library and Information professionals defines, IL is knowing when and why you need information, where to find it and how to evaluate, use, and communicate it in an ethical manner.[1].

According to a presentation by Town in an international conference on "Information Literacy and information technology in Glasgow in 2002 the SCONUL approach to information literacy can be described as follows. IL is knowledge rather than simply skill, achieved by education rather than training created through partnership between professional and is a lifelong endeavors that is contextual in filed and service access.

Idea of IL, emerging with the advent of information technologies in the early 1970s has grown, taken shape and strengthened to become recognized as the critical literacy for the twenty first century. IL includes information technology skill such as use of computers, software application and information retrieval tools, but it is a broader of competence that encompasses the content, analysis and communication.

Lorie Reth Apply describes the current information environment and the pitfalls facing college and university students with the explosion of information generated and stored, the unregulated sprawl of the internet, the shift from a print to an image based culture, the development of sound and video archives and the case of seemingly infinite reproduction of words and picture through electronic media the pitfalls for college student have multiplied geometrically. There is so much information, so much of its doubtful quality, so accessible through so many different platforms. Hence IL education is essential for critical thinking and learning in the education community.

METHODOLOGY

The present study is based on the survey method using a structured questionnaire and set the scope of the present study limited to the awareness of Information Literacy Concept among undergraduate students of P.S. Government Degree College in Penukonda. The questionnaire has been devised keeping in view the objectives of the study. The questionnaire is divided into two parts, part 1 deals with background information and part 2 deals with information Literacy practices and characteristics of the study population.

REVIEW OF LITERATURE

Abbott-W; Peach-D [3] recent media articles, employer feedback and Graduate Destination Survey data in Australia highlight the importance of developing students generic and professional skills such as information literacy in university. **Booker-D** [4] article included in a special issue devoted to the theme: Flexible delivery (in the sense of academic libraries delivering education for distance learning by online means). **Boronovsky-V-T** [5] to develop information Literacy skills in the technical universities of the Czech Republic. The need to education users in the growing role of IL skills In Research and teaching in technical universities in the Czech Republic has been emphasized in recent years. **Bundy-A** [6] seven facets of IL have been identified in doctoral research in Australia and these are examined against the education missions and academic processes and outcomes, of the five Australian technological universities which constitute the Australian Technological Network (ATN). The contributions of the libraries of these universities to developing information literate students and academic staff are reviewed. **Dunn-K** [7] presents a progress report on an ongoing, innovative assessment project that aims to discover answers to those question and many more. **Fjallbrant-N; Levy-P** [8] discusses the concept of IL and the design and implementation of the networked professional development courses in Training for Il which have been developed under the DEDICATE (Distance Education Information Courses Through Networks) project. The goal of the DEDICATE participants has been the development of IL courses tailored to meet the needs of selected user groups within their own universities. **Forys-M; Forys-J; Ford-A; Dodd-J** [9] describes the goal, content and history of a programme in the university of Iowa libraries for teaching library and IL skills to incoming men and women student athletes. **George-R; Mc Causland-H; Wache-D; Doskatsch-I** [10] argues that effective IL in the current rapidly changing social context is both field and discipline specific and needs to be embedded in the usual teaching and learning arrangement of a course. In order to achieve this, an IL strategy is outlined at the curriculum level within a framework of lifelong learning. **Jezzard-H** [11] survey of the online information industry undertaken by IRN service and commissioned by Information World Review and Dialog, the levels of IL among online users is quite good and substantially better than it was five years ago, an opinion expressed by nearly 50 percent of the survey respondents. **Lin-L-J-C** [12] addresses the issues of IL, placing emphasis on students learning capability and co-operative efforts by teachers, librarians and policy makers. **Miikalishen-W** [13] reports selected findings of a research study, conducted by a teacher librarian/vice principal from British Columbia, designed to determine what services and resources teacher librarians currently offering that are effective in supporting the acquisition of IL skills. It is concluded that teacher librarians should always actively demonstrate that students are the top priority and this means asking students what help they

need when they come to the library and providing it in a cheerful, supportive manner.

Orr-D; Appleton-M; Wallin-M [14] despite the growing of the importance of IL education, there are few working models for curriculum integration within the Australia higher education sector. **Orr-D; Wallin-M** [15] discusses the impact of flexible delivery on the creation and delivery of IL programmes. By focusing learning on the needs of the learner, libraries have to have to adapt traditional service to meet the needs of a diverse and dispersed client group. **Ryan-J; Capra-S** [16] the programme advocates a whole-school approach to the development of a common language across year levels and subject areas. The project has been implemented in schools throughout Australia, and ILPO documents have been published in North America by the American Library Association. **Sato-K; Takahashi-K: Taira-N; Wada-Y** [17] article based on teaching IL skills to Japanese pharmacy students. Case studies of practice are given from Yokohama City University, Hokkaido Iryo Daigaku (Health Science University of Hokkaido) and meiji Yakka Daigaku (Meiji College of Pharmacy). A survey found that students expect to need IL skills in their career. **Sonntag-G** [18] reports the result of a survey e-mailed to 2700 institutions in may 2001 focusing on the main goals of the survey and responses by type of institution. Each institution was asked to define IL, describes the model it used to integrate IL, and to outline the benefits and impact of, and barriers to, developing IL programmes.

