

# **Information Literacy Programmes in Libraries of Higher Education in Telangana: A Study**

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## **ABSTRACT**

*Academic libraries by virtue of having Information resources and staff trained in managing Information sources are the best centers for developing Information literacy skills of the students and staff. The ability to find, assess, and use the information we need while also weeding out the information we don't is known as information literacy (IL). IL is a collection of knowledge and abilities that enable this. Every person is impacted by information and technology in every conceivable context, including employment, school, pleasure, etc. This essay provides an example of how information literacy can assist students at various educational levels become effective learners in this information-dominated digital era. The writers also emphasise the necessity of integrating information literacy into the curriculum and highlight some of the measures implemented in India to impart information literacy in order to adapt to the changing environment.*

**KEYWORDS:** Information Literacy, Literacy Programmes, Government Degree Colleges, Kakatiya University

## **INTRODUCTION**

Now-a-days, information plays a pivotal role. So, Information is Power. Power plays a great role in every field or sector, especially in education sector. In higher education, libraries are very important to disseminate right information, at a right time to the right persons, like faculty, scholars and more so student community. Hence, the library and information centers (LICs) or Libraries are very important to provide need information. Information is the bedrock to the development of any society. It is the major factor applied in decision making and helps to reduce the level of uncertainty. The idea and application of technology in handling of information which is also known as information technology, came into being in the Mid-twentieth, 20<sup>th</sup> century as a result of the proliferation of print information resources also known as information explosion.

Information Literacy (IL) is very important in academic libraries, because students are entering college and university environments without fundamental research and information competence skills for example, the ability to

formulate a research question, then efficiently and effectively find, evaluate, synthesize and ethically use Information pertaining to that question. Students may have picked up the skills to send electronic mail, chat and download music, but many have not learned how to effectively locate Information evaluate, synthesize and integrate ideas; use Information in original work or give proper credit for Information used. **Taylor** (1979) used a broadened scope of Information literacy as: that solutions to many (not all) problems can be aided by the acquisition of appropriate facts and information: that knowledge of the variety of Information resources available is a requisite of this literacy; that the informing process, which is continual, is as important as the spot Information process, which is occasional; and that there are strategies of Information acquisition.

### **Importance of Information Literacy**

Information Literacy empowers people in all walks of life to seek, evaluate, use and create Information effectively to achieve personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion in all nations. The following IL elements are consistent with the definitions of IL developed for use in higher education and, as argued by Campbell (2004), are applicable across all domains of human development (Vasappa Gowda and Vasanth, 2012):

- Recognize Information needs.
- Locate and evaluate the quality of information.
- Store and Retrieve information.
- Make effective and ethical use of information, and
- Apply Information to create and communicate knowledge.

Information literacy is a competence, a set of skills possessed by an individual to interact with information through of the use information resources in making rational decision. Association of College and Research libraries (2002) reveal that 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 searching, and evaluation. It is a vital ability for the modern information-intensive world, enabling personal, economic, social and cultural development.

Information literacy also shortened as IL was for the first time the brain child of Paul Zurkoswski in the United States of America president of United States Information Industry Association; he opined that people who are trained in the application of information resources to their work and who have learned the techniques and skills for utilizing the wide range of information tools as well as primary sources of molding information solutions to their problems can be called information literates.

### **The Term of Information Literacy**

**McCrack** (1991) says that the term Information Literacy (**IL**) needs more clarification. The author further noted that the paradox of information literacy is that it calls upon librarians to change more than users. Frequently, information literacy is defined in terms of the characteristics that one should possess to be an information literate person.

### **Concept of Information Literacy**

The concept of information literacy was first introduced in 1974 by **Paul Zurkowski**, president of the US Information Industry Association, in a proposal submitted to the National Commission on Libraries and Information Science (NCLIS). He recommended that a national program be established to achieve universal information literacy within the next decade. According to **Zurkowski** “people trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources in moulding information solutions to their problems” In this definition Zurkowski suggested that 1) information resources are applied in a work situation 2) techniques and skills are needed for using information tools and primary sources; and 3) information is used in problem solving (Behrens, 1994; Bruce, 1997).

