

# INFORMATION LITERACY ASSESSMENT PROGRAMME IN SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI: PRE & POST TEST ANALYSIS

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## Abstract

A study was conducted in Sant Gadge Baba Amravati University to know the entry-level computer literacy and information literacy of the post-graduate students. Questionnaire was used as a data collection tool. The study found that the majority of the respondents lack awareness regarding directories, encyclopedias, subject journals etc. Nearly two-thirds of the total respondents are not able to use the Internet. The authors suggest the University to take steps to impart computer literacy and information literacy programmes to the students studying in the Constituent Colleges for the bachelor's degrees. And, such training should be continued at the post-graduate level also to attain the advanced level skills and expertise. Also stresses the role of Librarians working in Colleges and Universities to impart such education to students.

**Keywords:** Information, information literacy, Pre-Test, Post –Test, Information Technology, Impact of IT.

## 1 Introduction:

The dynamics of information environment are far more complicated than those of fifty years ago the term ‘information’ is often overused and consequently become diluted phrases such as “information economy” and “information systems”, “Information society”, and “information management” are used in a myriad of application. It has largely been emphasized, that there is an urgent need to make the role of information

more visible in order to enable effective information sharing which can be leveraged, created or expanded.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. The concept of information literacy built upon and expanded the decades-long efforts of librarians to help their users learn about and how to utilize research tools (e.g. periodical indexes) and materials in their own libraries.. In contrast to past efforts which were sporadic and rarely programmatically based? Librarians are uniquely situated to create and foster new ways of teaching and learning information technology.

Information is an essential to our survival as water, food, shelter and clothing. Information is, however much more than a survival tool. Information unleashes our imagination and challenges our preconceptions and thereby provides us with a pathway to personal growth and fulfillment. In a digital world where the amount of information doubles every two years, students need to evaluate resources carefully and determine how to use relevant information to solve problems and make wise decisions.

## **1.2 Information Technology and Information Literacy:**

The growth of computer networks and information services has already enabled learners at all levels to share resources, collaborate with one another and publish their results electronically. To use information sources effectively, one need both technology infrastructure (TI) and information literacy infrastructure (ILI) in place. While IT has been well funded and developed, ILI is poorly applied in teaching and learning, and requires educator's attention.

Information technology is a tool for writing papers, communicating with colleagues worldwide and exchanging experiments, ideas and programs internationally. As community colleges are considering distance learning and adding new technologies to their curriculum, ensuring students information literacy becomes vital. However this shift may challenge existing campus dynamics ranges in the library services.

### **1.2.1 Use of IT in Information Literacy:**

1. To retrieve the information from various sources and services to the users.
2. Computerized Inter-Library Lending.

3. Use of Online Public Access Catalogue (OPAC)
4. Networking
5. Use of CD-ROM Databases.
6. What is Internet and How to Browse Internet
7. How to use the digital libraries in I.T. age

#### **1.2.1.1 Publication Programme**

The compilation of reading lists would indicate the gaps knowing the gaps; the library association can then approach the publishers and authors. Librarians need to work together with authors, illustrators and publishes to produce literature for neo-literates and those undergoing literacy to serve the needs at different levels. The librarians should also repackage information for them if a user friendly from appropriate to them. This could take the form of poster or a booklet or some audio-visual form.

#### **1.2.1.2 Holding of Seminars/Conferences**

The Associations should organize seminars / conferences bit the national level to propagate greater identification and involvement of librarians in literacy programmes. These can also be used for formulation of standards and strategies for reaching illiterates, those undergoing literacy and neo-illiterates. State library associations pan also hold seminars / conferences at the state level to fulfill the above purposes.

#### **1.2.1.3 Training**

A school teacher can conduct literacy classes and also provide books after the library classes, school teachers should be trained in establishing and running a library and reading room attached to a literacy center. The training should be imparted by librarians. A library Association (at national and state level) can organize such a training programme. A manual can be developed for providing guidelines for organizing a library.

Separate training programmes can be established for librarian's working. In library or in an extended school library specific programmes would be required for different levels of staff.

#### **1.2.2 Information Literacy Curriculum:**

The following curriculum can be framed in libraries to develop the skill of information literacy.

**Books:**

1. Locate the online catalog.
2. Recognize the types of materials found in the catalog (books; journal titles, electronic books; etc.)
3. encyclopedias
4. Understand how to use reference sources as background reading to determine core concepts, vocabulary, etc.

**Journals:**

1. Understand the difference between a database and popular search engines
2. Understand difference between print index and electronic index
3. Understand that not everything is available electronically

**1.2.3 Information Literacy Assessment:**

- The information literacy assessment tool can be developed to test the information literacy proficiency:
- To gather information about the students skill levels to develop how it can be better taught;
- When designing the realization of the proficiency test, the student's studies must be taken into consideration as a whole so that the test will not appear to be isolated from their main interests.
- The feedback can include a recommendation to participate in session arranged by the library in those aspects where there is a need for support.
- To develop information skills in students the following steps are suggested:
- Allow time for information gathering and reflection which in turn promotes deep learning.
- Encourage in-depth focus on a topic driving students to seek more relevant information and produce a product of higher quality.
- Critically evaluate and synthesize the information and create the new information as and when it is required and also present it.

