

# A STUDY OF LIBRARY LITERACY SKILLS OF UNIVERSITY STUDENTS

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## ABSTRACT

*The role of Library/Knowledge Resource Center is vital in any kind of HEIs. The collection, services, and facilities of the library reflect the image and recognition of the institutions amongst others. The present paper dwells upon the response of university students towards awareness, and satisfaction with library e-resources, organization of the user orientation program, and the advanced services/facilities provided by the library followed by expectations from the library under the generic name as 'Library Literacy Skills' in the e-environment. The result shows that the majority of the university students (70.08%) are well aware of various online e-resources subscribed to by the Library which, ACM Digital Library (47.24%) is referred to by the majority of students and the e-resource SIAM (7.87%) is least browsed by the university students. Further, 79.53% of university students are satisfied with the quantum of e-resources accessed by the library in their domain-specific areas. Arrangement of ICT-enabled collaborative digital workshops is the first choice in the category of different user orientation/demonstration cum training programs organized by the library (61.02%). Further, 64.57% of university students surveyed indicated that the library provides advanced services of Academic Resource Centre / Writing Laboratory as a top advanced service followed by the rest of the facilities/services.*

**Keywords :** Students, Library, Service, Literacy, Facility, E-Resource, Information, Skilletec.

## Introduction

Library is a service-oriented center that falls under the central support service wing of the institutions. The library building, its services, and its facilities are central to all the stakeholders of the institution. It provides not only traditional library services but also computerized personal services to the satisfaction of its clientele. Librarian is the custodian of the library materials. With the changing circumstances in the education system, the nomenclature of the library is changed from an information center to now knowledge/learning resource center with an accumulation of reading material from print to digital (digital library) and access from physical to online to remote (virtual library). That too, the designation is information scientist, Director of Knowledge resource center, etc. Accordingly, it is referred to as the 'Knowledge Hub', 'Intellectual Point' for the academicians as they know that some information about everything will be explored from this center.

Broadly the library is classified into three classes' i.e public library, Academic Library, and Special library.

Hence depending upon these types; the users, collection, and services differ but the ultimate end is users' satisfaction. The library is a trinity consisting of books, readers, and library staff. It is essential to procure/subscribe the information sources as per the information needs and demands of all the stakeholders of the university by the university library.

## Library Literacy Skills

Library literacy is a part of information literacy/e-information literacy, a science behind the fractionalization of information/e-information access, process, and dissemination, and a necessary skill of 21st century. As everybody needs a sort of information and this quest will result in an information literate person through the mechanism of information literacy/e-information literacy skills. One of

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the biggest problems behind not getting desired information to the users is ignorance of their own library materials. Hence it is necessary to understand the role of the library in the e-information literacy level of the students. Ensure and make use of the library's home page as a single point electronic gateway/hyperlink to its resources/services/facilities/collection etc. apart from a physical visit to the library. OPAC, Ask a librarian, FAQ, Alert, DDS (Document Delivery Service), QR (Quick Response) code and M-Library services, etc. are the seamless advanced answer access points for the readers. Apart from this, Library organizes several user awareness/ demonstration/ workshop/training programs on information products and services for the benefit of their stakeholders.

**Objectives**

The main objectives for the present study are:

1. To be aware of various online e-resources subscribed by the University Library and their satisfaction
2. To study the organization of varied periodic user orientation/demonstration/training programs arranged in online/offline mode by the library
3. To know the advanced services and facilities provided by the library with the expectation from the library for better enhancement of library literacy.

**Methodology**

Descriptive method of research methodology was adopted for this study. The ordered online questionnaire was distributed to a targeted sample of 351 university students (both postgraduate and research) of 37 different postgraduate departments of Shivaji University Kolhapur, Maharashtra. Out of 351 students, 254 students responded to the questionnaire, hence standing rate of response is 72.36%.

**Results and Discussion**

**Awareness and Use of Library E-Resources**

Out of the total population under study, the majority of the university students (70.08%) are aware of various online e-resources subscribed to by the University Library.

Table 1 showcases the prominent online e-resources/databases subscribed by the library/given by the Information and Library Network (INFLIBNET) Center that the

students are regularly making use of it for their academic, research, and extension purposes either at the campuses or remotely.

