

**INFORMATION LITERACY SKILLS AMONG PG STUDENTS
OF SOCIAL SCIENCES OF MIZORAM UNIVERSITY AND
TEZPUR UNIVERSITY: A COMPARATIVE STUDY**

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY

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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF ECONOMICS, MANAGEMENT AND
INFORMATION SCIENCE
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SUBMITTED

IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE DEGREE OF
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MIZORAM UNIVERSITY, AIZAWL



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CERTIFICATE

This is to certify that **Ravi Shukla**, Ph.D. Scholar of the Department of Library and Information Science, Mizoram University has written his thesis entitled “**Information Literacy Skills among PG Students of Social Sciences of Mizoram University and Tezpur University: A Comparative Study**” under my supervision. To the best of my knowledge and belief, the work embodies his original investigation and findings and has not published anywhere. I consider it worthy for the Degree of Doctor of Philosophy (Ph.D.) in Library and Information Science of the Mizoram University.

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DECLARATION

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October 2020

I, **Ravi Shukla**, hereby declare that the subject matter of this thesis “**Information Literacy Skills among PG Students of Social Sciences of Mizoram University and Tezpur University: A Comparative Study**” is the record of work done by me, that the contents of this thesis did not form the basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of **Doctor of Philosophy in Library and Information Science**.

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Aizawl, Mizoram

(RAVI SHUKLA)

Dated:

TABLE OF CONTENTS

Description	Page No.
Certificate	i
Declaration	ii
Acknowledgement	iii - iv
Table of Contents	v - xiii
List of Tables	xiv – xvii
List of Figures	xviii – xx
List of Abbreviations	xxi - xxii

CHAPTER – 1	INTRODUCTION	1 - 21
1.1	History of Information Literacy	1
1.2	Information	3
1.3	Information Definitions	4
1.4	Information Literacy	4
1.5	Information Literacy Skills	6
1.6	Information Literacy Definitions	8
1.7	Mizoram University	9
1.8	Tezpur University	11
1.9	Significance of Study	13
1.10	Scope and Limitations of the Study	13
1.11	Statement of the Problem	14
1.12	Objectives of the Study	15
1.13	Methodology	15
1.14	Hypotheses	16
1.15	Chapterization	17
	References	

CHAPTER – 2	REVIEW OF LITERATURE	22 – 61
2.1	Information Literacy Development, Various Challenges, Initiative and Models	23
2.2	Information Literacy in Higher Education	24
2.3	Information Literacy among the Social Science Students	33
2.4	Information Communication Technology	34
2.5	Information Literacy in Digital Library	36
2.6	Information Literacy E-Learning and E-Resources	42
2.7	Information Literacy Programmes	43
2.8	Information Literacy of Critical Thinking	49
2.9	Research Gap	50
2.10	Conclusion	50
	References	
 CHAPTER – 3	 INFORMATION LITERACY: CONCEPTS AND MODELS	 62 – 113
3.1	Information Literacy Concept	62
3.2	Different Concepts of Information Literacy	63
3.3	Various Forms of Literacy	64
	3.3.1 Visual Literacy	64
	3.3.2 Network Literacy	65
	3.3.3 Computer Literacy	66
	3.3.4 Media Literacy	67
	3.3.5 Digital Literacy	68
3.4	Definition of IL	68

3.5	ACRL Information Literacy Competency Standards for Higher Education	69
3.6	American Library Association (ALA)	78
3.7	Information Literacy Models	79
3.8	A Few Important Information Literacy Models Developed throughout the World	79
3.8.1	Kuhlthau's Information Search Process Model	79
3.8.2	Plus Model	83
3.8.3	8ws Information Literacy Model	85
3.8.4	The SCONUL Seven Pillars of Information Literacy: Core Model for Higher Education	87
3.8.5	Empowering-8 Information Literacy Model	91
3.8.6	The Big6 Information Process Model	93
3.8.7	The Research Cycle	96
3.8.8	Seven Faces of Information Literacy in Higher Education	97
3.8.9	Six Frames for Information Literacy Education	101
3.9	Conclusion	108
	References	
CHAPTER – 4	DATA ANALYSIS AND INTERPRETATIONS	114 – 264
4.1	Data Analysis and Interpretations: An Overview	114

4.2	Questionnaire Distributed and received by the Respondents	114
4.3	Gender-Wise Classification of Respondents	115
4.4	Age Wise Classification of Respondents	117
4.5	Library Visit by the Respondents	120
4.6	Frequency of Visiting the Library	122
4.7	Way to Satisfy Information Needs by the Respondents	124
4.8	Purpose of Visiting the Library	126
4.9	Purpose of Using the Library Resources	129
4.10	Awareness and Usage of Library Resources by the Respondents	131
	4.10.1 Awareness and Usage of Library Resources by the Respondents of Mizoram University	132
	4.10.2 Awareness and Usage of Library Resources by the Respondents of Tezpur University	134
4.11	Library has Adequate Resources	137
4.12	Information Media Preferred by Respondents	139
4.13	Electronic Resources Used by Respondents of the Library	141
4.14	Method of Searching Documents in the Library	143
	4.14.1 Methods of Searching Documents in the Library by Respondents of Mizoram University	143

4.14.2	Methods of Searching Documents in the Library by Respondents of Tezpur University	144
4.15	Awareness and Usage of Library Services by the Respondents	145
4.15.1	Awareness and Usages of Library Services by the Respondents of Mizoram University	145
4.15.2	Awareness and Usages of Library Services by the Respondents of Tezpur University	148
4.16	Usefulness of Library	150
4.17	Awareness with the Term Information Literacy	153
4.18	Utility of Information Literacy Skills in the Digital Environment for Academic Activities	155
4.19	Preference of Contact to Access the Needed Information	158
4.20	Preference of Information Tool by the Respondents to Search the Basic Background Information	161
4.21	Sources Consulted for Current Information by the Respondents	163
4.22	Awareness of Shelving (Arrangement) the Books in the Library	166
4.23	Most Efficient Source for Finding other Related Articles	169
4.24	Awareness about the Different Parts of Book and Knowledge of Different Parts of Book by the Respondents	172

4.24.1	Awareness about the Different Parts of Book	172
4.24.2	Knowledge of Different Parts of Book by the Respondents	174
4.25	Decides a Book Contains Information by the Respondents to Fulfil their Needs	177
4.26	The Documents Containing Meanings of the Words	180
4.27	Sources Preferred by the Respondents to Search the Information on a Topic	182
4.28	Tools Selected by the Respondents for Using the Library Resources	185
4.29	Awareness about the Document Which Can't Access Directly in the Library Catalogue	188
4.30	Book Section to find the Related Document By The Respondents	191
4.31	Identify the Meaning of Peer Review Article by the Respondents	194
4.32	Preference of the Searching Technique to find out "Dr. B.R. Ambedkar" Related Documents	198
4.33	Rating their Skills on Accessing, Searching, Evaluating and Using the Information by the Respondents of Mizoram University and Tezpur University	201
4.33.1	Rating their Skills on Accessing, Searching, Evaluating and Using the Information by the Respondents of Mizoram University	201

4.33.2	Rating their Skills on Accessing, Searching, Evaluating and Using the Information by the Respondents of Tezpur University	202
4.34	Preference the Parameters to Evaluate the Information	204
4.35	The Next Step after getting the Required Information	207
4.36	Awareness about the Fair Use of Information and Plagiarism	210
4.37	Respondents Consider the Activity Legal Binding while Downloading the Web Content	212
4.38	Dependence on the Internet for Writing Dissertation/Research Paper	214
4.39	References given by the Respondents when They Reproducing others Work or Ideas	217
4.40	Opinion of the Respondents on the Statement “Plagiarism Should be Avoided”	219
4.41	Preference of Searching Techniques in Electronic Environment	222
4.42	Preference of Search Engine to Search the Information	225
4.43	Preference of Resources to Search the Information from the Internet	227
4.44	Evaluate the Reliability and the Authenticity of Web Information by the Respondents	230

4.45	Awareness about the Latest Online Content in their Field	234
4.46	Respondents Rating their Ability to Access the Correct Information in Print and Electronic Formats	238
4.46.1	Respondents Rating their Ability to Access the Correct Information in Print and Electronic Formats in Mizoram University	338
4.46.2	Respondents Rating their Ability to Access the Correct Information in Print and Electronic Formats in Tezpur University	239
4.47	Respondents Rating their Ability to Evaluate the Information in Print and Electronic Formats	240
4.47.1	Respondents Rating their Ability to Evaluate the Information in Print and Electronic Formats in Mizoram University	240
4.47.2	Respondents Rating their Ability to Evaluate the Information in Print and Electronic Formats in Tezpur University	241
4.48	Respondents Faced the Difficulties while Accessing the Required Information in Print Sources and Electronic Sources	242
4.48.1	Respondents Faced Difficulties while Accessing the Required Information in Print Sources	242

	4.48.2	Respondents Faced Difficulties while Accessing the Required Information in Electronic Sources	244
	4.49	Respondents Attended the Library Orientation/ Information Literacy Programme Organized by their Library	248
	4.50	Respondents' Satisfaction with Programme/Instruction or Training Provided by the Library in the use of Library Resources and Services	250
	4.51	Respondents' Satisfaction with Various Training/Orientation Programme Provided by the Library	253
	4.52	Areas where Instructions/Training Programme is Needed	257
	4.53	Hypothesis Testing	260
CHAPTER – 5		MAJOR FINDINGS, SUGGESTION AND CONCLUSION	265 – 281
	5.1	Findings According to the Objectives of the Study	265
	5.2	General Finding	274
	5.3	Conclusion	276
	5.4	Suggestions	279
	5.5	Future Areas for Research	280
		Bibliography	282 – 302
		Appendices	303 – 315
		Brief Bio-Data of the candidate	316 – 320

LIST OF TABLES

Table No.	Name of the Table	Page No.
3.1	Dimension of Information Literacy	64
4.1	Questionnaire Distributed and received by the Respondents	115
4.2	Gender-Wise Classification of Respondents	117
4.3	Age Wise Classification of Respondents	119
4.4(a)	Library Visit by the Respondents	121
4.4(b)	Frequency of Visiting the Library	124
4.4(c)	Way to Satisfy Information Needs by the Respondents	125
4.5	Purpose of Visiting the Library	128
4.6	Purpose of Using the Library Resources	131
4.7(a)	Awareness and Usage of Library Resources by the Respondents of Mizoram University	133
4.7(b)	Awareness and Usage of Library Resources by the Respondents of Tezpur University	136
4.8	Library has Adequate Resources	138
4.9	Information Media Preferred by Respondents	140
4.10	Electronic Resources Used by Respondents of the Library	142
4.11(a)	Methods of Searching Documents in the Library by Respondents of Mizoram University	144
4.11(b)	Methods of Searching Documents in the Library by Respondents of Tezpur University	145
4.12(a)	Awareness and Usages of Library Services by the Respondents of Mizoram University	147
4.12(b)	Awareness and Usages of Library Services by the Respondents of Tezpur University	149
4.13	Usefulness of Library	152
4.14	Awareness with the Term Information Literacy	154

4.15	Utility of Information Literacy Skills in the Digital Environment for Academic Activities	157
4.16	Preference of Contact to Access the Needed Information	160
4.17	Preference of Information Tool by the Respondents to Search the Basic Background Information	163
4.18	Sources Consulted for Current Information by the Respondents	165
4.19	Awareness of Shelving (Arrangement) the Books in the Library	168
4.20	Most Efficient Source for Finding other Related Articles	171
4.21(a)	Awareness about the Different Parts of Book	174
4.21(b)	Knowledge of Different Parts of Book by the Respondents	176
4.22	Decides a Book Contains Information by the Respondents to Fulfil their Needs	179
4.23	The Documents Containing Meanings of the Words	182
4.24	Sources Preferred by the Respondents to Search the Information on a Specific Topic	184
4.25	Tools Selected by the Respondents for Using the Library Resources	187
4.26	Awareness about the Document Which can't Access Directly in the Library Catalogue	190
4.27	Book Section to find the other Related Document by the Respondents	193
4.28	Identify the Meaning of Peer Review Article by the Respondents	197
4.29	Preference of the Searching Technique to find out "Dr. B.R. Ambedkar" Related Documents	200
4.30(a)	Rating their Skills on Accessing, Searching, Evaluating and Using the Information by the Respondents of Mizoram University	201

4.30(b)	Rating their Skills on Accessing, Searching, Evaluating and Using the Information by the Respondents of Tezpur University	203
4.31	Preference the Parameters to Evaluate the Information	206
4.32	The Next Step after getting the Required Information	209
4.33	Awareness about the Fair Use of Information and Plagiarism	212
4.34	Respondents Consider the Activity Legal Binding while Downloading the Web Content	214
4.35	Dependence on the Internet for Writing Dissertation/ Research Paper	216
4.36	References given by the Respondents when They Reproducing others Work or Ideas	219
4.37	Opinion of the Respondents on the Statement “Plagiarism Should be Avoided”	221
4.38	Preference of Searching Techniques in Electronic Environment	224
4.39	Preference of Search Engine to Search the Information	226
4.40	Preference of Resources to Search the Information from the Internet	229
4.41	Evaluate the Reliability and the Authenticity of Web Information by the Respondents	233
4.42	Awareness about the Latest Online Content in their Field	237
4.43(a)	Respondents Rating their Ability to Access the Correct Information in Print and Electronic Formats in Mizoram University	238
4.43(b)	Respondents Rating their Ability to Access the Correct Information in Print and Electronic Formats in Tezpur University	239

4.44(a)	Respondents Rating their Ability to Evaluate the Information in Print and Electronic Formats in Mizoram University	240
4.44(b)	Respondents Rating their Ability to Evaluate the Information in Print and Electronic Formats in Tezpur University	241
4.45(a)	Respondents Faced Difficulties while Accessing the Required Information in Print Sources	244
4.45(b)	Respondents Faced Difficulties while Accessing the Required Information in Electronic Sources	247
4.46	Respondents Attended the Library Orientation/ Information Literacy Programme Organized by their Library	249
4.47	Respondents' Satisfaction with Programme/ Instruction or Training Provided by the Library in the use of Library Resources and Services	252
4.48	Respondents' Satisfaction with Various Training/ Orientation Programme Provided by the Library	256
4.49	Areas where Instructions/ Training Programme is Needed	259