### **Characteristics Information Literacy (IL)**

**Doyle** (1992) recognized the following set of **characteristics**:

- Recognizes that accurate and complete information is the basis for intelligent decisionmaking
- Recognizes the need for information
- Formulates questions based on information needs
- Identifies potential sources of information;
- Develops successful search strategies;
- Accesses sources of information;
- Integrates new information into an existing body of knowledge;
- Uses information in critical thinking and problem solving.

### **Information Literacy Initiatives in India**

Initiatives for an Information literate society in India have already been made in the year 2005 with the setting of a National Knowledge Commission (NKC) with mandate to transform India of 21st century into acknowledge society. The government has clearly recognized public libraries as playing a pivotal role in dissemination of knowledge.

### **Conduct of Information Literacy Programme by College Libraries**

1. User Education/Orientations Programmes for College Student Community
2. Conduct of Book Exhibitions
3. Conduct of Important National and International Events/Days
4. Human Library: Book Talks
5. Search Programme for Books
6. Awareness/Orientation Programmes on E-Resources Programmes: NLIST Awareness Programmes
7. NDLI -Awareness Programmes
8. Conduct of Guest Lectures
9. Career and Guidance Programmes
10. New Arrivals
11. Journals Content mailing

12. Sending information through Social media (WhatsApp , Face Book etc)
13. Creating library Blog/Website
14. Essay writing / Quiz programmes
15. NDLI Clubs
16. Internship programmes

### **Telangana State**

The name "Telangana" refers to the word Trilinga Desa, earned due to the presence of three ancient Shiva Temples at Kaleshwaram, Srisailem, and Draksharamam. A more historical reasoning is that during the reign of Nizams, the region was known as Telugu Angana to differentiate it from the areas where Marathi was spoken. As an economic, social, cultural and historical entity Telangana has a glorious history of at least two thousand five hundred years or more. After decades of movement for a separate State, due to the whole hearted efforts of Telangana society and political parties, the Government of India agreed for creation of a separate Telangana state in July, 2013 and Telangana came into effect on June 2, 2014 as 'Telangana state', the 29th state of Indian Union. The State comprises of 33 districts covering total area of 1,12,077 sq. km.

### **Collegiate Education**

Prior to 30.06.1975 Education at all levels in the State was being managed by one Head of the Department called Directorate of Public Instruction (DPI). There was enormous growth of educational Institutions, both at Secondary and Collegiate levels. With a view to streamline the functioning of the monolithic Directorate of Public Instruction and making it function more effectively, the Government have issued orders, bifurcating the department into the Directorate of School Education and Directorate of Higher Education in the year 1975 vide G.O. Ms. No. 788 Edn., dated 30.06.1975. The Directorate of Higher Education was entrusted with the responsibility of the Management of Degree and Junior Colleges in the State.

### **Degree Colleges**

In general, a Degree College is regarded as an institution of higher learning which usually offers a three years course which leading to Bachelor's degree. Some of big colleges also offer Master's Degree programmes. There is about 1077 Degree Colleges in Telangana State. Among them 134 Government, 9 Government Autonomous, 3 University Autonomous, 2 University Colleges, 33 Telangana State Welfare Residential Degree Colleges (TSWRDC & TTWRDC), 47 Private Aided, 5 Private Autonomous and 861 Private Degree Colleges are offering various Degree Courses. (Source: TSCHE, 2021)

## **REVIEW OF LITERATURE**

**Information Literacy** is the set of skills needed to find, retrieve, analyze, and use information. The beginning of the 21st century has been called the Information Age because of the explosion of information output and information sources. It has become increasingly clear that students cannot learn everything they need to know in their field of study in a few years of college. Information literacy equips them with the critical skills necessary to become independent lifelong learners. Too often we assume that as students write research papers and read textbooks they are gaining sufficient IL skills. That is not true. IL skills may be imparted in students but what is needed is a parallel

curriculum in IL forming a strong foundation of a college education. The review of literature on assessment of information literacy skills and competencies of student community at university and college level explain the research done on this topic in the past.