**Table 1**  
**Awareness and Use of Library E-Resources**

S. No.	Library E-Resources	N	Percentage (%)	Rank
1	ACM Digital Library	120	47.24	1
2	American Chemical Society	50	19.69	11
3	American Institute of Physics	47	18.5	14
4	American Physical Society	45	17.72	16
5	Annual Reviews	86	33.86	2
6	ASME Journals Online	48	18.9	13
7	Bentham Science	30	11.81	23
8	Blackwell Publishing	36	14.17	20
9	Cambridge University Press	55	21.65	9
10	Economic & Political Weekly	61	24.02	7
11	Emerald	39	15.35	17
12	Institute of Physics	32	12.6	22
13	ISID	26	10.24	27
14	JCCC	23	9.06	28
15	JSTOR	50	19.69	12
16	MathSciNet	30	11.81	24
17	Nature	74	29.13	3
18	NotNul	20	7.87	29
19	Oxford University Press	65	25.59	5
20	Portland Press	27	10.63	26
21	Project Euclid	34	13.39	21
22	Project Muse	30	11.81	25
23	Royal Society of Chemistry	37	14.57	18
24	Science Direct (Elsevier Science)	53	20.87	10
25	SciFinder Scholar	37	14.57	19
26	Scopus	65	25.59	6
27	SIAM	20	7.87	30
28	Springer Link	56	22.05	8
29	Taylor & Francis	47	18.5	15
30	Web of Science	71	27.95	4

Table 1 reveals that students are aware of and they are making use of different library-subscribed e-resources/online resources for their study, and academic/learning assignments. Out of different library subscribed e-resources/online resources, it is found that ACM Digital Library (47.24%) is referred by the majority of students and the e-resource SIAM (7.87%) is the least browsed by the university students. Apart from that, Annual Reviews is used by 33.86% of students followed by other library e-resources like Nature (29.13%), Web of Science (27.95%), Oxford University Press, and Scopus (25.59%), Economic & Political Weekly (24.02%), Springer Link (22.05%), Cambridge University Press (21.65%), Science Direct [Elsevier Science] (20.87%), American Chemical Society and JSTOR (19.69%), ASME Journals Online (18.90%), American Institute of Physics and Taylor & Francis (18.50%), American Physical Society (17.72%), Emerald (15.35%), Royal Society of Chemistry and SciFinder Scholar (14.57%), Blackwell Publishing (14.17%), Project Euclid (13.39%), Institute of Physics (12.60%), Bentham Science, MathSciNet and Project Muse (11.81%), Portland Press (10.63%), ISID (10.24%), JCCC (9.06%) and NotNul (7.87%).

**Satisfaction regarding the quantum of E-Resources**

It is observed from the survey that 79.53% of university students are satisfied with the quantum of e-resources accessed by the library in their domain-specific areas. That reflects the positive steps in choosing and providing the right e-resources to the library members to support their research and learning tasks.

**Arrangement of User orientation/demonstration/training program by the Library**

From the table 2 below, it is noticed that the arrangement of ICT-enabled collaborative digital workshops is the first choice in the categorization of different user orientation, demonstration cum training programs organized by the Library by the majority of the university students under study (61.02%). The rest of the program and the response on it is highlighted as an Arrangement of Web learning tools/courses such as Swayam, MOOC, CEC, etc. (48.43%), ICT products/services (46.85%), Citations, Impact factor, Reference management tools and online E-Resources including open access resources (45.28%),

Search skills and retrieval strategies through search engine/databases/software (42.13%), Plagiarism and Anti-Plagiarism Tools(39.37%), Web-based user education program/Virtual tour (38.98%) and program on various other basic aspects of e-literacy (0.39%).

**Table 2**  
**User Orientation/Demonstration/Training Program by the Library**

S. No.	User Orientation/Demonstration/Training Program	N	Percentage (%)
1	Arrangement of ICT enabled collaborative digital workshops	155	61.02
2	Citations, Impact factor, Reference management tools and online E-Resources (including open access resources)	115	45.28
3	ICT products/services	119	46.85
4	Plagiarism and Anti-Plagiarism Tools	100	39.37
5	Search skills and retrieval strategies through search engine/databases/software	107	42.13
6	Web learning tools/courses (Swayam, MOOC, CEC, etc.)	123	48.43
7	Web-based user education program/Virtual tour	99	38.98
8	Other-Various programs covering basic aspects of e-literacy	1	0.39