LIST OF FIGURES

Figure No.	Name of the Figure	Page No.
3.1	Concept of Information Literacy	63
3.2	Developing Visual Literacy Skills	65
3.3	Network Literacy	66
3.4	Computer Literacy	67
3.5	Media Literacy and Online Learning	67
3.6	Digital Literacy	68
3.7(a)	Kuhlthau's Information Search Process Model	80
3.7(b)	Kuhlthau's Information Search Process Zones	82
3.8(a)	PLUS Model	83
3.8(b)	PLUS Model	84
3.9	The 8Ws Information Literacy	87
3.10(a)	Seven Pillars of Information Literacy	89
3.10(b)	Seven Pillars: New Model	91
3.11	The Eight Components of Empowering 8 IL Model	92
3.12	Big6 Information Process Model	95
3.13	Research Cycle	97
3.14	The Content Frame	102
3.15	The Competency Frame	103
3.16	The Learning to Learn Frame	104
3.17	The Personal Relevance Frame	105
3.18	The Social Impact Frame	106
3.19	The Relational Frame	107
4.1	Gender-Wise Classification of Respondents	117
4.2	Age Wise Classification of Respondents	120
4.3	Library Visit by the Respondents	121
4.4	Way to Satisfy Information Needs by the Respondents	125
4.5	Purpose of Visiting the Library	128
4.6	Awareness and Usage of Library Resources by the Respondents of Mizoram University	134

4.7	Awareness and Usage of Library Resources by the Respondents of Tezpur University	136
4.8	Library has Adequate Resources	138
4.9	Information Media Preferred by Respondents	140
4.10	Electronic Resources Used by Respondents of the Library	142
4.11	Awareness and Usages of Library Services by the Respondents of Mizoram University	147
4.12	Awareness and Usages of Library Services by the Respondents of Tezpur University	150
4.13	Usefulness of Library	152
4.14	Awareness with the Term Information Literacy	155
4.15	Utility of Information Literacy Skills in the Digital Environment for Academic Activities	158
4.16	Preference of Contact to Access the Needed Information	161
4.17	Sources Consulted for Current Information by the Respondents	166
4.18	Awareness of Shelving (Arrangement) the Books in the Library	169
4.19	Most Efficient Source for Finding other Related Articles	172
4.20	Awareness about the Different Parts of Book	174
4.21	Decides a Book Contains Information by the Respondents to Fulfil their Needs	180
4.22	Sources Preferred by the Respondents to Search the Information on a Specific Topic	185
4.23	Tools Selected by the Respondents for Using the Library Resources	188
4.24	Awareness about the Document Which can't Access Directly in the Library Catalogue	191
4.25	Book Section to find the other Related Document by the Respondents	194

4.26	Preference of the Searching Technique to find out “Dr. B.R. Ambedkar” Related Documents	200
4.27	Rating their Skills on Accessing, Searching, Evaluating and Using the Information by the Respondents of Mizoram University	202
4.28	Rating their Skills on Accessing, Searching, Evaluating and Using the Information by the Respondents of Tezpur University	203
4.29	Preference the Parameters to Evaluate the Information	207
4.30	The Next Step after getting the Required Information	210
4.31	Awareness about the Fair Use of Information and Plagiarism	212
4.32	Opinion of the Respondents on the Statement “Plagiarism Should be Avoided”	222
4.33	Preference of Search Engine to Search the Information	227
4.34	Preference of Resources to Search the Information from the Internet	230
4.35	Respondents Rating their Ability to Access the Correct Information in Print and Electronic Formats in Mizoram University	238
4.36	Respondents Rating their Ability to Access the Correct Information in Print and Electronic Formats in Tezpur University	239
4.37	Respondents Rating their Ability to Evaluate the Information in Print and Electronic Formats in Mizoram University	240
4.38	Respondents Rating their Ability to Evaluate the Information in Print and Electronic Formats in Tezpur University	241
4.39	Respondents Attended the Library Orientation/ Information Literacy Programme Organized by their Library	250

LIST OF ABBREVIATIONS

TERM	DESCRIPTION
ACRL	Association of College & Research Libraries
ALA	American Library Association
APA	American Psychological Association
BBA	Bachelor in Business Administration
CD	Compact Disk
CILIP	Chartered Institute of Library and Information Professionals
COM.	Department of Commerce
EDU.	Department of Education
ICSSR	Indian Council of Social Sciences Research
ICT	Information and Communication Technologies
IFLA	International Federation of Library Associations and Institutions
IL	Information Literacy
ILT	Information Literacy Test
IMBA	Integrated Master in Business Administration
IT	Information Technology
LAN	Local Area Network
MCO.	Department of Mass Communication
M.Com	Master of Commerce
MAN.	Department of Management
MBA	Master in Business Administration
MZU	Mizoram University
MJMC	Masters in Journalism and Mass Communication

MSW	Master of Social Work
NAAC	National Assessment and Accreditation Council
NCLIS	National Commission on Libraries and Information Science
NEHU	North-Eastern Hill University
NILIS	National Institute of Library and Information Sciences
OECD	Organization for Economic Cooperation and Development
OPAC	Online Access Public Catalogue
PC	Personal Computer
PG	Post Graduate
SW	Department of Social Work
SCONUL	The Society of College, National and University Libraries
SOC.	Department of Sociology
TZU	Tezpur University
UNIV.	University
WWW	World Wide Web

CHAPTER 1: INTRODUCTION

1. INTRODUCTION

In the present day world, information leaves in different configurations, from different sources. As such, it becomes essential for students to be information proficient keeping in mind the end goal to stay capable of the things like when, why and how to use different apparatuses in the acquisition of information appropriately. It isn't conceivable to wind up information literate overnight. Henceforth, by adopting certain writing and speaking behaviour, one can enhance one's capacity and skill in the subjects of his interest. The user's quest for apropos information can be fulfilled by the method for certain information getting skills and capacities and the possession of such abilities is known as information literacy. According to National Forum on Information Literacy, "The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand."

In the current times, information travels at a shockingly quick speed in the public domain. Information Literacy is the way of knowing when and why information is needed, where to discover it and how to assess, utilize and convey it lawfully. It is the capacity to assemble, sort out, channel and assess data and to frame substantial opinions in view of the outcomes. It is the mix of the considerable number of abilities required for the successful utilization of information. Information literacy or information proficiency has been used as an aggregate term covering all or a few of skill levels viz. PC proficiency, digital literacy, hyper-literacy, information technology proficiency, interactive proficiency, arrange proficiency, oral proficiency, web proficiency, perusing proficiency, and visual literacy and so on. It becomes imperative here to mention that all the proficiencies listed above are important to comprehend or understand the overall bearing in Information literacy and yet each of the functions in distinct ways. The users who work with new and refreshed techniques, who adapt to changing times, who work most distinctively makes the most significant mark. The entire idea of information proficiency is to move from text-based learning to resource-based learning.

1.1 HISTORY OF INFORMATION LITERACY

The term 'Information Literacy' first appeared in print in the report in 1974 by Paul G. Zurkowski, written on behalf of the National Commission on Libraries and

Information Science. He used this phrase to describe the “techniques and skills” known by the information literate.

In the information society, information literacy skills are helpful to everybody, especially students, to succeed academically and in their future job opportunities; information and knowledge are the basic resources and access to them is a necessity. Teachers and lecturers must excel in information literacy aptitudes to carry out their occupations efficiently and successfully. Everybody in society needs information literacy skills.

Organization for Economic Cooperation and Development (OECD) has highlighted the role of information-related competencies in its several reports. The report entitled “The knowledge-based economy”, counts on highly skilled workers and states that “the knowledge-based economy is characterized by the need for continuous learning of both codified information. As the access to information becomes easier and less expensive, the skills and competencies relating to the selection and efficient use of information become more crucial” (OECD, 1996).

It's another report entitled, "Learning to connect the Digital partition," features the abilities to observe translating information as observed to be more essential than the aptitudes of maintenance and recording. Further, it expresses that the capacity to look for an exchange of information utilizing databases and networks isn't just essentially reliant on access to technology, yet requires ownership of vital specialized aptitudes. Furthermore, it calls for essential skill in having the capacity to choose, classify, and assess the data that ends up available. (Venezky 2000). Information Literacy is the selection of fitting data conduct to acquire, through whatever channel or medium, to fit into the information needs together with basic attention to the significance of the savvy and ethical utilization of information in the public arena. Information proficiency is a way to express individual thoughts, create contentions, disprove the conclusions of others, learn new things or distinguish reality or verifiable proof about a topic. Nowadays, the vast majority of the general population is liable to change professions no less than five times for the duration of their lives. Individuals must wind up flexible students who can adjust to new vocations through their particular capacity of figuring out how to learn. The individuals who are information proficient can break down and translate information and this capacity empowers them to react fundamentally and innovatively to issues. In this manner, one might say that information literacy contributes to individual strengthening and flexibility to learn.

1.2 INFORMATION

In the present era information has become a vital resource for societal development. “It is an indispensable raw material for making the right decision from the government level to the personal level. It is now a well-accepted opinion that a country which is rich in information is rich in its social and economic spheres. We see that today information is dividing the whole world into two parts. At one side, there are fast-moving countries that make effective use of the information and on the other hand, the slow-moving countries that do not use it. In this way, we see that the backwardness of a country in respect of socio-economic spheres is mainly due to lack of adequate information especially in the field of science and technology” (Kumar, 2008). Man is a thinking animal and hence various thoughts and ideas emerge in his mind. Thus the human mind is a generator of ideas. These ideas are called information. The word information is derived from two Latin words, Forma and Formation. Both the words convey more or less the same meaning that is giving shape to something and forming a pattern. The word information was used for the first time in 1958 in place of the document. It was a wide term in comparison with the document. The term became very popular soon. There are several terms such as knowledge, facts, news, message etc. used in common parlance as synonyms or near-synonyms to information. But none of these terms is equivalent to information. We see that today information has become a valuable commodity. The value of information is determined based on providing it to the right user at the right time in the right form with precision. The information has now also become a valuable input to various types of users such as students, teachers, researchers, professionals, decision-makers and planners etc, to satisfy the various types of information needs. It is an asset and like other assets, it is useless until it is put to use. So the value of information is also determined based on how it is utilized. We can say that one of the vital forces of present-day society is the information that drives all human activities. It is an important resource for valuable input and power for societal development. The impact of information is seen in different human activities centring on the information. In the spheres of human life, the contribution of information to successful economic function is beyond question. Keeping this contribution of information in our mind we have analysed the information term with its meaning, definitions characteristics, attributes, types, theories, value etc. in this article.

1.3 INFORMATION DEFINITIONS

According to the American Library Association (ALA), information is “... all ideas, facts, and imaginative works of the mind which have been communicated, recorded, published and/or distributed formally or informally in any format.”

Scott (2005) defines information as “data which has been recorded, classified, organized, related, or interpreted within a framework so that meaning emerges.” From the definitions given above, it can be concluded that information is associated with both communication and knowledge. It can in this manner, comprise of everything from talked words, written communication, sheets of music, photos and artistic creations, to PC codes and logical formulae. The information must have a context from which we can comprehend it. It must have a framework that gives it meaning. Information originates from numerous sources. We are altogether encompassed by information – daily papers, announcements, web, TV, radio, our environment and individuals. Information can also be found and made. An analyst who has found new pharmaceuticals has made information. We also make new information when we research and write our assignments and dissertations and support our contentions with the examination of others.

1.4 INFORMATION LITERACY

One of the truths about the present era is that ‘Information is everywhere’. To understand the concept of Information Literacy, first of all, we know the origin and literal meaning of the particular term. Information Literacy merges with two Latin words the first word is Information is from the Latin word ‘information’, which meaning is concept or idea, and the second word is Literate from the Latin word ‘literatus’, which meaning is learned or lettered. The concept of Information Literacy was first introduced by Paul Zurkowski in the year 1974. He submitted a proposal to the National Commission on Libraries and Information Science (NCLIS) when he was president of the United States Information Industry Association. The information has been founded as a necessary commodity and becomes a ground-level resource for personal development. This information lays the foundation of competitive advantage. According to Shera, information is that “Which is transmitted by the act or process of communication, it may be a message, a signal, a stimulus, it assumes a response in the receiving organism and therefore, possess response potential, its motivation is inherently utilitarian, it is instrumental and it usually is communicated in an organized

or formalized pattern, mainly because such formalization increases potential utility.” Information proficiency also is progressively critical in the contemporary condition of quick technological change and multiplying data resources. Because of the escalating nature of this condition, people are looked at with various, abundant data choices in their scholarly investigations, in the working environment, and in their own lives. Data is accessible through libraries, network resources, unique intrigue associations, different media, and the Internet and progressively, data comes to people in unfiltered positions, bringing up issues about its authenticity, validity, and reliability. Moreover, data is accessible through numerous media, including graphical, aural, and literary, and these posture new difficulties for people in assessing and understanding it. The questionable quality and extending the quantity of data present vast difficulties for society. The sheer abundance of data won't in itself make a more educated citizenry without a corresponding bunch of capacities important to utilize data effectively.

Generally, literacy implies the capacity to read and write. Be that as it may, there are by all accounts different types of literacy. For example, varying media education, print proficiency, PC literacy, media proficiency, web proficiency, technical literacy, functional proficiency, library literacy and information proficiency etc. Nominal and active proficiency too centres around making individuals mindful to read and write in their everyday exercises. Information literacy is very extraordinary to the above. It is a combination of every one of these ideas but goes past them. The procedure of information proficiency requires the learning of abilities, as well as another state of mind, with a specific end goal to get significance from learning. Sharing information and technological storage has expanded the accessibility of information tremendously. Quite a bit of this information is accessible just through telecommunications. Information Literacy in media transmission is accomplished when students know when to utilize online resources, how to get to information totally, how to assess concerning the precision and relevance for each need and utilize information to impart adequately. If students learn these information literacy skills then they have lifelong learning aptitudes. Information literacy residents know how to utilize the information for their best favourable position both at work and in regular day to day existence. They recognize the most valuable information when deciding when voting or to take part in group life. They can assess reports, ads and political crusade addresses.