**1.3 Objectives of the Study:**

The allied objectives were as following:

- To know the entry-level computer literacy and information literacy of the post-graduate students of SGBAU, Amravati
- To conduct the pre & post test analysis

#### **1.4 Scope of the Study:**

The research was confined to study the entry-level computer literacy and information literacy of the post-graduate students of department of Sant Gadge Baba Amravati University Amravati regarding to the library sources and services. There were 23 teaching departments in Sant Gadge Baba Amravati University, Amravati. Out of total 947 P.G. students, 245 responded to the study. The study was based on pre & post analysis to identify the difference between both tests and to trace the difference before and after training.

#### **1.5 Research Methodology:**

Methodology in research is a way to solve the problem, to unfold the probable answer, and to test the hypothesis stated. As there are many roads leading to a city, likewise there are many methods to solve the problem of research. The researcher has to select one of them which is appropriate and requires minimum efforts, time, energy and money.

Questionnaire technique was used as a data collection tool. The questionnaire was distributed among 320 students out of total 947 P.G. students, out of which 245(76.56%) P.G. students responded to the Pre-test and post test. The questionnaire was filled from the students before training and after training. The pre test questionnaire was filled by the P.G. students; afterwards the awareness and information literacy programme was arranged in the department of Library & Information science. After training them post-test questionnaire was filled by the P.G. students.

The questionnaire used in the present survey consist of 31 questions with multiple choice answers regarding to the computer literacy, information literacy about the sources, services and retrieval of data etc.

##### **1.5.1 Data Analysis & Interpretation of Data:**

In academic session 2013-14 total 947 students were admitted in 23 departments of Sant Gadge Baba Amravati University. Out of 947 students questionnaires were distributed among 320 students. Out of these 320 students, 245 students responded to questionnaire i.e. response rate was 76.56%.

Table No. 1: Questionnaire Responded

Sr. No	Name of Department	No. of Students	Questionnaire Distributed	Response Received	%
1	MSC Applied Electronics	26	14	10	71.42
2	M.Sc. Computer Science	34	16	12	75.00
3	M.Sc. Physics	45	12	11	91.66
4	M.Sc. chemistry	58	16	12	75.00
5	M.Sc. Geology	21	10	7	70.00
6	M.Sc. Botany	50	12	10	83.33
7	M.Sc. Zoology	26	16	11	68.75
8	M.Sc. Statistics	2	--	--	--
9	M.Sc. Mathematics	35	14	11	78.57
10	M.Sc. Microbiology	57	16	11	68.75
11	M.Sc. Biotechnology	40	16	11	68.75
12	Home Science	24	12	9	75.00
13	M.A. Science	38	12	10	83.33
14	M.A. Marathi	38	14	12	85.71
15	M.A. Translation Hindi	48	16	13	81.25
16	Lib. & Information Science	37	20	20	100
17	B-Tech(Chemical technology)	130	24	19	79.16
18	M- Tech Chemical technology)	11	10	7	70.00
19	LLM. (Criminology)	41	14	9	64.28
20	LLM (Constitution)	43	16	10	62.50
21	MBA	64	16	11	68.75
22	M. Ed	56	11	14	87.50
23	M.P. Ed	20	8	5	62.50
<b>Total</b>		<b>947</b>	<b>320</b>	<b>245</b>	<b>76.56</b>

Table No. 2: Access to University library

Sr. No.	At University library	Response Pre test	%	Response Post test	%
1	I had access to good computer facilities	140	57.14	150	61.24
2	I did not have access to good computer facilities	60	24.48	70	28.57
3	Don't know	45	18.36	25	10.20
<b>Total</b>		<b>245</b>		<b>245</b>	

The table no. 2 shows the response of 245 students regarding to the question, did they have good computer facilities at University library. For this question 140(i.e. 57.14%) students opted for Yes while 60 (i.e. 24.48%) students opted for No.

From above analysis, it can be concluded that students were getting good computer facilities at University library. The difference between pre test and post test may be due to the awareness created among the P.G. students.

**Table No.3: Consulted Databases available on “Sant Gadge Baba Amravati University Library Web-Portal”.**

Sr. No	Which of the following databases available on “Sant Gadge Baba Amravati University Library Web-Portal” have you consult for articles in your subject?	Response Pre test	%	Response Post test	%
1	Pro-Quest	45	18.37	123	50.20
2	LISA	10	4.08	20	8.16
3	Web of Science	10	4.08	23	9.39
4	UGC- INFONET	30	12.24	79	32.24
5	Any other	150	61.22	00	0.00
	<b>Total</b>	<b>245</b>	<b>100.00</b>	<b>245</b>	<b>100.00</b>

The table no. 3 indicates the response of 245 students regarding the question that, did they have consult the database available on “ Sant Gadge Baba Amravati University Library Web-Portal” for articles in their subject, before test 45(i.e.18.37%) students opted for Pro-Quest, 150(i.e.61.22%) students opted for Any other, 30 (i.e. 12.24%) students opted for UGC- INFONET and 30 (i.e. 12.24%) students opted UGC-INFONET., but after attending information literacy programme students response was changed and access of databases i.e. PRO-QUEST, UGC-INFONET, WEB OF SCIENCE was found increased.