The review of related literature for the present study is collected from various sources like books, journals, articles, proceeding, reports, and websites and so on. In this chapter, an attempt has been made to review the significant and the recent literature on various aspects of Information literacy\ skills and social media literacy skills under the following **Sub-Titles:**

1. ICT and Information Literacy;
2. Use of Electronic Resources;
3. User Education in libraries;
4. Digital Literacy;
5. Media Literacy, and;
6. Information Literacy Programmes.

**Hardesty, Lovrich, and Mannon (1982)** used their improved assessment instrument in a second, longitudinal study of 82 students over the course of a three-year period to compare their scores on the skills test prior to and eight weeks after instruction and also later, when the students were seniors. Multiple regression analysis was conducted to determine the relative importance of the factors intellectual capacity, academic diligence, and the amount and types of instruction received throughout their careers in the determination of the variation of library use skills possession. The study concluded that library-use instruction is much more highly correlated with skill possession than either inherent intellectual ability or academic diligence. This study is found to be groundbreaking both for its thoroughness and scope. The level of detail provided about the development of the instrument in the report makes the study highly replicable and unique in library literature.

**Kaplowitz (1986)** conducted an evaluative study intended to assess students three years after initial instruction and assessment. Their study suffers from the same low response rate where out of 500 distributed instruments, only 98 or 19.6% were returned. One could reasonably suggest that the students who responded were more motivated by positive feelings about library instruction than those who did not return the survey.

**Colborn and Cordell (1998)** developed an instrument to measure knowledge in five fundamental areas. The instrument was administered to 131 students who returned 129 completed and usable tests. Their resulting data showed no significant difference between pre- and post-test results. Although this study details the most rigorous development process, in which the authors used both a difficulty and discrimination index to examine all items and revising their instrument accordingly, no definite conclusions are drawn about the disappointing results.

**Manus (2009)** embedded her-self in all three sections of the initial survey course for first-year students. By attending all class meetings, teaching in-class information-literacy sessions, and evaluating assignments, students came to view the author as trusted partner in their educational process. The author details her experiences as an embedded librarian, examining the benefits and challenges of providing instruction to first-year students in this

setting. The collaborative process between faculty and librarian in designing the information-literacy components is emphasized, and the tools used to evaluate student progress towards desired music information-literacy outcomes is shared.

**Ameen and Gorman (2009)** explore the overall state of information and digital illiteracy (IDL) in developing countries and how it hampers the growth of individuals and nations. The study explores the overall status of IDL in the developing countries using case of Pakistan as example. It suggests conducting local research on contextually relevant illiteracies and IL/IDL. The paper invokes the appreciation for making IL/IDL an integral part of learning programmes at all levels.

An investigation by **Gross and Don (2009)** uses interview data on student perceptions and experiences while interacting with information. Findings reveal a general view of IL focused on product rather than process, a perception of achieving information skills on their own, a preference for people over their information sources, and an emphasis on personal interests as key to successful information seeking.

An exploratory study by **Martin and others (2009)** examined the ability of undergraduate and graduate international students to identify books, journals, and journal articles and compared it to a small control group of US students. This study, though limited in number and scope, revealed international students use the library more frequently but still may need library instruction on the basics of library skills, such as finding a book on the shelf to identifying parts of a journal citation.

The IL-HUMASS survey on information literacy has been designed by Pinto (2010) aimed to be applied to a population of students, teachers and librarians holding various degrees in social sciences and humanities at Spanish and Portuguese universities. The case-study method, experts' opinions, and a literature review were used to prepare an initial version that was refined through student focus groups, interviews with librarians, and academics' reports.

**As Shenton and Pickard (2014)** specify, information literacy includes aspects of information needs, seeking and use. Information literacy is also defined as the skills or steps a student administers as they locate and use information. Information literacy is broadly defined as the capability to identify a need for information, the skills used to locate and access information, as an approach to evaluate information, and as the ability to process, organise and use information productively and ethically.

**DeCarlo, Grant, Lee, and Neuman (2018)**, describe, digital literacy as 'ways to use technology to read, write, locate and share.' In addition, digital literacy also incorporates digital citizenship and the need to act safely and respectfully online.