Information literacy is a key factor in long-lasting learning. They are the initial phase in accomplishing instructive objectives. The improvement of such skills should happen for the duration of natives' lives, particularly amid their instructive years, where Librarians, as a part of the learning group and, as specialists in information administration, have or ought to accept the key part of encouraging information proficiency. Through the creation, with the workforce, of educational modules coordinated projects, librarians ought to effectively add to the student's learning forms in their pursuit to improve or build up the skills, information and qualities expected to become lifelong learners. These rules are a theoretical format to control the production of information literacy (IL) programs in academic and school libraries, although a large portion of the principles can also be applied to public libraries. The archive gives data to outline the information literacy endeavours of educators, librarians and information facilitators at the global level, especially in countries where information literacy is at the beginning level. It is additionally of significant worth to any individual who may need to begin an information literacy program and might want a general conceptual structure, regardless of their geological area. According to Doyle “the Information Literate person one who recognizes that accurate and complete information is the basis for intelligent decision making, Recognizes the need for information, Formulate question-based on the information needs, Identifies potential sources of information, Develops successful search strategies, Accesses sources of information including computer: based electronic resources, Evaluate information collected by various resources, Organizes information for practical applications, Integrate new information into an existing body of knowledge, Use the information in critical thinking and problem solving”.

1.5 INFORMATION LITERACY SKILLS

Information Literacy (IL) is a set of skills for finding information effectively managing the abundance of information available effectively, thinking critically about information sources, synthesizing and incorporating information into one's knowledge base, creatively expressing and effectively communicating new knowledge, using information legally and ethically, and using knowledge for the betterment of the individual's life and also of the society. Information literacy education has gained more significance in higher education institutions worldwide over the last 10 years. It engages people groups in all kinds of different backgrounds to look for, assess, utilize

and make information successfully to accomplish their own, social, word related and instructive objectives. Through library orientation, user training and bibliographic direction, university libraries have for quite some time been engaged with preparing their users how to utilize the library, how to get to information and instructing the different bibliographic apparatuses. But, in the present information-rich society, due to the information explosion, emergence of Information and Communication Technologies (ICT) and World Wide Web (WWW), development of e-information resources. Changes in instructing and learning styles, the students are confronting issues in finding the most validated, dependable and legitimate information sources for their examinations which required them to create information literacy abilities and progress toward becoming information literates. As activators of learning centres, university libraries are expected to assume an exceptionally critical part to make their users as information literates by successfully directing information literacy programs. Information literacy is a set of abilities requiring individuals to recognize when information is needed and can locate, evaluate, and use effectively the needed information (American Library Association, 1989). Information Literacy skills are the capacity to successfully distinguish, access, and make utilization of information in its different formats, and to pick the appropriate medium for communication. It additionally incorporates learning and states of the mind identified with the moral, lawful and social issues encompassing information and information technology. Information literacy knows when and why you require information, where to find it, and how to evaluate, use, and communicate it in an ethical manner (CILIP, 2004).

It is basic to all controls, to all learning conditions, and all levels of education. It empowers students to ace substance and extends their investigations, turns out to be more self-directed, and accept more prominent control over their particular learning.

(ALA, 1989) An information literate individual can:

- ✓ Determine the extent of information needed
- ✓ Access the needed information effectively and efficiently
- ✓ Evaluate the information and its sources critically
- ✓ Incorporate selected information into one's knowledge base
- ✓ Use information effectively to accomplish a specific purpose
- ✓ Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

1.6 INFORMATION LITERACY DEFINITIONS

According to Lenox & Walker, “Information Literacy is the realization that several conditions must be simultaneously present. First, someone must desire to know, use analytic skills to formulate questions, identify research methodologies, and utilize critical skills to evaluate experimental and experiential results. Second. The person must possess the skills to search for answers to those questions in increasingly diverse and complex ways. Third, once a person has identified what is sought, be able to access it.”

According to Paul Zurkowski, Information Literacy is “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 - solution to their problems.”

According to (ACRL, 2000) “Information literacy is a set of abilities requiring individuals to recognize when information is needed and can locate, evaluate, and use effectively the needed information”. Subsequently, Information Literacy is an arrangement of basic abilities, which expands learning past set up classroom settings. “Information Literacy deals with when and why we need information, where to find it, and how to evaluate, managing, use and communicate it in an ethical manner.” Information Literacy has become a key component of, and contributor to lifelong learning.

Tuominen and Kotilainen (2012) define information literacy, “It is a set of competencies for obtaining, understanding, evaluating, adapting, generating, storing, and presenting information for problem analysis and decision-making. Information literate people possess basic skills: critical thinking, analyzing information and using it for self-expression, independent learning, producing, being informed citizens and professionals, and participating in the governance and democratic processes of their societies.”

The ALA Presidential Committee on Information Literacy says “Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning because they can always find the information needed for any task or decision at hand” (ALA, 1989). Information technology skills are defined as “the skills required to operate a variety of computer applications packages word

processing, databases, spreadsheets, etc., together with some general IT skills, such as copying disks and generating hard-copy printout” (Bawden, 2001)

1.7 MIZORAM UNIVERSITY:

Mizoram University was established as a Central University by an Act, 2000, it enacted by Parliament in the 51 years of the Republic of India. But it started functioning from 2nd July 2001. Before this; the University inherited from North-Eastern Hill University (NEHU) had functioned as Mizoram Campus for 24 years since 1979. At present Mizoram University comprises 8 schools of studies and 33 academic departments. There is a total of 230 teaching faculties as on Sept 2020. The objects of the University shall be to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may seem fit, to make provisions for integrated courses in humanities, natural and physical sciences, Social Sciences, forestry and other allied disciplines in the educational programmes in the University. (Source: <http://mzu.edu.in/index.php/downloads/forms/finish/10-office-orders-notifications/10079-university-act-2000>)

Central Library is the focal point of all user communities of Mizoram University. The Library caters to the educational and research needs of the academic community and its resources are consulted by scholars from all over the country. Empowering the academic community of Mizoram University with enriching collections, innovative services. “In the year 2008, the whole library impacts have been made open in the machine-readable record. The mechanized bibliographic information of the 16 library properties has likewise been accessible for users' looking all through the grounds through the Local Area Network (LAN) intranet, utilizing Web-OPAC. Robotized dispersal framework utilizing scanner mark headway has been utilized since first December 2008 which gives necessary and affects association to the users. The library has been giving crediting and reprographic associations, Orientation Programs for starting late surrendered understudies of all the Academic Departments. Digitization of Mizoram University's own particular archives and dispersals had been searched for after setting up an 'Institutional Repository' and the same had been energized on the intranet in May 2011. The storeroom gives free gets to a broad assortment of institutional research yields inside the grounds arrange.” (Chanchinmawia, 2018)

The Department of Education has the main objective to developed creative, aesthetic and conducted classroom-related researches and enhance to prospective teacher's ability to face the present challenges. The vision of the department is “to progressively provide academic leadership at the regional and national circle, and to have a global impact on society through continual innovation in Education, Teacher preparation and research.” (Source: <https://mzu.edu.in/school-of-education/>)

The Department of Sociology main focus on topics and themes vital to the discipline and have been oriented towards addressing contemporary sociological issues in their thematic, theoretical and methodological aspects that have both basic and applied dimensions. The sociological imagination and the skills that one learns through the study of sociology are inimitable, regardless of the paths we eventually walk our way. The vision of the department is “to understand and develop empathy for diverse populace and cultures, the ability to think critically about social problems and social policy, and the aptitude to analyse data and interpret materials and write coherently are just a few of the many skills the study of sociology stands for.” (Source: <https://mzu.edu.in/department-of-sociology/>)

The Department of Social Work initiated under NEHU (Mizoram Campus) in July 1990. “The MSW course commenced on 1st August 2002. The department imparts education and training in professional Social Work to provide qualified personnel in Social Welfare and Social development with specific reference to North-East Region. At present, the department is offering MSW, M.Phil and PhD degree programmes” (Source: <https://mzu.edu.in/department-of-social-work/>)

The Department of Commerce was set up in 2002 and its main aim of facilitating the development of efficient and effective human resources required by the business world through quality education personal growth. The department has been offering M.Com, M.Phil. and Ph.D programmes. (Source: <https://mzu.edu.in/department-of-commerce/>)

The Department of Mass Communication was established in the year 2010. The department has been offering a Masters in Journalism and Mass Communication (MJMC) for two years. “The department is equipped with a video production studio and Final Cut Pro Editing suit. The department publishes a student's lab journal called —Silhouette, Students blog —Spectator| and video news magazine, —Silhouette

Newslink. The department is using participatory communication for teaching and learning.” (Source: <https://mzu.edu.in/department-of-mass-communication/>)

The Department of Management was established in the year 2006. “It offers four (4) full-time courses i.e. MBA, IMBA (5 Years’ Integrated MBA), Ph.D and M.Phil. (Management). MBA Programme comprises of four semesters during which the students have to undertake 32 courses and carry out project work during industrial training on a corporate problem. The programme is built on the foundation of the activity-based learning model. The department offers specialization in four disciplines – Marketing, Finance, Human Resource and Small Business & Entrepreneurship Development. The department has conducts industrial tours for the students to reputed industrial units. The 5 years’ Integrated Master in Business Administration (IMBA) has an exit option after the 6th semester with a BBA degree. The programme offers an integrated set of skills from the fundamental functional areas within all business to the practical methods of analysis and execution of decision making to gaining strategic perspective and delivering recommendations.” (Source: <https://mzu.edu.in/department-of-management/>)

1.8 TEZPUR UNIVERSITY:

Tezpur University was established by an Act of parliament in the year 1994. The objectives of the University shall be to disseminate and advance knowledge by providing instructional and research facilities. The vision of the University is to develop human excellence and inculcate leadership through hard work and creativity and the mission of the University is to render, one of the most preferred destinations of students, faculty and scholars and employees.

The Central Library of Tezpur University has been started functioning since 1994. Central Library is provided computerized services with open source integrated library management software KOHA and using a barcode-based automation process for check-in, check-out and renewal of books. At present, the library holds about 86654+ books, 10360+ e-journals and 9661 back volumes of journals. Apart from the online journals and database provided by e-ShodhSindhu consortium and DeLCON consortium, the library also holds more than 2622 CDs scattering to different thought contents. Library users can access book database, theses database, journal database, e-journals and other e-resources from any terminal within the University campus.

Central Library remains open throughout the year. It engages with the ongoing technological transformations to deliver world-class physical and digital content and services significant to education, research, publication, and outreach. (Source: <http://www.tezu.ernet.in/Library/index.php/about-us/about-library>)

The Department of Education was established in the year 2014. The main approach of the department is to developed creative, aesthetic and conducted classroom-related researches in the students and enhance to prospective teacher's ability to face challenges. The vision of the department is "to prepare professional humane teachers and teacher educators to serve the national school system, teacher education and society as well." (Source: <http://www.tezu.ernet.in/dedu/about.php>)

The Department of Sociology was established in the year 2006. The main approach of the curriculum is to prominence on the teaching and learning of general issues of sociology as well as the concerns of sociological importance in North East Region. The vision of the department is "to become a leading centre of sociological learning in pursuit of a just and human society." (Source: <http://www.tezu.ernet.in/dsoc/>)

The Department of Social Work was established in the year 2014. North East Region, this department respond to the dearth of good 'social work schools and trained social work professionals'. The syllabus is considered to train students as a human resource for competent and effective professional social workers. The vision of the department is "the creation of a just and equal society which ensures freedom from all forms of oppression and exploitation." (Source: <http://www.tezu.ernet.in/dsw/>)

The Department of Commerce was established in the year 2014 under the "School of Management Sciences" started with an integrated M.Com programme (5 Years). The main approach of the department is to provide quality education and to develop different competitive examinations skills among the students. The vision of the department is "strive to emerge as a centre of excellence by exploring new frontiers in knowledge, research and innovativeness in commerce education." (Source: <http://www.tezu.ernet.in/dcom/about.html>)

The Department of Mass Communication and Journalism was established in the year 2001. The department provides state of the art facilities to produce industry-grade excellence media content to the students. The department main focus is "to create a

band of dedicated and professional communicators and journalists for the society with a difference.” (Source: <http://www.tezu.ernet.in/dmass/about.php>)

The Management Department ‘Department of Business Administration’ came in the year 1995 and started 2 years full-time MBA course. The vision of the department is “to be a coveted knowledge hub of management education for creating socially responsible global citizens.” (Source: <http://www.tezu.ernet.in/dba/new/about.php>)

1.9 SIGNIFICANCE OF STUDY

Information assumes an indispensable part of the general public. Information is accessible from different sources through libraries, associations, manufacturers, service providers, web, media and group resources. Presently a day's people are compelled to look for bottomless information decisions in their examinations, working environments and lives. As there is huge information accessible from all resources and remote corners of the world it moves toward becoming unfiltered and an individual has an issue to pick the validation and reliable information. In this manner, Information Literacy is required as a result of a multiplication of information access and resources.

The main intention of this study is to compare the information literacy skills among PG students of Mizoram University and Tezpur University. This is the first time effort that has been made ever to compare the information literacy skills of both of the Universities. Anticipate that this research work may be an eye-opener in this area of research.

1.10 SCOPE AND LIMITATIONS OF THE STUDY

The present study is designed to compare the information literacy skill among the social science P.G Students of Mizoram University and Tezpur University. Both these two Universities were established in the same decades (about 8 years interval) and having “A” Grade from NAAC. The Tezpur University is a leading university in North East and ranked with the 39th position while Mizoram University ranked 67th position in NIRF ranking, 2020 (Source: <https://www.nirfindia.org/2020/UniversityRanking.html>) and have well established social science departments in both universities. Further, no study has been conducted till now between these two central universities. Thus, It is very substantial to conduct research on one of the best

university (Tezpur University) and one of the most leading University (Mizoram University) of North East States.

The scope is further limited to Social science departments of these two universities. The social science departments will be selected based on the Indian Council of Social Sciences Research (ICSSR) list available on (Source: [http://www.icssr.org/fello/Guidelines-Senior%20Fellowships%20\(1\).htm](http://www.icssr.org/fello/Guidelines-Senior%20Fellowships%20(1).htm)). At present, there are 06 common social science departments in both the universities (i.e. Education, Sociology, Social Work, Commerce, Mass Communication and Management). Thus, all these 06 departments from both Universities will be only included in this study as a social science department.