Sverrisdottir-I [19] traces the history and development of the concept IL and discusses definitions based on the synthesis of IT and Library skill as well as new perspectives such as connections to linguistics, arts, and new curriculum and management strategies. **Van-Moorsel-G** [20] surveyed directors of MMS (Mini-Med School) programme understand the need to include CHI (Consumer Health Information), and successful programmes at state university of New York at Stony Brook and else where demonstrate the potential for collaboration with affiliated health science libraries to integrate CHI Instruction into MMS curricula. **Ward-D** [21] defines IL and states IL instruction means teaching students about research while helping them you find value in the world and to participate in it.

ANALYSIS AND INTERPRETATION OF DATA

Based on the data collected from One Seventy Eight respondents an attempt has been made to analyze and interpret the data in terms of awareness of IL concept among undergraduate students.

Table-1 Gender

Variables	Number	Percentage
Male	86	48.32
Female	92	51.68
Total	**178**	**100**

In this majority of the respondents are female 51% (N=92) where in 48% (86)are males.

Table-2 Age

Variables	Number	Percentage
18-20	116	65.18
21-22	58	32.58
23 and above	4	2,24
Total	**178**	**100**

Table-2 indicates the age of the respondents which is grouped in three stages i.e., 18-20 years, 21-22 years and 23 and above. Sixty five percent (116) of the study populations between the age group of 18-20 years, 33% (58) from 21-22years and only 2% (4) belongs to the age group 23 and above.

Table-3 E-mail Account

Variables	Number	Percentage
Yes	70	39.33
No	108	60.67
Total	**178**	**100**

If is found that 60% (108) of the population don't have an e-mail account where as 39% (70) of the respondents have their e-mail account. Hence it is clear that maximum number of the study population is not aware of internet and its use and facilities.

Table-4 use of WORLD WIDE WEBSITE

Variables	Number	Percentage
Yes	92	51.68
No	86	48.32
Total	**178**	**100**

Tables-4 indicates that 51% (N=92) of the study population uses WWW and remaining 48% (N=86) are not aware of the concept WWW.

Table-5 Full Text Articles

Variables	Number	Percentage
Yes	62	34.84
No	116	65.16
Total	**178**	**100**

This table indicates 65% (N=116) of respondents are not using the full text articles whereas 35% (N=62) are aware of and using the full text articles.

Table-6 Experience of computer course

Variables	Number	Percentage
Yes	100	56.17
No	78	43.83
Total	**178**	**100**

Question was asked to the respondent whether they had any computer courses or not. It was found that 56% (N=100) of the student have the experience to computer courses and remaining 43% (N=78) have not received any computer courses. Hence maximum number of students received the computer courses.

Table-7 Information literacy Describes as

	Variables	Number	Percentage
a	Read complex document	10	5.62
b	Locate, evaluate and use information effectively	20	11.23
c	Search the 'free web' for information	60	33.71
d	Summarize information you read	10	5.62
e	Don' know	78	43.82
	Total	**178**	**100**

Question was asked to describe IL. Forty three percent (N=78) of the population cannot describe what the IL is, 33% (N=60) says it is a searching the free web for information, 11% (N=20) describe as location, evaluating and use of information, where as 5% (N=10) describe as it is reading complex document and summarizing information which they read.

Table-8 best way to truncate the word ECONOMICS

	Variables	Number	Percentage
a	Economic	128	71.92
b	Ec*	0	0

c	Economi*	30	16.85
d	Eco*	0	0
e	In reference book	0	0
f	Don't know	20	11.23
	Total	**178**	**100**

Question was asked to the student that, what is the best way to truncate ECONOMICS in order to get the variant words. It is found that 72% (N=128) says Economic, 17% (N=30) indicate Economi, where as 11% (N=20) of the respondents not aware of how to truncate Economics. The term Ec*, Eco* and reference books have response.

Table-9 Describing a magazine

	Variables	Number	Percentage
a	Publisher articles of interest to a non academic audience	118	66.29
b	Normally includes advertisements	24	13.48
c	May be publisher weekly, monthly/bi-monthly	36	20.23
d	All the above	0	0
e	Don't know	0	0
	Total	**178**	**100**

This table shows the respondent awareness of magazine and its publications. Sixty six percent (N=118) of respondent indicate that a magazine published articles for a non academic audience, 14% (N=24) indicate it normally includes advertisements and 20% (N=36) of the respondent have the opinion that a magazine mat published weekly, monthly or bi-monthly.