### **Need and Significance of the Study**

In Higher Education Institutions (HEI), the NAAC Accredited Government Degree Colleges are witnessing a rapid growth in computer networking and the use of computerized databases to access information in their libraries. In

fact, most of the academic libraries, today are “Digital, Electronic and Hybrid Libraries”, adding the new e-library features to their traditional library services.

In the higher education system, colleges constitute an important sector that mainly offers undergraduate and postgraduate courses leading to bachelor’s and master's degrees, respectively. A library is an integral unit of a college and is considered as a reservoir of the intellectual resources for the academic community. The library has a central role to play in promoting the academic excellence of the institution. It is facilitates teaching-learning processes as the faculties and students depend directly on the available library resources for their academic and research-oriented activities.

Therefore, evaluate a well-established library is essential for providing up-to-date information resources (traditional and electronic) and other related services to its users. Also, the study would help in the development of appropriate measures for enhancing the utilization of the library facilities on the part of management and the beneficiaries as well.

Information literacy is therefore, essential for college students and faculties to cope up with new online services and provides a competitive advantage to themselves and the wider society. Without the training it is difficult to use electronic information sources effectively. It is necessary for users to have the requisite skills to obtain relevant information quickly and effectively from electronic sources to users. In this context, the present study entitled, “**Information Literacy Programmes in Libraries of Higher Education in Telangana: A Study**” has been undertaken.

#### **A Profile of the Colleges**

Govt. Degree College Name	Year of established	NAAC Grade	Rooms available	Labs	Computers	Courses offered	Library Collection	Strength particulars2021-22
Paloncha	1991	A	15	04	03	UG, PG	5259	660
Kothagudem	1964	B	18	04	02	UG	18500	407
Manuguru	2008	B	14	04	02	UG	1200	380
Bhadrachalam	1980	B	25	12	04	UG, PG	11360	1361
Yellandu	1991	B	16	04	02	UG	6540	308

#### **OBJECTIVES OF THE STUDY**

For the present study, some of the following objectives are made.

1. To know the purpose of visiting the libraries by the respondents of the selected NAAC Government Degree Colleges of Bhadrachalam Kothagudem District of Telangana State;
2. To assess the knowledge of students studying in degree colleges in searching and using printed and e-resources collection of college libraries.
3. To study whether the students are computer literates and utilizing internet based services.

4. To know whether the students are aware of all the services of their college libraries and utilizing such services.
5. To study the impact of Information Literacy Programmes organized by college libraries on students.
6. To analyze the problems and barriers in college libraries in using printed resources as well as e-resources.
7. To find out the users' satisfaction on library resources and services by the respondents.

## **RESEARCH METHODOLOGY**

The present study is based on both the primary and secondary sources of data. The primary data has been collected from the identified sample respondents based on a pre-designed questionnaire and every care including the cross checking of the data has been considered to minimize any bias.

The primary data is collected from NAAC accredited government degree colleges in the Bhadradi Kothagudem District. The respondents included librarians, students and faculty members. The questions addressed are prepared in a very simple language so that the respondents could understand them easily and provide specific information or questions with yes or no answers or multiple answers.

### **The Sample Selection**

The first questionnaire intended for the librarians is distributed to all the selected NAAC accredited Government Degree College Librarians; to ascertain the Information literacy programmes, availability of physical facilities, staff pattern, financial resources, library collection, and library services offered to its users,

The **second** questionnaire intended to UG Students obtain Information Literacy Skills, conduct of various types of Information Literacy programmes /Activities by college libraries of NAAC Accredited Govt. Degree Colleges college library and different kinds of documents available in the library, to satisfy their information needs. Out of 1200 questionnaires, **929** (71 faculty members and 858 students) filled-in were received. The response rate is **77.41** %.

### **Sampling Technique**

Simple Random sampling method is adopted. The Survey method is going to use for research work with questionnaire technique. The questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in him or her. (Simple / Random sampling) questionnaire technique is using for data collection and these questionnaires will be distributed among the users of the selected Govt. Degree College Libraries in Telangana State.