1.11 STATEMENT OF THE PROBLEM

In the present digital age, access to current and factual information is a challenge for the academic community and to access information, information literacy is essential. The different user categories have different information needs depending on their functions, occupations, responsibilities and duties. The PG students are one of the main stockholders in University and their reading interests, current awareness, subject knowledge have a direct link with their information literacy skills. The ability to find and use of appropriate information to resolve study problems, make decisions, and smooth examination function etc. which have become obligatory requirements for PG students to keep pace with the present digital environment. Digitized information, the networked world and Information and Communication Technologies (ICTs) have become necessities to stay abreast in the current globalized knowledge-based society. Present society has been transformed by the rapid development and diffusion of information and ICT into fields of education and research. This enormous growth of information is also posing numerous challenges in our academic carrier because an overabundance of information may lead to confusion to students. Now, the process of identifying and selecting information has become very complex and difficult for students to carry out their education and learning. This realization has led to appearing the term 'Information Literacy (IL) which has a very significant implication in the University system for today's knowledge-based society. IL is also important to a segment of Universities because it prepares people for professional carries and helps them to enter and adopt all branches of knowledge. IL enables individuals to

participate with a greater understanding of academic affairs. The 21st century has brought enormous in higher education throughout the world as a result of new information and technological developments. Therefore it is an interesting and innovative study to compare the Information Literacy skills of Social Sciences PG Students of two leading universities of North East States having “A” grade by NAAC.

1.12 OBJECTIVES OF THE STUDY

The objectives of the study are to:

1. Compare the level of Information Literacy Awareness among groups of respondents under study.
2. Find out the students’ capability to retrieve, examine, evaluate and use authentic information for their academic purpose in both Universities.
3. Identify and compare the competency level of Information Literacy Skills about library tools and techniques among groups of PG students of both Universities.
4. Know the respondent's satisfaction with Information Literacy program of University libraries and its impact on their IL competency.
5. Find out the area of strengths and weaknesses of Information Literacy Skills among groups of PG Students of Mizoram and Tezpur University and give suggestions for the enhancement.

1.13 METHODOLOGY

The study mainly focuses on information literacy skills to identifying, locating, searching, accessing, retrieving and using information from both web and print reference sources of information to satisfy the information needs of PG Students of Mizoram University and Tezpur University, therefore the survey method of research is suitable to undertake the present study. At present, there are 06 common social science departments (as per the ICSSR list), viz. Education, Sociology, Social Work, Commerce, Mass Communication and Management in both the universities with total 740 PG students (consisting of 375 in MZU and 365 in TEZU, as on 31st March 2018).

The sample size calculation, calculated at 99% confidence level and 5% confidence interval, suggests that a minimum sample of 240 to represent 375 students of Mizoram University and a minimum sample of 236 to represent 365 students of Tezpur

University is required (Ref: <https://surveysystem.com/sscalc.htm>). An attempt was made to draw a sample 25% higher than the minimum requirement, considering the non-response rate up to 25%. Thus, questionnaires were distributed among 300 students of Mizoram University and 295 students of Tezpur University and response received from 263 students from MZU (87.67%) and 259 students from TZU (87.80%) received.

For the collection of primary data from respondents, the following two methods adapted as data collection tools. A structured questionnaire was framed with six parts i.e. (i) Demographic Information, (ii) Using Library and Its Services with twelve questions, (iii) Information Literacy Skills with twenty questions, (iv) Familiarity with Copyright and Fair Use with five questions, (v) Search Technique and Access with eight questions, and (vi) Library Orientation/Information Literacy Programme with four questions relating to the study and distributed among the sample respondents. A structured schedule was used to collect relevant information from the Librarians of respective libraries to know the status of collection, services and on-going IL program. Data so collected were coded and tabulated and for testing of hypothesis, appropriate statistical techniques were used.

1.14 HYPOTHESES

The hypotheses of the present study are:

H₀₁: The PG students covered under study are significantly aware of information literacy skills.

H₀₂: There is no significant difference in both of the universities' respondents in IL skills to retrieve, examine, evaluate and use authentic information.

H₀₃: There is no significant difference in the satisfaction level of students of both the Universities towards their library orientation program on use of library resources and services.

1.15 CHAPTERIZATION

The thesis is presented in the following five chapters:

Chapter 1: Introduction

The first chapter introduces the topic of research and gives a brief account of introduction, History of Information Literacy, Information Literacy Skills, the need and significance of the study, statement of the problem, objectives of the study, methodology, hypothesis and organization of the chapters.

Chapter 2: Review of Literature

The second chapter gives the glimpses of various types of Information Literacy and Information Literacy Skills related areas and provides certain solid guiding lights for the present study. The reviews of the study presented in the following heading such as Information Literacy Development, Various Challenges and Initiative, Information Literacy Models, Information Literacy in Higher Education, Information Literacy among the Social Science, Information Literacy in Technology, Information Literacy in Digital Library, Information Literacy E-Learning and E-Resources, Information Literacy Programmes, Information Literacy of Critical Thinking. The study is further arranged in ascending chronological order. However, this chapter deals with the studies on information literacy to provide the researcher with a better understanding of the previous studies that happened on this topic and how this study could be improved.

Chapter 3: Information Literacy: Concepts and Models

The third chapter begins with the concepts of Information Literacy standard and various Information Literacy Models such as Kuhlthau's information search process model, PLUS model, 8Ws information literacy model, SCONUL seven pillars of information literacy, Empowering-8 information literacy model, Big6 information process model, the research cycle, Seven faces of information literacy in higher education, and Six frames for information literacy education.

Chapter 4: Data Analysis and Interpretation

Chapter four deals with the analyses and interpretation of the collected data using appropriate statistical tools and techniques. The data is properly represented with

tables and graphs. There are *six parts* in this chapter, *first part* is Demographic Information in which includes two questions related to respondents personal details and the *second part* is Using library and its services by the respondents in which includes twelve questions related to using library and its services, in the *third part* of the analysis includes Information literacy skills includes twenty questions related to respondents information literacy skills, in the *fourth part* i.e. familiarity with copyright and fair use includes five questions related to awareness of copyright and fair use by the respondents and in the *fifth part* of the data analysis is search technique and access in which a total eight questions were available related to using various search techniques to access the needed information while in *the sixth and last part* of the data analysis and interpretation is library orientation/information literacy programme provided by the library in which a total four-question includes related to attended, satisfaction, specific training and area in which respondents need training questions were available. The data collected from the respondents are examined and analyzed properly with the help of MS Excel Software. The interpretation of the responses is based on the data collected from the researchers.

Chapter 5: Major Findings, Conclusion and Suggestion

Chapter five gives the summary of major findings, conclusion and it suggests improving information search and information literacy skills of the PG students of Social Sciences of both of the Universities. Then concludes the study with suggestions for future research areas. The chapter deals with the major findings obtained from the analysis of the data. The researcher has presented findings based on the observation from the data analysis. Suggestions provided by the respondents are also mentioned in this chapter for future research/study.

At the end of the thesis, a bibliography and appendices have been given. The bibliography is given as per the rules provided by the APA style manual, 6th ed. (American Psychological Association, 2010)

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CHAPTER 2: REVIEW OF LITERATURE

2. REVIEW OF LITERATURE

In the present knowledge society, there is the accessibility of inexhaustible information which leads to the information explosion, nobody knows precisely how much authentic and reliable is the information which is freely accessible to use on the web. To defeat this confused perspective, user's information needs to get refresh his/her aptitudes of utilizing information consistently that means users need to wind up the deep-rooted student, to end up long-lasting student, he/she should procure information literacy ability which is especially basic to make due in the present technology-based learning world.

In the present era, knowledge and technology are very important for everyone to surviving in the present situation, through the internet and different web-based technologies; it is very easy to access, and flexible to disseminate information. On the web/internet there is much more information available but we need the skills to find authentic information and easy to retriever the resources effectively. Information Literate is recognized as lifelong learner and has its route in the educational system.

In this chapter, an effort has been made to provide an overview of the researches done on the various facets of Information Literacy. In any research, review of related literature is very necessary; 'Review of Literature' is a process and a product in itself. It is a tool to find out the summary of previous studies in a particular field of research. When reviewed articles, it is very helpful to get an idea in different aspects of various topics such as the significance of the study, the scope, findings and limitations, a methodology to be used for the collection of data, analysis of studies/researches carried out already by the scholars in a particular field of research. It is also very important to alert ourselves to duplication of research. The scholar collected reviews of related literature from a wide variety of sources such as Journals, books, conference papers, internet sources, etc. during the period of study. This literature evaluation the important information literacy studies and it evaluates and compares them to verify their relevance to the present study that assesses the Information Literacy Skills among the PG Students of Social Sciences of Mizoram University and Tezpur University.

'Information Literacy' is a broad term in which there are many branches like Digital Literacy and Computer Literacy, Information and Communication Technology (ICT)

Literacy, Visual Literacy, Tool Literacy, Media Literacy, Library Literacy etc. Information Literacy has been conducted on different studies on different aspects over many years.

2.1 INFORMATION LITERACY DEVELOPMENT, VARIOUS CHALLENGES, INITIATIVE AND MODELS

Santharoban and Premadasa (2015) developed the Information literacy model based on Problem based learning (PBL) and used those practices at the faculty of health care science of eastern university Sri Lanka. The authors proposed the model consists of four components- analysis, locate, use and review. Each contains has essential for the student before commencing the PBL session.

Maybee and Zilinski (2015) designed a data literacy framework for higher education. They identified data-related skills and competencies with the use of a different context. The authors suggested that the future prospects need the learning in different fields like social media online class, online marketing, online transaction and research labs.

Kong (2014) conducted a study that develops a digital classroom to enhance information literacy skills and critical thinking through domain knowledge learning to competent student skills. A sample of 107 students examines pre and post-test. The author found that the majority of the student was significant growth in the knowledge of domain learning. Moreover, both teachers and students were positively adopting the digital learning classroom environment.

Erdelez et al (2011) study has discussed the present models of information literacy instruction refer to the potential for inclusion of information encountering, through the related previous literature and identified the five information literacy models. The authors found that none of the models includes information encountering or discovery of information, whereas every model has a similar type of information behaviour. Furthermore, these models analyzed in which natural information occurrences can be encountered and for students articulated. Further empirical research is required on the impact of enhanced information learning approaches on learning outcomes and educational processes for students.

Davis et al (2011) the study explored the librarian' perceptions, attitude on teaching and information literacy models, using the survey method for data collection. The authors found that "an important relationship between the IL instruction model employed and feelings towards campus politics, perceived effectiveness of IL models, and librarians' self-identification as teachers."

Syamalamba (2011) examined the information literacy programme among the undergraduation in higher education. The author found that the majority of the students were unaware of the basic elements of search, retrieving and evaluating information. Moreover, the author observed that professionals also understand their responsibilities and conduct information literacy programmes, seminars and workshops to update their skills as well as users skills.

Townsend et al (2011) explored the threshold concepts and the pedagogical approach to enhance information literacy skills. The authors generalised the concept of the thresholds that the librarian or teachers who adopt the new idea to the existing knowledge. Furthermore, the "threshold concept offers a promising theoretical framework for identifying and teaching information literacy content, particularly for instructors who are overwhelmed by competing standards and guidelines in their efforts to design curriculum."

Koltaya et al (2010) A noteworthy research explored the development of information literacy in Visegrad group (like the Czech Republic, Hungary, Poland and Slovakia). The authors found that the native language was not a barrier to spreading information literacy. In any language, they used some common terminology that was used in the broader area. While at the conceptual level, they were found some differences in their interpretation.

2.2 INFORMATION LITERACY IN HIGHER EDUCATION

Chaninmawia and Verma (2018) conducted a study on the assessment of information literacy skills among research scholars of Mizoram University, in which to know the IL Skills a structured questionnaire was randomly distributed to 232 research scholar and found that the majority of the scholars were aware of the basic

background information of the library and enable to access information through print and electronic forms. The majority of respondents 96 (54.85%) were female and 79 (45.14%) were male respondents. The highest number of 74 (42.8%) respondents visited the library monthly, and 11 (6.28%) respondents were visited the library daily. The 86 (49.14%) respondents visited the library for issue/return books, followed by 55 (31.42%) respondents to study.

Verma and Chanchinmawia (2017) conducted a survey on the assessment of information literacy skills among the faculties of Pachhunga University College, Aizawl and analysed and found that 76% of respondents are assistant professors, 24% is an associate professor and among them 55% are female and 45% are male. The majority of faculties 76% visited the library to borrow/return books. All the faculties were computer literate and they are using the Internet. Majority of the respondents 88% using the internet daily. Pachhunga University College library is fortunate that their users have much awareness about library collection and services and the majority of them are satisfied with library efforts.

Chanchinmawia and Verma (2017) conducted a study on the assessment of information literacy skills among students of the academy of integrated Christian studies during the period of study. For data collection, designed a structured questionnaire and distributed to 118 students, out of the whole 70, constituting (82%) filled questionnaire was gotten for investigation. In general, it was found that students had satisfactory aptitudes in dealing with information for their rudiments needs. The greater part of the students knew with the essential foundation information of the library and empowers to get to information through print and electronic forms however changes are required in the handling of information particularly in the assessment of electronic sources.

Gudadhe (2017) conducted a study on information literacy skills assessment of postgraduate students in Sant Gadgebaba Amravati University, which can be student-centric activity at the college and university level. The researcher has made to lead the pre and post-test of P.G. students for which led workshops at the district level in affiliated colleges of Sant Gadge Baba Amravati University, Maharashtra. The total population of the study was around 400 PG Students on the whole 338 students were

approached from 4 districts to pick up the information on the Internet seeking abilities, Library aptitudes, Research-oriented searching techniques, and so on. It is observed from the survey data that the most elevated percent of P.G. students (61.54%) expressed that they utilize the internet every day, 7.10% to 16.57% specified less utilization of the internet. In pre-test 85.21% of students could answer dictionary effectively, 31.95% students answered what is periodical, 89.64% students could tell what is a directory, 26.33% said Encyclopedia accurately, Catalogue was effectively replied by as it were 36.98%, Abstract was addressed accurately by 40.24%. After IL sessions, the students were well aware of the type of sources.