Table-10 publications such as magazines and journals are called

	Variables	Number	Percentage
a	Newsgroups	78	43.83
b	Encyclopedia	0	0
c	Book	0	0
d	Video	0	0
e	Don't know	100	56.17
	Total	**178**	**100**

Here the respondent have to answer the question about the publications such as magazines and journals are called. Fifty six percent (N=100) of the population is not aware about publications where as 44% (N=78) of the respondent indicates it is newsgroups.

Table-11 Best place for looking broad introduction to a topic

	Variables	Number	Percentage
a	Journal article	0	0
b	Encyclopedia	20	11.24
c	Book	70	39.32
d	Video	0	0
e	Don't know	88	49.44
	Total	178	100

Here the question was asked if a student if a student look for a broad introduction of a topic were should they consult for. It is found that 50% (N=88) indicate non awareness, 40% (N=70) consult to book and remaining 12% (N=20) consult encyclopedias.

Table-12: Information about something happened last month

	Variables	Number	Percentage
a	Journals	0	0
b	Newspaper article	84	47.19
c	Book	0	0
d	Video	0	0
e	Don't know	94	52.81
	Total	178	100

Question was asked that if they need information about what happened last month where they should look for? Fifty three percent (N=94) they are not aware of where as remaining 47 (N=84) referring to news paper articles.

Table-13 Arrangement of books

Variables	Number	Percentage
Author	78	43.82
ISBN	0	0
Title	40	22.47
Call No.	0	0
Don't know	60	33.71
Total	178	100

Table-13 indicates the arrangement of book in an academic library. Forty four percent (N=78) of respondent indicates the is according to author, 23% (N=40) indicates to title and 34% (N=60) are not aware about the arrangement.

Table-14 Call No. of a book is

	Variables	Number	Percentage
a	The number stored used to identify the book	32	17.97
b	Used to locate the book on the library shelves	10	5.63
c	The phone number of the author	90	50.56
d	Allows you to order the book online	6	3.37
e	Don't know	40	22.47
	Total	178	100

Here question has asked to the students that what a call number is. Fifty one percent (N=90) indicates it is a phone number of the author. 18% (N=indicates a call number is the number store use to identify the book, 6% (N=10) used locate the book on the library shelves, and 4% (N=6) allows you to order the book online.

Table- 15 OPAC stands for

	Variables	Number	Percentage
a	Only public access content	24	13.48
b	Only public access catalogue	20	11.24
c	Offering public allowed content	34	19.10
d	Original property available	100	56.18
	Total	178	100

Table-15 shows what is meant by OPAC. Fifty six percent (N=100) indicate Original property Available, 19% (N=34) Offering public Allowed content, 14% (N=24) indicate Only public Access content, and remaining 12% (N=20) indicate OPAC stands for online public access catalogue.

Table-16 Finding information on internet

	Variables	Number	Percentage
a	Far more reliable than books and magazines	62	34.83
b	Factual because the internet is constantly monitored by world education organizations	0	0
c	Required by law to be accurate, timely, and appropriate	0	0
d	Comes from many varied sources such as business, the government, or private citizens	96	53.94
e	Don't know	20	11.23
	Total	**178**	**100**

This table shows that 54%(N=96) of the respondents indicates that the information available on internet comes from many varied sources such as business, the private, government or private citizens, 35% (N=62) is more reliable than books and magazines where as 12% (N=20) of the respondents are not aware of the information available on internet.

SUMMARY OF FINDINGS

1. It is fond that majority of the respondents didn't have their e-mail accounts and they are also not aware of the facility and services available on internet.

2. More number (N=92) of the student using WWW.

3. Nearly sixty five percent of the population is accessing full text article.

4. Fifty six percent of the population has experience of computer course.

5. Majority of the population that 44% (N=78) are not aware about IL.

6. Seventy two percent of the population used ECONOMIC to truncate the word ECONOMIC.

7. Majority of the population that is 66% describes a magazine as it published articles to non academic audiences.

8. Fifty six percent of the study population is not aware of the publications such as magazines and journals are called.

9. Majority of the student is not aware of looking for broad introduction and information about what happened a month ago.

10. Fifty four percent of the student says that the information available on internet is comes from many varied source such as business, the private, government or the private organization.

CONCLUSION

The ultimate of any library service is to ensure that the select are able to access the information purpose from which they request it. This raises the need of information literacy to client with goal assisting client to identify and select relevant information using appropriate search strategies and being able to evaluate, organize and synthesis that information a meaningful presentation conducting various IL practice library environment.

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