## **SCOPE AND LIMITATION OF THE STUDY**

The present study is considered Government Degree Colleges (GDC), in Bhadradi Kothagudem District for the pilot study, there are 5 (Five) GDCs are there namely, GDC Paloncha, SR Govt Arts & Science College Kothagudem, GDC Manuguru, GDC Bhadrachalam and GDC Yellandu.



### Data Analysis and Interpretation of the Study

For the present study, has been chosen the Government Degree Colleges (GDC), in Bhadradri Kothagudem District for the pilot study. The total 1200 questioners were distributed to five colleges

**Table-1** Selection of Sample under the Pilot Study

S No.		Nature of Respondents				
		Paloncha	Kothagudem	Manuguru	Badrachalam	Yellandu
1	Faculty Members	19	15	10	16	11
2	I Year Students	110	85	90	110	90
3	II Year Students	91	50	60	95	59
4	III year Students	81	50	40	79	40
	Grand Total	300	200	200	300	200

*Source: Primary data*

As per the data shown in the Table No.1 with regard to analysis of respondents, 71 faculty members, 485 UG first year students, followed by, second year students (355) and 3<sup>rd</sup> Year students (289). The total sample is considered for the pilot study is **1200**.

The above table shows that the first year UG students are higher than the second and third year students.

**Table-2:** Distribution of Questionnaires

GDC College Name	Total No. of Questionnaires Distributed	Total No. of Questionnaires Received
Paloncha	300	280 (93.33)
Kothagudem	200	175 (87.5)
Manuguru	200	160 (80)
Bhadrachalam	300	160 (53.33)
Yellandu	200	154 (77)
<b>Total</b>	<b>1200</b>	<b>929 (77.41)</b>

*Source: Primary Data*

The above Table No.2 discussed about the distribution of the questionnaires to respondents. Out of 1200, 929 questionnaires were received with a 77.41 percentage.

**Strength of Library Staff:** out of the Five College libraries GDC, Paloncha has one (1) qualified librarian on permanent basis. Remaining four colleges are incharge librarians are working; there are no Librarian sanction posts at GDC Kothagudem and GDC Manuguru.

**Nature of Students Respondents:** A research question has been put the respondents with regard to types of students admitted in the college and the replies given by them were presented in the following Table No. 4 in detail.

**Table-3** Nature of Students Respondents

Sl. No.	Nature of Academic Stream	No. of Respondents
1	Arts	342 (39.86)
2	Commerce	226 (26.34)
3	Science	290 (33.79)
4	Total	858 (100)

Data shown in the above table with regard to nature of students' were admitted in the degree college of academic year 2021-22. A total of 858 students, majority students belong to **Arts**, 342(39.86), followed by, **Science**, 290 (33.79) and remaining were **Commerce** students, 226 (26.34). The above table shows that majority students from college were "Arts" 342(39.86).

**Information Literacy of the Respondents:** Researcher asked to the respondents to know their information literacy skills and their replies presents in the following table.

**Table-4:** Information Literacy of the Respondents

Particulars	Faculty	Students
Oral presentations / Demonstrations	95%	90%
Information Desk	96%	94%
Workshops / Training Programmes	85%	98%
Social Media	89%	80%

As per the data shown in the above table with regard to information literacy skills of the respondents.

**Faculty Information Literacy Skills:** A majority (96%) faculty members were knowing the information by the way of "Information Desk, followed by, attending the Workshops / Training Programmes, "Oral Presentations/Demonstrations" (95%), workshops/ Training Programmes 85 % and "Social Media" (89%).

**Students Information Literacy Skills:** A majority (98%) students were knowing the information by the way of Attending "Workshops / Training Programmes", followed by, 94% "Information Desk , "Oral Presentations / Demonstrations" (90%), and "Social Media" (80%).

It shows that a majority of the faculty members (96%) and students (98%) were getting the needed information through "Information Desk" and "Workshops / Training Programmes". It's a good sign to utilize the library resources and services by the respondents.

**Frequency of Visit to Library:** As majority of the students have agreed that the library is very essential, it was asked them regarding the frequency of visit to their college libraries and collected primary data is presented in the following table.