Swapna and Biradar (2017) assessed information literacy skills among science-postgraduate students at the University of Karnataka State. The survey method is utilized to direct the investigation and a structured questionnaire with 102 questions to measure 102 variables is utilized to collect the data. The real discovery of the investigation is that majority (92.5%) of the students are skilled to define, create and revise the information required on a topic, 83.6% identify the different kinds, formats and 80.2% distinguish reason and target gathering of people of information sources and 97.4% comprehend the association and creation of the universe of knowledge. An average 74.1% of students are skilled to identify and utilize various information retrieval tools, 62.9% assess the information sources accessible both print and electronic formats and 68.1% ready to decide the cost and advantage of gaining information sources effectively; 51.7% of students are skilled to develop and utilize diverse data seek methodologies; 56.9% ready to summarize, synthesize and validate the gathered information; 48.3% arrangement, create and convey the information product or execution, 45.7% ready to utilize information ethically and legitimately and 36.2% ready to recognize and document consulted information sources legitimately. Based on the findings, a few proposals have been advanced to enhance the information literacy skills of the students.

Rafique (2017) study determine the information literacy skills of an undergraduate student in Lahore Pakistan while adopting stratified random sampling, a questionnaire method used for data collection. After the analysis, it has been found that most of the respondents were visit the library infrequently, required a moderate level of information, furthermore, the majority of the students were agreed on their skills to

recognize and describe the information which they required and also highlights the importance of IL skills so that students can become lifelong learners in retrieving, using, organizing, and presenting their information.

Klomsri and Tedre (2016) measured the level of Information literacy skills among the postgraduate students of the University of Dar es Salaam's (UDSM), by adopting the mixed method online questionnaire. The authors found that majority of students improvised their skills in ICT environment and suggest improving their current IL training with the effect of good knowledge.

Dorvlo and Dadzie (2016) conducted a study on information literacy among postgraduate students of the University of Ghana and analyse how students identify their information needs, location of the information, evaluate the retrieved information etc. and found that the most postgraduate students 89, constituting (58.9%) knew how to identify their information needs and they were well skilled in concept identification, most of them did not know how to locate their information needs. The ability to evaluate information was poor. The maximum number of respondents were exposed to accessing information that is not relevant to their needs.

Kimani and Onyancha (2015) the study evaluated the information literacy skills and competency among the first year UG students in an institute of higher education in Kenya while using an open-ended questionnaire for data collection which cover qualitative and quantitative data. The author found that novice student has limited search strategy for accessing information, but they have possessed computer skills in using social networking sites and web. The majority of students familiar with print and electronic resources but they don't have any expertise in using various retrieval tools and their applications, moreover, a significant number of students were not aware of copyright and primary and secondary sources.

Podgornik et al (2015) the study explored the new information literacy test for higher education while using 40 multiple choice questions from overall 536 students. The authors found that the overall test analysis confirmed the ILT reliability and discrimination power, moreover, a total of 163 students who took a second ILT assessment after participating in an IL-specific study course achieved an average

posttest score of 78.6%, implying an average IL increase of 13.1%, with most significant improvements in advanced search strategies (23.7%), and in intellectual property and ethics (12.8%).

Issa et al (2015) assessed the information literacy competency of undergraduate students at the University of Ilorin, Kwara State, Nigeria. A survey method has been used for the study and a total population of 5867, a sample size of 1205 (20.58%) was drawn and the purposive sampling technique was adopted. After the analysis, it has been found that the respondent's information requirements tilt more towards their educational pursuits, class assignments 91.53%, research project writing 94.19% and general information requirement 94.20%. The maximum number of respondents 64.57% found navigating the library as frustrating while 66.81% could not find the required information in the e-library without difficulty.

Khan (2015) identified the use of information sources and the need for information literacy among students in Aligarh Muslim University Aligarh. The survey method has been used for the study and a structured 125 questionnaires were designed and distributed to the respondents in which a total of 100 questionnaires were received from the respondents. After the analysis, it has been found that the majority of 38.18% PG students and 46.67% of research scholars have a vague concept about information literacy. A maximum 34.55% of PG students and 24.44% of researchers require information for the preparation of their assignments while 9.09% of PG students and 33.33% of research scholars require information to support their research.

Omar et al (2014) the study evaluated the current situation and the future of information Literacy of postgraduate students in Zanzibar University while using a survey method that covered 200 respondents. After the analysis, it has been found that "a certain degree of information literacy awareness exists among library and academic staff, though promotion and provision of its skills are still in the infancy stages. Inadequate numbers of qualified information literacy specialists, lack of background in teaching information literacy and lack of cooperation between librarians and faculty members were identified as the sources of the problems. Based on the findings, the researchers made several recommendations to address the shortcomings, which

include: organize information literacy seminars and workshops, create awareness programs, design and implement information literacy curriculum and course content.”

Dilek-kayaoglu (2014) the study investigated that the information-seeking behaviours of UG, PG, and PhD students of Istanbul university turkey, using an online survey-based questionnaire for data collection. The author found that the majority of the student recommended improving the level of information literacy skills to better meet the need for information.

Omeluzor and Bamidele (2014) the study investigate that the information literacy skills among PG students of Babcock University Nigeria covered a total of 253 students as a sample and used a structured questionnaire for data collection. The authors found that majority of the student had information literacy skills through user education, seminar, face to face discussion and tutorial, but 86% students did not attend the information literacy skills programmes which organized by PG school’s librarian.

Kumbar et al (2014) investigated a study on the assessment of information literacy competency among science PG students of University of Mysore and analyze to identify areas of strengths and weakness in information literacy skills among science students, search and search techniques utilized by science PG students. The status of information literacy programs offered by the library need and type of information literacy program required by science PG Students. Out of 120 respondents 70, constituting 53.33% are Male and 50, constituting 41.66% are Female. The recurrence of sources of information utilized by Science PG students Books with 85.83% and least frequently utilized is In-house databases 12.05%. 50.18% of students know about fair use and copyright infringement and 49.18% of students have not respondent to this inquiry because of the absence of awareness regarding fair use policy. 50% of students opined that they require an information literacy policy for using web resources more than some other type of information sources accessible to the library. Information literacy policy must be given in both print and workshop mode with the goal that students will be more information literate.

Takaoka (2014) carried out a case study of students’ information literacy and information fluency to obtain the levels of university student’s competency in Japan.

The research has shown the evaluation and competency levels for information literacy and information fluency of respondents who took a course in information literacy or information fluency from 2009-2001 and in the year 2014. Significant differences occurred between pre and post-tests for all of the courses. It is also found that the respondents tend not to understand the accurate definitions of some technical terms and lack the net manners for sending email while this research did not clarify whether respondents centred style or a teacher-centred style is better.

Ajiboye et al (2013) the study investigated that the use of information retrieval tools by the postgraduate students of selected universities in southwestern Nigeria while using simple random sampling by 1200 postgraduate students from different faculties. The authors found that majorities of the respondent use the information retrieval tools for various purposes, furthermore, the majorities of the users use information retrieval tools for searching information with the use of search engines, and their positive impact applied on their social and academic life.

Suleiman (2012) the study examined the user education programs in academic libraries in International Islamic University Malaysia, using a questionnaire for data collection. The author found that the majority of the student did not interact with the library and their staff during the orientation.

Hodgens et al (2012) the study appraised the information literacy skills of post-graduate health promotion students' self-perceptions of Queensland University of technology, using the pre and post-self-assessment questionnaire which covered both quantitative and qualitative themes for assessment. The authors found that some students have suffered quality information as well as some issue related to reference and plagiarism, moreover, students highly responses to improve the benefit of the tutorial.

Dabbour and Ballard (2011) study explored a cross-culture analysis of information literacy among white and Latino undergraduates students in an American university, by selecting the sample random sampling method. The authors found that as compared to white students, Latino students visit the physical library and spend equal time

accessing the internet and other databases. Moreover, the white student performs very well on the test questions based on information literacy while Latino is not.

Salleh et al (2011) the study investigated the effect of IL on academic performance among UG students in Malaysian Public University while using the quantitative method and questionnaire for data collection. The author found that there was no significant effect of information literacy on the academic performance among undergraduates, furthermore, the null hypothesis could not be rejected due to the adjusted R square for the model was too low.

Wang (2011) study discussed a model of information literacy integration and their application for undergraduate programs in higher education while using an interview method for data collection. The author reveals that Key characteristics of the curriculum integration of information literacy were identified and an information literacy integration model was developed. The S2J2 key behaviours for campus-wide multiple partner collaboration in information literacy integration were also identified.

Massis (2011) study explored the importance of information literacy of libraries of the colleague' students, adopted the commentary of a literature review. The author found the need for the continued development and implementation of information literacy instruction in the library must continue to evolve as a collaborative effort between librarians and faculty to ensure higher levels of student success in library use and research acuity.

Shoeb (2011) study examines to access information literacy co-competency among undergraduate business students of a private university of Bangladesh, by using a structured questionnaire for collecting the primary data. The author found that the majority of the students aware of information literacy and they think that they have information literacy-related efficiencies, furthermore, most of the students need information literacy education (sufficient skills to evaluate the information and did not have knowledge of ethics of the use of information) to solve the information related problem.

Biradar and Swpna (2011) focused on the information literacy competency of Bioscience students of Kuvempu University. The survey method has been used for data collection and 160 structured questionnaires were distributed to the students in which 147 questionnaires were received by respondents. After the analysed of the questionnaire it is found that the highest 87.75% of students can know the need for information on a topic and consulted library and using subject encyclopaedias for knowing background information on it. The highest 57.82% of respondents understand the institutional policies while accessing information sources, and the majority of 89.79% of students have skill in the correct and consistent use of citation style.

Hadimani and Rajgoli (2010) conducted a study on assessing information literacy competence among the undergraduate students of the College of Agriculture, Raichur during the period of study. Analyze the IL skill of the undergraduate students. Conducted a pilot study by circulating the questionnaire to 30 randomly selected students. Based on the results received from the selected sample, after that, the questionnaire was modified and circulated to 90 students. The outcome of the study is 58 questionnaires filled in by a male from the whole 90 and 32 female undergraduates. Respondents have some information in regards to the Copyright and Privacy Laws, yet they do not have the competence in electronic access to information and institutional policies related to the access and utilization of information. There is a need to create tutorials related to database search aptitudes, for example, exploring the database, searching particular interfaces, and Web aptitudes, for example, web browser navigation, Internet correspondence, web searching tools, internet search strategies, assessment of web resources, utilizing subject-based portals, and gateways, etc. Information Literacy is part of the agricultural education programs to build up the students to suit the demands of employment markets.

Resnis et al (2010) surveyed the information literacy assessment of Miami University. A total of 60 questions were designed for the study which was given to 300 students in faculty's classes by librarian FLC members. After the analysis, it has been found that the respondents were primarily from the upper levels, with 62% of students. Out of a total of 60%, respondents were female and 96% of respondents were between 18-22 age group. The maximum respondents preferred online resources while a related trend was a penchant for using Google or Wikipedia first to learn more about their

topic and following up with library research. The majority of the respondent's responses did not indicate which specific research skills they thought would be useful, and it also found how information literacy can contribute to lifelong learning.

Amudhavalli (2008) conducted a study on information literacy and higher education competency standards. There is a lot of work to be completed before integrated information literacy across the curriculum is standard practice. The present study showed five standards of information literacy. It is also shown that assess and select appropriate resources for information and search and locate information, evaluate and interpret information, extract and organise information, integrate and document information and it is concluded that there is a clear need for discussion of information literacy instruction outside the library field.

2.3 INFORMATION LITERACY AMONG THE SOCIAL SCIENCE STUDENTS

Hoon et al (2018) conducted a study on social science literacy among form four students in Malaysian secondary schools. The study based on a questionnaire method and also used a quantitative research method to explore the social science literacy of Malaysian secondary students studying at aged 16 years. From the total of 4705 respondents, the whole literacy score obtained by the students to the general knowledge questionnaire was 66.5%, history (63%), geography (55%), moral education (71.9%), 71.9% and 58.1% in Islamic education.

Moghaddam and Fard (2014) the study evaluated that the information literacy of post-graduation students of humanities in distance education in the Payame Noor University of Mashhad in Iran while using a questionnaire as a tool for data collection. The author found that the significant difference between the female students' information literacy with average score ($t = -10.45$, $df = 159$, $p < 0.0005$), the male students' information literacy with average score ($t = 4.71$, $df = 27$, $p < 0.0005$), and all students' information literacy with average score ($t = -11.42$, $df = 187$, $p < 0.0005$), furthermore average score (26) is more than students' score, although the information literacy level in female and male students had no significant difference ($t = -0.520$, $df = 186$, $p = 0.604$).

Foo et al (2013) the study measured that the information literacy skills among the Humanities, Arts, and Social Science, Tertiary Students in Singapore, while using an online survey questionnaire for data collection. The author found that the majority of the student need to moderate their information literacy skills at the level of higher education, furthermore, information literacy was more effective rather than in another country.

McKinney et al (2011) the study investigated the curriculum development project of the department of psychology at the University of Sheffield, using the evaluation instruments for data collection. The author reveals that postgraduate students comment on the significant development of the news stories and journal articles, but they have a lack of confidence in their abilities.

2.4 INFORMATION COMMUNICATION TECHNOLOGY

Shukla and Verma (2018) carried out a study of an assessment of ICT and social media literacy skills of PG students of Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow. The survey method has been adopted to conduct the study and a structured 120 questionnaires were distributed among the PG students of Social Sciences. A maximum (44.16%) of the respondents were using computers daily and a maximum 88 (46.56%) of the respondent's purpose in searching for information. A large number of respondents were familiar and preferred various things i.e. MS-office software 96 (60%); Pen drive/Flash drive (68 (56.67%); Google Chrome browser 83 (57.64%); Google search engine 94 (70.68%); G-mail with 96 (69.06%); and Facebook used by the respondents were very high i.e. 79 (56.83%) while the maximum 101 (84.17%) of respondents agree for using social networking sites their knowledge is improved.

Shukla and Verma (2018) evaluated the ICT and social media literacy skills among PG students of Social Sciences of Banaras Hindu University, Varanasi. The survey method was chosen to collect the data and a structured 250 questionnaires were distributed among the PG students of social science departments in which a total of 200 questionnaires was received by the respondents. After the analysis of questionnaires, it has been found that the maximum 78 constituting (39%) of students daily use the computer for searching information in search engine and a large number

128 (56.64%) of students were well aware with MS-office application software. A highest 168 (84%) of respondents preferred Google chrome for accessing the information on the Internet and Google search engine was highly preferred by the students i.e. 188 (94%). A large number 194 (97%) of respondents says that their knowledge improves by using social networking sites.