**Advanced Services and Facilities of the Library :**

The response received on this is represented in the below table 3

**Table 3**  
**Advanced Services and Facilities of Library**

S. No.	Advanced Services and Facilities of Library	N	Percentage (%)	Rank
1.	Academic Resource Centre / Writing Laboratory	164	64.57	1
2	Access to well-known e-resources (Scopus, Science Direct, Proquest, Sage, etc.) and Digital Library/ Institutional Repository	131	51.57	2

3.	Alerting Services like E-mail alerts, Table of Contents alerts, News alerts, Citation alerts, Publication alerts, E-book series alerts, Database alerts, Search alerts etc.	116	45.67	3
4.	Ask-An-Expert service (e.g. Askjeeves, Infoplease, Internet Public Library, AllExperts, Yahoo Directory, etc.)	78	30.71	8
5	Development of database guide/ manual/tutorials	91	35.83	5
6	Discovery and Federated search tools (Knimbus, Fedgate etc.)	63	24.8	12
7.	Digital reference services	83	32.68	6
8	Electronic Document Delivery Services (e.g ScienceDirect, CAS full text, etc.)	76	29.92	9
9	Free Browsing/Downloading/Printing facility	104	40.94	4
10	Library portal/gateway/ for e-resources under single platform and links of subscribed/free resources	83	32.68	7
11	Online services to PWD users	61	24.02	13
12	Personalization/computerized Selective Dissemination of Information (SDI)	49	19.29	15
13	Remote access to E-Resources (INFLIBNET Access Management Federation Service [ INFED])	75	29.53	10
14	Services on Mobiles	74	29.13	11
15	Web 2.0/3.0 Services /feeds like RSS Feeds or Atom etc.	50	19.69	14

From the above table 3, it is clear that 64.57% of university students surveyed indicated that the library provides an Academic Resource Centre / Writing Laboratory followed by other advanced facilities and services like access to well-known e-resources such as Scopus, Science Direct, Proquest, Sage, etc. and Digital Library/ Institutional Repository (51.57%), Alerting services like e-mail alert, table of contents alert, news alert, citation alerts, publication alerts, e-book series alerts, database

alert, search alert, etc. (45.67%), Free Browsing/Downloading/Printing facility (40.94%), Development of database guide/manual/tutorials, etc. (35.83%), Digital reference services and Library portal/gateway/ for e-resources under single platform and links of subscribed/free resources by 32.68% students, Ask-An-Expert service viz. Askjeeves, Infoplease, Internet Public Library, AllExperts, Yahoo Directory, etc. (30.71%), Electronic document delivery services, e.g Science Direct, CAS full text, etc.(29.92%), Remote access to E-Resources like INFED, etc. (29.53%), M-Library, Services on smartphones (29.13%), Discovery and Federated search tools viz. Knimbus, Fedgate, etc. (24.80%), Online services to PWD users (24.02%), Web 2.0/3.0 Services /feeds like RSS Feeds or Atom, etc. (19.69%) and Personalization/computerized Selective Dissemination of Information (SDI) services by 19.29% of students.

#### Expectation from Library

For the open-ended question about any expectation from the Library, the compiled write-up in the form of responses is highlighted on the following lines:

1. Proper internet connectivity with a high bandwidth (speed) on wire/wi-fi connection in all departments/hostels/labs, etc. should be provided during this pandemic period.
2. Allocation of institution/academic email accounts for registered students useful for academic communication and e-resources remote access purposes.
3. Arrangement of workshops, seminars, and orientation/online training programs by the library on e-literacy, library facility, information skills, e-learning tools, etc. useful to develop student's skills along with compulsory 15 days of coursework on E-Literacy at every department should be arranged.
4. Use of the 'Digital Dukan' concept for library users as it is very effective and useful
5. Access to E-Resources on students' mobile/smart phone (M-Library Service)
6. All the university/library facilities should be free, all time available, and equivalent to international standards with easy accessibility of library online services/facilities without many procedures for research scholars

7. The library can publish a pocketbook, which will contain all the required e-information details.

### Conclusion

Just providing access to e-resources is not sufficient but the orientation/demonstration cum training program is necessary to know hands-on use of these e-resources, contents/steps of access, etc. library users. Organization of such a program in either online or offline mode will definitely help in strengthening of library literacy skills of the university students and more use of subscribed library resources. Apart from the traditional services and facilities with the changing technological scenario library should provide advanced services and facilities as a part of Library Literacy skill of E-Information Literacy.

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Continuation of Page 4

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