**Table-5:** Frequency of Visit to Library

Sl. No	Frequency of Visit to Library	No. of Respondents	Percentage
1	Every day	198	21.3
2	Weekly	459	49.5
3	Fortnightly (15days)	136	14.6
4	Occasionally	110	11.8
5	Never Visited	26	2.8
6	Total	929	100.00

The above table shows that a majority, **459 (49.5)** respondents of the College are visiting the College Library **Weekly**, followed by **Every day** 198 (21.3), **Fortnightly (15 days)**, 136 (14.6), **Occasionally**, 110 (11.8) and **Never Visited** 26 (2.8). It shows that a large majority respondent is visiting the College library is 459(49.5).

**Purpose of Visit to Library:** Of course, there are many ways to use the library effectively. The respondents can just borrow and return library books or can refer different books to make notes of it. Further, the at the graduation level, the respondents may also develop their competitive examination skills, personality development and career development may search internet to get Information and knowledge in different aspects.

In this way, there are many purposes of visit of the respondents to their college libraries and collected primary data in this regard is tabulated as under.

**Table-6** Purpose of Visit to Library by the Respondents

Sl. No	Purpose of Visit to Library	No. of Respondents	Percentage
1	Borrowing Text Books	929	100.00
2	Consult Reference Books	352	37.89
3	Reading News Papers	562	60.49
4	Prepare Notes	440	47.36
5	Access To Internet	349	37.56
6	Email/ Use of Social Media	423	45.53
7	Apply for Online Applications	256	27.55

Data presented in the above table (7) with regard to purpose of the library visit of the respondents of the Degree College. All the respondents of the pilot study said that they are visiting the library is to borrow the Text Books (100.00), followed by, 562 (60.49), Reading the News Paper, 440 ( 47.36) Prepare Notes, 423(45.53) for use of Email/ Social Media , 256 (27.55) for Consult the reference Books, 349 (37.56) Access to Internet and 256 (27.55) for applying the Online Applications. It shows that all the respondents visiting to barrow the Text-Books, which is very much useful to faculty and students also.

**Organize Information Literacy Programmes:** The main focus of the present study is Information literacy programmes organized by the degree college library to the faculty and students. Hence, researcher has been asked to

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the respondents with regard to conduct of Information Literacy Programmes at College and the replies given by them are presented in the following table in detail.

**Table-7:** Organize Information Literacy Programmes at College Library

Sl. No.	Respondents	Yes	No	Total
1	Faculty Members	71 (100)	0 (0.00)	71 (7.06)
2	Students	791 (85.14)	67 (7.21)	858 (92.35)
5	Total	862 (92.78)	67 (7.21)	929 (100)

As per the data presented in the above that all the faculty members (100%) said that the college library is conducting various Information Literacy programmes frequently for benefit of the user community, among the students, they also given replies with 85.14 percentage and negligible percentage 7.21 were not responded positively.

On the whole, a majority, (74.34) respondents said that the college library is organizing the Information Literacy Programmes. It's a good sign to faculty and students to up-date their knowledge, which is very much essential in the present Information Society.

**Table-8:** Contents of Information Literacy

Sl. No.	Nature of ILP	No. of Respondents	Percentage
1	Information Literacy	628	67.59
2	Computer Literacy	352	37.89
3	Media Literacy	341	36.70
4	Digital Literacy	386	41.55
5	Network Literacy	438	47.14
6	Other Literacy	269	28.95

The data shown in the above table no. 8, with regard to know the various skills of the respondents of the Degree College. A majority, 628 (67.59) of the respondents having **Information Literacy Skills**, followed by, Digital Skills, 386 (41.55), Computer Skills, 352 (37.89), **Net Work Skills** 438 (47.14), and remaining 269 (28.95) were having the other skills. On the whole, a majority respondents having various Information literacy skills.