Padme and Dhande (2014) study examined that information literacy and computer skills among PG, M.Phil and research scholars from the various department in Dr Babasaheb Ambedkar Marathwada University, Aurangabad, using a questionnaire for data collection. The authors found that majority of the student needed the information literacy and computer literacy program to enhance their computer knowledge, searching knowledge, whereas, only 8.11% of students are not using the computer, and 5.13% of users are not using the internet.

Baikady and Mahesh (2013) surveyed computer literacy and the use of web resources on the Medical Faculty and Students. After the analysis, it is found that almost all the respondents were known as basic computer literacy skills. A maximum 76.1% of the respondents who possessed expert computer literacy skills used web resources. The respondents were having above-average computer literacy skills used web resources less frequently.

Singh and Joshi (2013) conducted a study on information literacy competency of postgraduate students at Haryana Agricultural University and Impact of Instruction Initiatives during the period of study analyses that the IL skills of PG Students, effect of the instructional activities on the information literacy competency of the students. A total number of 124 questionnaires were distributed to the students at different places within the CCSHAU campus. Out of all 79 were found reasonable for this study covering MSc level students, 63.7% response rate. And found that satisfactory level of Information Literacy competency of PG Students was much higher ($M=53.7$; $SD = 3.3$; and $SE =0.5$) than the un-satisfactory ($M=35.4$; $SD = 3.8$; and $SE =0.6$) with 18.3 marks a mean difference. The effect of attending to the library and information science course on the Information Literacy Competency of students in the case of Information Sources questions was higher ($M =20.9$; $SD = 5.2$; furthermore, $SE = 0.6$) than those students who didn't go to this course ($M = 14.5$; $SD = 2.9$; furthermore, $SE = 1.1$ with

a mean difference of 6.4 marks. The ILC of students was discovered satisfactory and significant differences were additionally found between the competency of the first and the second year students along with the effect of different user training programs at this college.

Leung and Lee (2011) the study evaluated the information literacy, symptom of internet addiction and parenting style of internet risk of adolescents and teenagers of Hong Kong, collecting data by using the interview method. The author found that the adolescents who spend a lot of time on online sitting and social networking sites and also they are very competent with publishing tools but not structurally literate.

2.5 INFORMATION LITERACY IN DIGITAL LIBRARY

Singh et al (2020) conducted a comparative study on the information literacy skills among the students of the business school and school of hospitality & tourism management at the University of Jammu. To study the opinions of the respondents about information literacy skills, a survey method was adopted, and a self-administrated questionnaire was framed as the tool to collect the data from the respondents. In both the departments, the male respondents were in the majority and most of the respondents (55.91% from TBS) and (75.38% from SHTM) belong to the first age group i.e. 20-23 years. The results from the studies show that (35%) of students from TBS mainly visit the library once a month while (29.23%) of students from SHTM daily went to the library to get the required information. (24%) of respondents from TBS and (26.92%) of respondents from SHTM personally search the racks to get the desired document from the library. Half of the respondents i.e. (56.99% from TBS) and (53.85% from SHTM) know the copyright laws as well as the plagiarism.

Thakur (2020) examined the digital literacy skills among the postgraduate students of the school of social science at the University of Jammu. The survey study attempts to find the digital awareness or skills of the students. The data was collected from a total of 264 respondents using the random sampling technique. Simple percentage, mean, and standard deviation methods were adopted for the analysis and examination of the collected data. Most of the respondents were female i.e. (63.3%) while the remaining (36.7%) of respondents were male. The study shows that the respondents opined

themselves very poorly using different digital literacy skills. The majority of the respondents i.e. (80.7%) feels that they possess a good understanding of the functions of a computer and its hardware components. Above (70%) of the respondents know the different skills such as using search commands to locate files and recording and edit digital videos. The respondents were able to report the problems they found while dealing with digital information and most of them felt that lack of training was the major barrier in their process of learning in the digital world.

Balakrishnan and Ramalingam (2019) underscore the digital literacy skills of the aspirants of the competitive examinations in the Anna Centenary Library, Chennai. The questionnaire method was adopted to collect data from the respondents. A total of 325 properly framed questionnaires were distributed among the respondents and about 315 filled questionnaires were given back by the respondents for further analysis and interpretation which was done with the help of MS-Excel and SPSS software. Most of the respondents i.e. (70%) were male while the remaining (30%) were female. (61.90%) of respondents studying in the library for competitive examinations belong to the UG course. The study disclosed the level of knowledge and skills of respondents and the results show that nearly half of the respondents i.e. (49.52%) possess high skills and (8.57%) of respondents have a low hold over digital literacy skills. A total of 84 respondents feels that they have a very high skill level in the case of using the MS-Word. (68.6%) of respondents make use of the internet for the coaching classes listening through YouTube frequently.

Fedorenko (2019) studied the experience of developing students' multimodal literacy in the digital learning environment of higher education institutions to explain the importance of digital literacy in the future generation and its impact on the higher education standards. In today's time with the increased use of technology in our lives it becomes a necessary part of the students to learn new skills to match up with the transformation of digital literacy. The study focuses on the problems related to multimodal literacy and different techniques that provide the development of students' multimodal literacy. Digital technologies and their uses in the learning process helps to make new approaches towards framing new ways for the students to develop students' multimodal literacy.

Kaeophanuek et al (2019) through the study stressed the process of enhancing digital literacy skills among the users by using critical inquiry through digital storytelling. The study was conducted into two phases including the questions related to the learning process, digital storytelling, etc. Analysis of the results was evaluated with the mean and standard deviation methods. The study proposed that digital storytelling will be helpful to the users in increasing their skills such as writing, communicating, conducting research, raising questions regarding the data, usage of the digital tools. Digital storytelling will play an important part in the 21st century in shaping the skills of the users to make effective use of technology to solve problems faced by them. Visual and media literacy in the future will effectively develop digital literacy for the betterment of the users.

Krishnamurthy and Shettappanavar (2019) conducted a survey-based study over digital literacy among female postgraduate students of Karnatak University. A properly framed questionnaires were distributed among the 80 respondents, out of which 77 questionnaires were received back with a response rate of (96.25%) which were further properly tabulated and analyzed. Data from the study reveals that e-books were the most preferred document by the respondents i.e. (96.10%). However, it was also found that respondents were aware of the various databases and consortium while most of the respondents were familiar with the web of science database i.e. (66.23%). The respondents are least aware of the EBSCO. The findings from the study suggested that the Google search engine was most preferred by the respondents. The study revealed that students were mostly aware by Google scholar (68.83%) and least aware by SciSpace (3.89%). A large number (83.11%) of respondents were using the simple keyword searching technique to obtain desired results. However, a large number (55.84%) of respondents were aware of the concept of plagiarism.

Loksha and Adithya (2019) analyzed the digital information literacy of the students of Mangalore University through the systematic questionnaire under the survey method. The study was conducted on the 180 respondents and data was collected, tabulated, and analyzed using the SPSS software. The respondents consist of science, social science, and commerce & management streams. The respondents visit the library daily (63.33%) which is a great sign towards the improvement of the skills of the respondents. Many respondents (60%) do not access the information resources

from the department library which is a major concern for the department. Social networks are mostly preferred by the students over the other resources to curb their information needs. A maximum of (93%) of respondents knows the digital library infrastructure facility. To search and access the information (63.33%) of respondents mainly visit the links through library websites. Respondents rate the features of the digital information resources as excellent such as accuracy (43.33%), authority (10%), etc. Above (90%) of respondents know the digital library and its various infrastructures facilities.

Bibina and Kabir (2018) carried out a comparative study on digital literacy among the research scholars of social science and arts facilities at the University of Kerala. The data is collected from the full-time research scholars of both departments. A total of 88 questionnaires were distributed to the respondents and 84 questionnaires were received giving an overall response rate of (95.45%). MS-Excel was adopted for the analysis, examination, and tabulation of the data. The results of the study show that social science scholars were more digitally literate than arts scholars. Maximum research scholars from both the departments were familiar with the use of open access e-books/e-journals. A large number (80.50%) of respondents in social science were highly aware of Shodhganga, while in arts (55.80%) of respondents use Shodhganga. Most respondents (97.56%) from social science were mainly using email services for their research work. To access the internet the scholars from social science prefer the laptop i.e. (95.12%) while (86.05%) of research scholars use smartphones respectively.

Spante et al (2018) underscore digital competence and digital literacy in higher education research. The authors put stress on the need for digital competence and literacy in higher education. For the review of literature three databases were taken into consideration: web of science, Scopus, and ERIC. The study highlights some major points such as the main region in digital literacy are the UK, US, Asia, and digital competence are South America, Europe. As per digital literacy was concerned the most used data collection method was mixed, survey, case studies, interview, while the mixed, survey, video analysis were most common in digital competencies. Digital literacy mainly aims with practical change and develop the educational system. Digital competence focuses on the development of student and faculty competence.

Saxena (2017) evaluated digital literacy in the Indian higher education sector. The study attempts to focus on the evolution of digital education in India and the different opportunities available for the students. It discussed the various factors that help in increasing the importance of digital literacy in the education sector. The interview method was conducted to gather the primary data from both the users and providers of digital technology. For the collection of secondary data different official research reports and papers from the government, publications were considered. The results from the study suggested that the smaller towns in India were interested in the adoption of digital techniques and technologies but the lack of good internet facilities come in front as the biggest challenge.

Sipre and Malik (2017) conducted a study on the bridging digital divide in India. The study discussed the physical access to the technological world by the users and the skills and resources required to use digital resources. It also talks about the digital constraints happening in the way to get access to digital resources. As per the study, the low literacy rate was a major concern to establish digital literacy among users. There was a huge gap or the digital divide between urban and rural people. Lack of education standards comes in front as the biggest challenge among the government to improve this, the students must be provided with technical information from the school or basic level and language issues create a barrier in the establishment of the digital environment. The government is establishing various schemes and projects with the help of Libraries which will help the people at the grass-roots level.

Asadullah (2014) describes the digital information literacy among the research scholars of arts & science of Vellore district. A structured questionnaire was distributed among the research scholars to collect the data from them. Out of the total scholars (92 were M.Phil. and 45 were PhD). The data collected from the respondents were interpreted and analyzed using the tables, simple percentage, mean and cumulative percentage. The results from the study show that the research scholars were computer literate but only (13%) and (7%) of them had studied computers in UG and PG respectively. The research scholars were able to search, identify, and download the required documents or information from the internet. The research scholars were competent in using various e-resources such as e-journals, e-books, e-theses, etc. to satisfy their information needs. Most of the respondents felt that there should proper

training/orientation courses through the library websites to enhance their skills and knowledge.

Tabusum et al (2014) examined the digital literacy awareness among the students of arts and science college of Tiruvallur district. The survey method was used to conduct the study and with the help of a structured questionnaire, the data was collected from the 150 respondents of the arts and science stream over three colleges. Further analysis of the responses was done with the simple percentage method. Nearly 60% of male and female students have an average level of digital/computer literacy. An institution was the most preferred place to access the internet by both male and female respondents. A total of (79.73%) respondents uses the audio material digital resources. Most of the respondents say that they acquire computer knowledge mostly from colleges. (59.03%) of male respondents and (57.63%) of female respondents marks them as averagely at the proficiency of digital literacy. The respondents have good knowledge about the different digital tools and they are efficient usage such as CD-ROM is preferred by (74.69%) of male respondents while Pen drive is used by (50.69%) of female respondents.

Parvathamma and Pattar (2013) examined the digital literacy among the management students in management institutes in Davanagere district. The study highlights and stresses the need for the digital literacy skills of the students. The survey method was considered for the study and the questionnaire was used as the data collection tool. Around (73.33%) respondents are familiar with the web portals and but only (8.15%) of respondents use open access e-books/e-journals. The study mentions the usefulness of the respondents with the various online resources such as (47.37%) of respondents was most familiar and find conference & seminar proceedings very useful. The highest percentage of respondents were aware of the Capitaline and EBSCO databases. The data analysis of the study shows that (42.9%) of respondents use various software daily. The main outcome of the study was to make the students more trained in digital literacy skills to match increased digital literacy in the curriculum. Slide Share is used by the respondents for different purposes such as classwork (29.07%), research (34.89%), etc.

Abdollahyan and Ahmadi (2011) studied and examined digital literacy among undergraduate students of the University of Tehran. A structured questionnaire was designed to study digital literacy and its different elements such as web skills, retrieval skills, etc. 376 random respondents were selected by using the proportionate stratified sampling technique and for further analysis, the SPSS 15 software was used. The majority of the respondents i.e. (57.5%) were female and the maximum number of respondents belongs to the 20-22 year age group. Senior students of University seem to be more familiar with digital literacy skills as compared to the first- and second-year students. The study disclosed that students spending more time on the internet tends to be more aware and literate about digital literacy. The study emphasizes the need to change the future course of studies with the rapid change in the technological world and its effect on the study. The respondents familiar with digital literacy skills mark most of the questions related to digital literacy as “skilled” and “very skilled”.

Koltay (2011) the study examined the role of information literacy and digital literacy for amateurs and professionals under the web 2.0 environment while using the hypothesis that differential literacies. The author found that the professional requirement is different from the other categories of the users, moreover, amateur content is more compatible with the mission of public libraries and it is more suitable for Web 2.0 and Library 2.0 applications.

2.6 INFORMATION LITERACY E-LEARNING AND E-RESOURCES

Munshi and Nagar (2016) the study evaluated the information literacy regarding E-resources among the postgraduate students at Aligarh Muslim University while selecting a descriptive survey method and using a questionnaire for data collection. The authors found that the majority of the student was aware of information searching technique and google friendly, furthermore larger part of the student familiar with the RFID and WEB2.0 technology.

Emwanta and Nwola (2013) the study examined the influence of computer literacy and the use of e-resources by undergraduate students in selected universities in Southwestern Nigeria, while, using Simple random sampling, purposive sampling techniques and questionnaires as data collection tools. The authors found that 8(7.1%) of the respondents at the Federal University of Technology Akure (FUTA) and

30(19.0%) at the Obafemi Awolowo University Ile-Ife (OAU) visit the library to consult e-resources, Furthermore, e-resources are very important for academic tasks, 30(26.8%) of the respondents at FUTA and 32(20.3%) at OAU indicated that the Internet is most useful in discovering literature relevant to their subject background, while, Computer literacy and subject background influenced use of electronic information resources by the students.