It can be concluded that most students i.e. 123(50.20%) students consult Pro-Quest database of Sant Gadge Baba Amravati University Library Web-Portal” for different articles in their subject as it includes various subjects.

**Table No.4: Finding journal articles on the subject**

Sr. No	If you want to find journal articles on your subject, you will search	Response Pre test	%	Response Post test	%
1	The library catalogue	24	9.80	2	0.82
2	A database	47	19.18	101	41.22
3	Google	93	37.96	99	40.41
4	The journal in the library	39	15.92	16	6.53
5	Don't know	28	11.43	5	2.04
6	Any other	14	5.71	22	8.98
	<b>Total</b>	<b>245</b>	<b>100.00</b>	<b>245</b>	<b>100.00</b>

The table no. 4 depicts the response of 245 students, it was asked that “If they want to find journal articles on their subject, what they will search” among given options, for this question 24(i.e. 9.80%) students rated to ‘The library catalogue’, 47(i.e.19.18%) students rated to ‘A database available on Sant Gadge Baba Amravati University Library Web-Portal’, 93(i.e. 37.96%) students rated to ‘Google’, 39(i.e. 15.92%) students rated to ‘The journal in the library’, 14(i.e. 5.71%) students rated to ‘Other references’, while 28(i.e. 11.42%) students rated to ‘Don’t know’. But information literacy programme response was changed to 8(i.e. 3.23%) for ‘The library catalogue’, 101(i.e. 41.22%) for ‘A database available on Sant Gadge Baba Amravati University Library Web-Portal’, 89(i.e.36.32%) for ‘Google’, 15(i.e. 6.12%) for ‘The journal in the library’, 10(i.e. 4.08%) for ‘Other references’, 22(i.e.8.97%) for ‘Don’t know’.

It can be concluded that most of the students access databases available on Sant Gadge Baba Amravati University Library Web-Portal’ for finding journals on their subject, and least students refer Library catalogue for journals.

**Table No. 5. Consult Information Sources to be Familiar with a subject**

Sr. No	To become familiar with a subject about which you know very little, first you consult:	Response Pre test	%	Response Post test	%
1	A journal	42	17.14	53	21.63
2	An encyclopedia	58	23.67	96	39.18
3	A database	62	25.31	14	5.71
4	A book	33	13.47	55	22.45
5	Other (please, specify):	28	11.43	18	7.35
6	Don’t know	22	8.98	09	3.67
	<b>Total</b>	<b>245</b>	<b>100.00</b>	<b>245</b>	<b>100.00</b>

The table no.5 shows the response of 245 students regarding question, that ‘If they want to become familiar with a subject about which they know very little for which option they consult most, and 42 (i.e. 17.14%) students opted ‘A Journal’ as their consulting preference, 58 (i.e. 23.67%) students opted ‘An encyclopaedia’, 62 (i.e. 25.30%) students opted ‘A database’, 33 (i.e. 13.46%) students opted ‘A book’, 55 (i.e. 22.45%) students opted ‘Others’ and 22 (i.e. 8.95%) students opted ‘Don’t know’ as their consulting preference. but all this responses were before post test, after information literate, their responses changed by rating like 53(i.e. 21.63%) for ‘A Journal’, 96(i.e.



39.18%) for 'An encyclopaedia', 14(i.e. 5.71%) for 'A database', 28(i.e. 11.42%) for 'A book', 18(i.e. 7.34%) for 'other options', 09(i.e. 3.67%) for 'Don't know'.

The Pre-Test and Post-Test responses of students concludes that most preferable option was 'an encyclopaedia' while least preferable option is database available university library web portal to become familiar with a subject about which they know very little.

### **1.6. Conclusion:**

It can be concluded that the performance of P.G. students in pre-test found poor than in post-test. After training P.G. students by conducting the Information Literacy program about the library sources, services and handling skills for searching and retrieving the data, the performance was improved in post-test.

Information Literacy is the process of knowing when and why information is required, where to find it, and how to evaluate, use and communicate it in an ethical way. It is the combination of all the skills that are required for the effective and maximum use of information. The term information literacy has been used as collective term covering all or several of illiteracies, viz., computer literacy, digital literacy, hyper-literacy, information technology literacy, interactive literacy, Internet literacy, library literacy, media literacy, multiple literacy, network literacy, oral literacy, and visual literacy etc. These illiteracies need to be developed and maintained throughout life, not only by information users, but also by librarians and other information workers.

At educational level, UGC should take initiative in directing the higher educational institutions to integrate the information literacy across the curriculum by designing a separate paper at the UG/ PG level students. Universities should also undertake a systematic assessment of student information competence to develop benchmarks, which will help in preparing model list of information competence skills for students entering the University and graduating from the University.

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