**Table-9:** Impact of Information Literacy Programmes

Sl. No.	Impact of Information Literacy Programmes	No. of Respondents	%
1	Increase Reading Habits	390	41.98
2	More Learn in Library	287	30.89
3	Obtain More Current Information	90	9.68
4	Known to Unknown Information	162	17.43
5	Total	929	(100.00)

The above table No.9 shows that the impact of Information Skills of the respondents of the College. A Majority, 390 (41.98) of the respondents said that **Reading Habits** increase with Information Literacy Skills, followed by, 287 (30.89) more learn from the library, 162 (17.43) Known to Unknown Information, and learn Current Information 90(9.68). The above table shows that information literacy skills impact on many areas, which helps more to the respondents.

**Awareness on Printed Materials and E-Resources in College Library-** Many of the books are published both print as well as digital. That is, the books are also published in Compact Disk or even online called e-book. Many of the text-books that are published online are used by the students. Even video-clippings of lectures are also available online. In this regard, it was asked to the respondents to furnish the use of Printed Materials and E-Resources in their college libraries and the collected primary data is presented in the following table.

**Table-10** Awareness on Printed Materials and E-Resources in College Library (N=929)

Awareness on Printed Materials and E-Resources	Yes	No
Printed Library Materials	492 (52.96)	62 (6.67)
Electronic Resources/E-Resources	299 (32.18)	76 (8.18)
<b>Total (269)</b>	<b>791 ( 85.14)</b>	<b>138 (14.85)</b>

*Source: Primary data*

The above table (10) shows that awareness of the respondents on library resources. Such as printed and e-resources. 492 (52.96) respondents aware that about the printed material, only a small percentage, 6.67 do not have knowledge and 299 (32.18) respondents also having awareness on E-Resources and 76 (8.18) were do not have knowledge. On the whole, a majority of the respondents aware on library printed material as well as e-resources.

**Overall Satisfaction on Library Resources and Services:** A research question has been asked by the researcher with regard to satisfaction of the respondents on library resources and services and also Information literacy Skills and the replies given by them are presented in the following table in detail.

**Table-11** Overall Satisfaction on Library Resources and Services by the Respondents (N=929)

Sl. No.	Nature of Particulars	Yes	No
1	Library Printed Material	804 (86.54)	125 (13.45)
2	E-Resources	324 (34.87)	605 (65.12)
3	Information Literacy Programmes	535 (57.58)	394 (42.41)
4	Librarian Co-operation	676 (72.76)	253 (27.23)

Data presented in the above table no.11 with regard to overall satisfaction of the respondents of the college on library printed materials, electronic resources, Information Literacy skills and Librarians Cooperation of the Degree College.

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A majority, 804(86.54) of the respondents were satisfied with the availability of **Printed Material** and 125 (13.45) were not satisfied, with regard to **E-Resources**, 506 (54.46) respondents were not satisfied and only 423 (45.53) were satisfied, with regard to **Information Literacy programmes**, 535 (57.58) more than fifty percentage of the respondents were satisfied and 394 (42.41) not satisfied and with regard to **Librarian Cooperation**, a large majority of the respondents, 676 (72.76) were satisfied and remaining, 253 (27.23) Not satisfied.

On the whole, a majority of the respondents of the Degree College were satisfied with library printed material, Information Literacy programmes and Librarian Cooperation, which is a good sign for more utilization of the library resources and services by the respondents of Degree Colleges.

### **CONCLUSION**

Information literacy programmes are frequently offered in Telangana's Bhadradi Kothagudem Government Degree Colleges, and they will aid in maximising the use of the resources accessible in libraries. A majority (96%) faculty members were knowing the information by the way of "Information Desk" and a large majority (98%) students were knowing the information by the way of "Workshops / Training Programmes". the users are visiting the library is **to Borrow the Text Books**, followed by, **Reading the News Paper**, Prepare Notes, Access to Internet, for use Email/ Social Media, for Consult the reference Books and the for applying the Online Applications. A majority, of the respondents having **Information Literacy Skills**, followed by, Digital Skills, , Computer Skills, , **Net Work Skills**, and remaining were having the other skills. A Majority, of the respondents said that **Reading Habits** increase with Information Literacy Skills, followed by, more learn from the library, Known to Unknown Information, and learn Current Information.

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