Kratochvil (2013) the study reviewed the information literacy of e-learning among faculty of medicine' students, Masaryk University, used open-ended and closed-ended questionnaires for data collection. The author found that the students satisfy with the information literacy e-learning course and online interactive tutorial, furthermore, the majority of the students satisfied with the methodology of database searching, using endnote web and citation style.

Bhukuvhani et al (2012) the study evaluated the correlation between information literacy training and the use of e-resources among 30 lecturers in three faculties of the Bindura University of Science Education in Zimbabwe while using qualitative and quantitative methodologies, whereas open-ended questionnaire and interview tools used for data collection. The authors found that 86.7% of lecturers at least once used electronic information resources for their research, whereas 13.3% of lecturers not using electronic resources. Furthermore, the majority of lecturers learnt about e-resources through workshops and seminars, and also they motivate to learn how to use e-resources.

2.7 INFORMATION LITERACY PROGRAMMES

Jessy et al (2016) conducted a study on assessing the effectiveness of an information literacy instruction program: pre and post evaluation case study. A maximum 60.7% of respondents were able to give the names of online information bases connected to their field, a large number of the respondents were intelligent to know the open-access resources. The highest 79.49% of the respondents could identify the features of bibliographic information bases.

Saunders et al (2015) study focused on the information behaviours of the librarian as well as LIS student, information literacy in 18 countries' LIS students, while using the

PIL survey method for data collection. The author found that majority of the LIS student's skills as equal to the other countries students, moreover, the result also concerns with determine what constitute plagiarism and knowing when to cite sources.

Anunobi and Udem (2015) the study scrutinized the information literacy competency and skills level of the library and information science postgraduate students in southeast Nigeria universities, using achievement tests and questionnaires by adopting a descriptive survey design. The author found that the average scores of need for information 92%; how to locate 87%; evaluate and use information 82% and 88% respectively, moreover, the postgraduate student' information literacy knowledge differs from NAU and UNN, furthermore, PG students possessed the moderate level of IL skills as their level of information literacy skills as measured based on ability to locate and access, evaluate and use information has general mean rating of 3.34.

Aktas and Kaffash (2015) investigated the information literacy skills of students from a UK business school. The survey method was used for data collection and 27 questions adapted from SCONUL (2011) were employed. The students assessed their confidence in performing the tasks related to each information literacy skill on a 5-point Likert scale where 1 = Not at all confident, 2 = slightly confident, 3 = somewhat confident, 4 = Very confident, 5 = extremely confident. Initially, there is a statistically significant difference between the different levels ($\chi^2 = 6.195$, $p = 0.045$), with a mean rank of 11.67 for Level 1, 12.88 for Level 2 and 20.38 for Level 3. It was found that the students had lower confidence compare to each other.

Hani and Kaur (2015) conducted a case study on information literacy assessment: Rasch analysis approach. The study has been used a quantitative survey approach and qualitative analyses. For the quantitative approach, the respondents were 16 years old students in a single secondary school. 165 students participated in this study. after the analysis it is found that the easier items could be added to examine students with lower information literacy skills and it also found that the maximum number of respondents has basic information literacy skills such as develop and search for information, it also concludes that the respondents with higher PMR (Lower Secondary Evaluation) scores did have significantly higher information literacy assessment scores as well.

Kousar and Mahmood (2015) identified the perceptions of faculty about the information literacy skills of postgraduate engineering students. The survey method has been adopted for the study and a structured questionnaire was developed and sent to 113 faculty members in the summer of 2010. With 91 (80%) respondents. After the analysis, it found that the faculty members perceive that the information literacy skills of their PhD students are higher than those of their MS students. The information literacy skills of postgraduate students rated by their teachers ranged from fair to good, indicates that there is room for improvement. There is a requirement to involve faculty in information literacy instruction programs.

Mahadeva and Kumbar (2015) conducted a study on information literacy skills among faculty members of polytechnic colleges in Karnataka. A survey method was adopted for the study and a total of 1000 questionnaires were randomly distributed among the faculty members in which 730 filled questionnaires were received from the respondents and the response rate was 73%. The whole of the respondents has required information while 90.90% of respondents use basic search to search the required information and 70% of faculty members can recognize the various sources of information for their need. The majority of 60% of faculty members acquire information literacy skills.

Kazerani and Jambarsang (2015) have been identifying and analysing the prerequisites of access to information literacy skills among the students of paramedical sciences faculty and compare their information literacy levels. A descriptive and analytical applied survey was adopted for the study and the structured samples were 103 students in the paramedical sciences faculty. After the analysis, it has been found that the information literacy level of the respondents was 50% or lower than the expected level of ACRL standards. PhD and MA student's information literacy levels were significantly higher than BA students while the level of graduate students was not significantly different.

Ramamurthy et al (2015) investigated the information literacy search skills of students in five selected engineering colleges in Chittoor district, Andhra Pradesh. The descriptive method was used for this study and a structured 300 questionnaires were randomly distributed to the respondents across all levels of the five engineering

colleges of Chittoor district. 62.67% of respondents understood that the right word may not have been used when searching the library catalogue for a particular title, and it is also found that far less than half of the respondents respond to questionnaire items correctly and most appeared not sure about their responses.

Schroeter and Higgins (2015) surveyed the impact of guided vs self-directed instruction on students' information literacy skills. After the analysis it was found that the respondents were most familiar with Google and Wikipedia as information sources, students in the guided group averaged 39% correct answers and those in the self-directed group averaged 41%. The post-survey showed that by the end of the quarter, scores increased to 78% for the guided learner group and 70% for the self-directed group, a statistically significant difference ($p=.010$).

Leichner et al (2014) carried out assessing information literacy programmes using information search tasks. The articles describe how task taxonomy and scoring rubrics were developed as a basis for the construction of standardized search tasks. The results show that information literacy can be assessed using information search tasks in a reliable and conceptually as well as an ecologically valid assessment of information literacy with this degree of standardization. The task taxonomy, sample tasks, and scoring rubrics are included and can be used by practitioners to create information search tasks tailored to their needs.

Rafique (2014) investigated information literacy skills among the faculty of the University of Lahore and used a survey method for data collection. A simple random sampling technique was used for the study and the sample size consisted of 84 faculty members in the random selection. A maximum 46.4% of faculty members were frequently using the library, and the maximum number of faculty members are deficient in searching the catalogue and its use, select of the information source, and formulation of search strategies. Likewise, many respondents did not successful users of the university libraries.

Madhusudhan (2012) study examined that the different information literacy methods, content, barriers and implementation in the selected university libraries in Delhi, using the structured questionnaire include a total of 16 questions based on dichotomous,

multiple-choice, rating, and opinion type questions for data collection. The author found that most university librarians strongly agree and delivering information literacy, furthermore, libraries are conducting user studies and design information literacy programmes. Moreover, libraries are less concerned about CD-ROM database, citation, documenting research work and plagiarism. The author found that the majority (66.7 percent) of study libraries are not conducting any kind of evaluation for measuring the effectiveness of ILP and five out of six university libraries do not have an information literacy plan. The majority of study libraries are not using Web 2.0 tools for ILP, but, in the process of designing online tutorials and flash-based IL presentations.

Johnson et al (2011) the study examined the selected bibliography of recent resources on information literacy and library instruction. The author found that the characteristics of current scholarship, and describes sources that contain unique scholarly contributions and quality reproductions.

Baro and Eze (2011) the study assessed the information literacy programmes in Nigeria, adopting a survey method for data collection. The authors found that the majority of the information literacy practices are; library orientation session/ tour to databases searching skills, Information skills, bibliographic training, furthermore, some difficulty like lack of interest, inadequate human resources, lack of facilities, low acceptance of online IL delivery approach and absence of IL policy were identified as factors militating against librarians' efforts when advocating and providing IL programmes in university libraries in Nigeria.

Sasikala and Dhanraju (2010) conducted a study on the assessment of information literacy skills among the science students of Andhra University and analyses that the competency level of information literacy among the students of sciences in the Andhra University and focus on information literacy skills of science students in recognizing, finding, searching, accessing, retrieving and utilizing information from both print and electronic sources of information. It may have observed that the maximum number of 41% students are visiting the library many times in a year while 27% students visited the library several times and 5% students who never visited the library during the year. The dominant part of the students (52%) expressed that the books on the racks are

organized by author, 22% those who felt that they are arranged by title, 58% of respondents have well known the purpose of the call number, for locating information 64% students are approaching the library catalogue while 18% of them are also referring bibliographies and online public access centre. 15% of students were referred to as Abstracts and indexes.

Mulherrin and Abdul-Hamid (2009) carried out the evolution of a testing tool for measuring undergraduate information literacy skills in the online environment. An open book and non-proctored objective test can be a reliable measure for assessing student's competencies in basic information literacy skills, both at the course level and for reporting to national accrediting bodies and state agencies. An analysis of overall student performance on test items that are mapped to information literacy outcomes helps to identify competencies that need improvement in a course, as well as provide a baseline for informing the process of assessing student learning outcomes in an undergraduate curriculum.

Abdulwahab et al (2009) conducted a study on the effects of information literacy skills on the use of e-library resources among students of the University of Ilorin, Kwara State, Nigeria. For the collection of primary data, a survey method was used. A questionnaire was distributed among the students who are registered undergraduates and postgraduates, a total of 415 at the time of data collection from this 72 were sampled, representing 17.35%. After the analysis, it was found that a maximum 61.11% of respondents were aware of but not use of e-library while 52.78% were avoiding it because they can't use it. A maximum 76.39% of respondents were using the computer for Internet searching while only 25% used the computer for searching for education-related databases. Maximum students were used the Boolean operators to search information, the university library should immediately grow its e-library project by securing all required facilities and also develop the planned cyber library for students to access the e-library and make effective use of its resources.

Eisenberg (2008) identified information literacy: essential skills for the information age. The study has been shown that how information literacy skills essential for the information age and the analysis also offers an overview of IL focusing on three contexts for successful IL learning and teaching: (i) the information process itself, (ii)

technology in context, and (iii) implementation through real needs in real situations. The author covers the theoretical understandings of IL, the scope of IL standards and models, the technology inside the IL framework, and practical strategies for compelling IL skills learning and guideline in the scope of circumstances. Accomplishing comprehensive, Coordinated IL direction requires library and information professionals in a joint effort with others to make a purposeful and efficient push to design and convey programs in context.

2.8 INFORMATION LITERACY OF CRITICAL THINKING

Al-Issa (2013) the study explored the concept of information literacy and its standards among graduate students in government and private universities in Kuwait while using the interview method for data collection. The author found that the majority of the student does not understand the concept of information literacy, information literacy instrument, and information literacy skills, and also need to improve the level of understanding how to retrieve the information.

Nazari and Webber (2012) the study identified the original concept of information literacy for the lifelong learning environment, adopted an approach after analyzing review of the literature. The authors found that how a failure in understanding the dynamic context and components of e-environments and IL have resulted in the emergence of a marginalized way of viewing and practising IL in these environments, furthermore Authors propose a holistic way of viewing and practising IL in EL environments which are aligned with IL origins; it enables the e-learner to conceptualize IL and customize it to their actual learning style and needs.

Hoyer (2011) this paper explored the traditional context information literacy of Edmonton Social planning council youth, using a questionnaire for data collection. The author found that young people's skills are highly relevant to their information environment outside the academic sector. It provides them with a framework for interacting with information that can be applied in any academic or non-academic setting in which they find themselves.

2.9 RESEARCH GAP:

On the analysis of the above literature review, it has been observed that there is a sufficient number of researches conducted in information literacy skills at various levels. But no detailed study has been carried out in the proposed area of the study and hence, this study is an attempt to full fill this research gap.

2.10 CONCLUSION:

Chapter 2 has dealt with the literature review collected from the different sources and divided into nine parts i.e (i) Information Literacy Development, Various Challenge, Initiative and Models with eight reviews, (ii) Information Literacy in Higher Education with twenty-nine reviews, (iii) Information Literacy among the Social Science students with four reviews, (iv) Information Literacy in Technology with six reviews, (v) Information Literacy in Digital Library with sixteen reviews, (vi) Information Literacy E-Learning and E-Resources with four reviews, (vii) Information Literacy Programmes with nineteen reviews and (viii) Information Literacy of Critical Thinking with three reviews. The maximum number of reviews publications were journaled articles type documents, followed by conference proceedings and out of a total of 89 literatures, 54 literatures were International publications while the rest 35 reviewed were Indian publications. Chapter 3 will deal with Information Literacy: Concept and Models.

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**CHAPTER 3: INFORMATION LITERACY:
CONCEPTS AND MODELS**

3. INFORMATION LITERACY: CONCEPT AND MODELS

Information Literacy Standards and Models for student learning give a conceptual structure and wide rules for depicting the information proficient students. It's like a roadmap through the information seeking process. The models and markers are written at a common or general level with the goal that library media authority and others in separate states, areas, and sites can tailor the announcements to address local issues.

The information literacy standards/models for becoming persuasive students comprise three general modules: Access, evaluation and use of information. These basic aims are to establish in best of the standards or models designed by library association such as the appropriate contribution of AASL, ACRL, SCONUL and the Australian and New Zealand Institute for Information Literacy. (Byerly and Brodie 1999)

It can help to design information proficiency educational programs destinations, learning results, and course substance and appraisal criteria's. Most of the researchers or scientists, training experts and associations have created information literacy models through research and assessment.

3.1 INFORMATION LITERACY CONCEPT

Information literacy is a noteworthy arrangement and follower of long-lasting education. Information literacy competency expands more remote than formal classroom stings and furnishes preparing free examinations as people shift into provisional jobs, first master positions and raising duties in every feature of life.

Paul Zurkowski was the first to use the notion 'information literacy' in the year 1974, he states that the peoples with skills in the information area are "educated people with the purpose of applying information resources in their workplace", and in 1989 the conceptual foundation was made by the American Library Association, "in order to have information literacy, a person needs to be aware of the information necessity, to be able to locate it, assess and use it efficiently. People acquainted with information literary are those who learned how to learn".

American Library Association (2018) defines information literacy "as 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".

Prague declaration of 2003 defines information literacy as "encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or difficulties at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning." (UNESCO, 2003)

"The Alexandria proclamation of 2005 on information literacy and lifelong learning proclaims that information literacy lies at the core of lifelong learning. It empowers people from all occupations to seek, evaluate, use, and create information effectively to achieve their personal, social, occupational, and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations." (UNESCO, 2005)

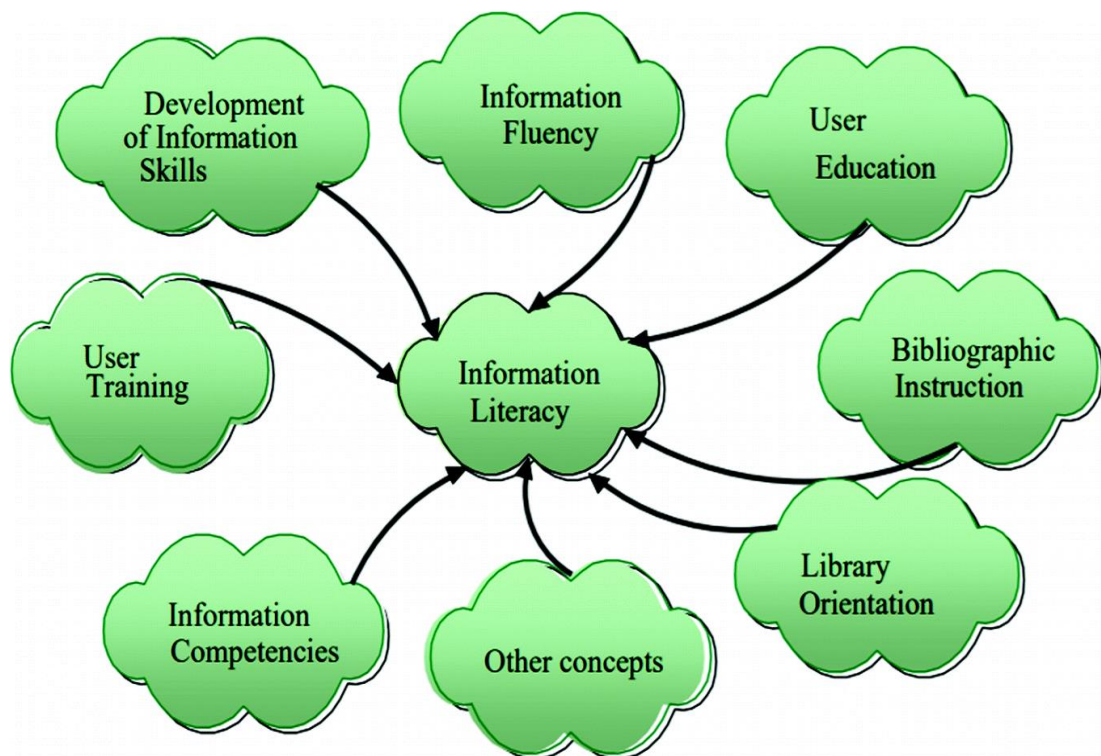


Figure- 3.1: Concept of Information Literacy (Lau 2014)

3.2 DIFFERENT CONCEPTS OF INFORMATION LITERACY

Different concepts of Information Literacy have been evolved from library instructions and information skills-focused programs, such as Information Fluency, User Education, Library Instructions, Bibliographic Instructions, Information

Competencies, Information Skills, User Training and User Orientation. The table-1 shows the different concept of IL and its applications.

Table- 3.1: Dimension of Information Literacy

Library Orientation	Library Orientation concentrates on using a library and its sections including the location of resources
Bibliographic Instruction	Bibliographic Instruction emphasizes to find out documents in the library. It relates to user training on information search and retrieval.
User Education	User Education is related to the mechanics involved in using particular resources.
Training on Information Skills	Training on information skill is related to the phenomena associated with the use of technology to retrieve information in the library
Information Competencies	It compounds the skills and goals of information literacy.
Information Skill-	It focuses on information abilities
Information Fluency	It concerns with capability or mastering of information competencies.

3.3 VARIOUS FORMS OF LITERACY

3.3.1 Visual Literacy:

The term visual literacy is first used by the Co-founder of the International Visual Literacy Association John Debes in the year 1969. According to John Debes, “Visual Literacy refers to a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences. The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, symbols, natural or man-made, that he encounters in his environment. Through the creative use of these competencies, he can communicate with others. Through the appreciative use of these competencies, he can comprehend and enjoy the masterworks of visual communication.” It is the ability to interpret,

negotiate and make meaning from information presented in the form of an image, and it is the process of sending and receiving a message using images. There are three main parts of visual literacy i.e. visual thinking, visual learning and visual communication. Visual thinking is described as the capability to “organize mental images around shapes, lines, colours, textures, and compositions” (Wileman, 1980). Visual learning defined as “the acquisition and construction of knowledge as a result of interaction with the visual phenomenon” (David and Dwyer, 1994). Visual communication refers to “using visual symbols to express ideas and convey meaning” (Moore and Dwyer, 1994).

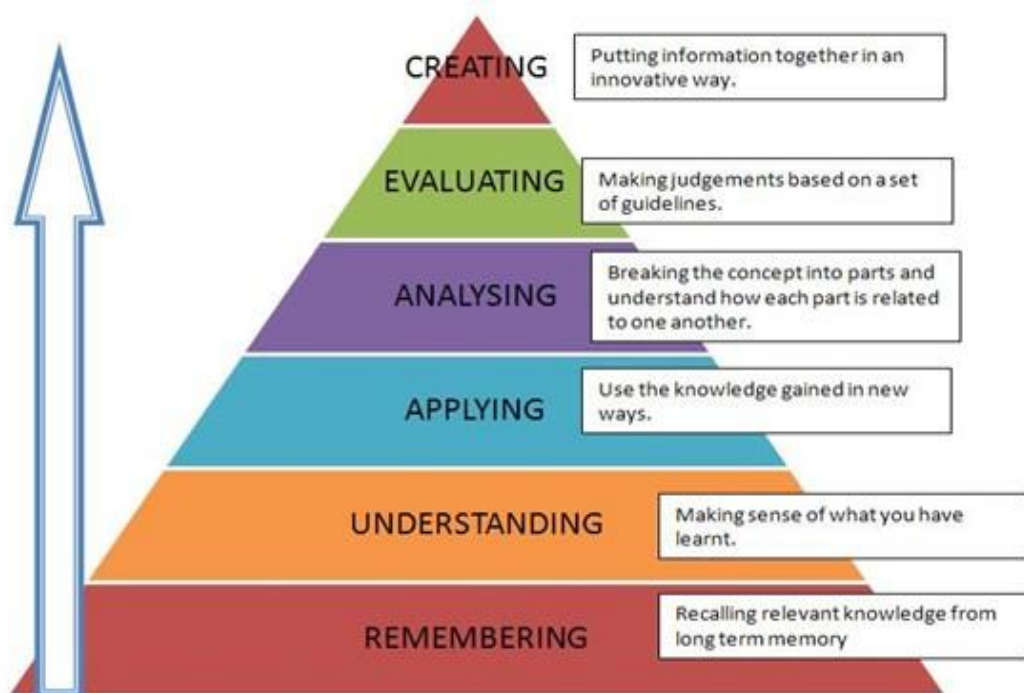


Figure- 3.2: Developing Visual Literacy Skills (Source: <https://clarekosnik.files.wordpress.com/2016/08/blooms-and-cartoons.jpg>)

3.3.2 Network Literacy:

Network Literacy is an emerging digital literacy that deals with computer network knowledge and skills. It is a closely related term to computer literacy but is still evolving. It is linked to computer literacy and information literacy. It is the capability to locate, access, and use information in a networked environment such as the World Wide Web (ACRL, 2000). Network Literacy relates to the basic knowledge and skills required for citizens to participate in the networked society. According to McClure, 1994 “A network literate person is the one- who has an awareness of the range and uses of global networked information resources and services, who has an

understanding of the system by which networked information is generated, managed and made available, who can retrieve specific types of information from the network by using a range of information discovery tools, who can manipulate networked information by combining it with other resources, enhancing it or otherwise increasing the value of information for particular situations, who can use networked information to analyze and resolve both work and personal related decisions and obtain services that will enhance their overall quality of life, who has an understanding of the role and uses of networked information in problem-solving and in performing basic life activities.”



Figure- 3.3: Network Literacy (Source: <https://encrypted-tbn0.gstatic.com/images?q=tbn%3AANd9GcRlzQymY2S8lApNF8nrf4Gc--mKnM9IhcIVmQ&usqp=CAU>)

3.3.3 Computer Literacy:

Computer Literacy preceded digital literacy, and refers to knowledge and skills in using a traditional computer such as desktop and laptops with a focus on practical skills in using software application packages, in another word, computer literacy is the ability to understand and use a computer. “Level of familiarity with the basic hardware and software (and now Internet) concepts that allows one to use personal computers for data entry, word processing, spreadsheets, and electronic communications.” (Source: <http://www.businessdictionary.com/definition/computer-literacy.html>).



Figure- 3.4: Computer Literacy (Source: https://www.pngitem.com/pimgs/m/19-199141_computer-literacy-png-digital-literacy-clipart-transparent-png.png)

3.3.4 Media literacy:

Media Literacy when individuals retrieve, assemble and evaluate media. It rests on the use of tools present in technology literacy and is intertwined with the interpretation and creation of images in visual literacy. It is defined as the ability to “access, analyse, and produce information for specific outcomes” (Aufderheide, 1992). However, evolve and a more robust definition is now needed to situate media literacy in the context of its importance for the education of students in a 21st-century media culture. It recognizes the influence of television, radio, recorded music, newspapers, and magazines have on us daily.

MEDIA LITERACY & ONLINE LEARNING

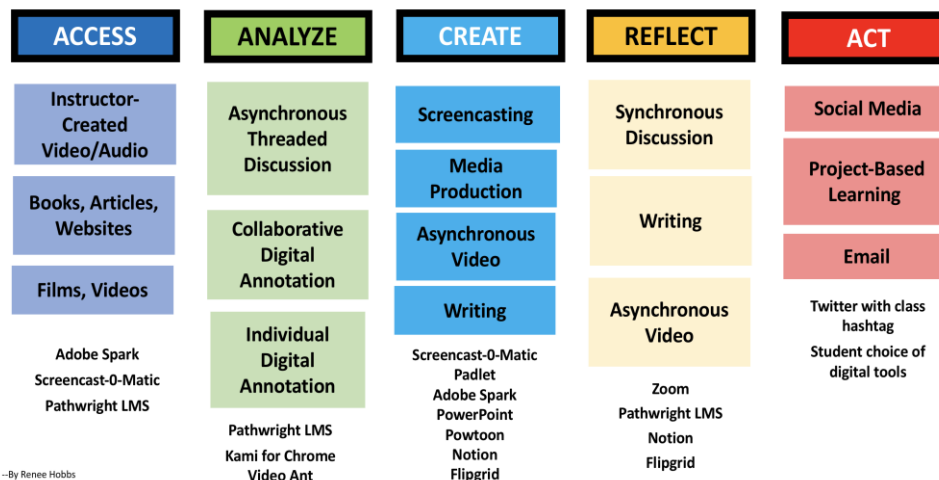


Figure- 3.5: Media Literacy and Online Learning (Source: <https://mediaeducationlab.files.wordpress.com/2020/03/screenshot-2020-03-28-21.42.06.png>)

3.3.5 Digital Literacy:

Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicated information, requiring both cognitive and technical skills. In another way, digital literacy is the capability to effectively and critically navigate, evaluate and create information using a range of digital technologies. “Digital literacy is a component of media literacy. It refers to an individual's ability to find, evaluate, produce and communicate clear information through writing and other forms of communication on various digital platforms.” (Source: https://en.wikipedia.org/wiki/Digital_literacy).

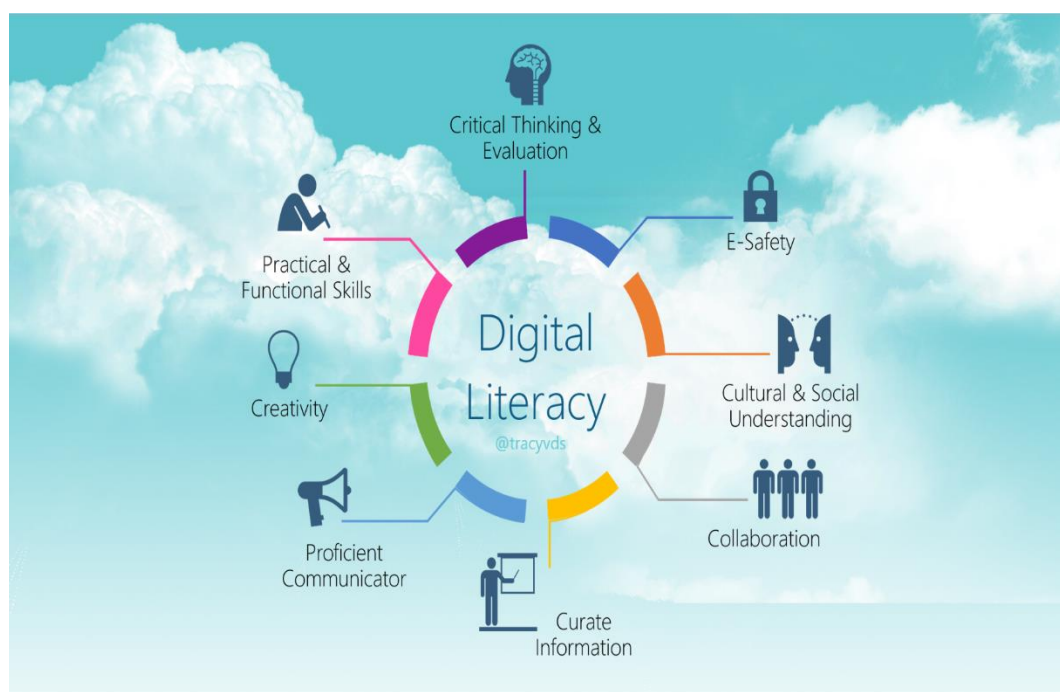


Figure- 3.6: Digital Literacy (Source: <https://www.valointranet.com/wp-content/uploads/2019/02/digital-literacy002.png>)

3.4 DEFINITION

According to Burchinal (1976) “To be an information literate requires a new set of skills. These include how to locate and use information needed for the problem – solving and decision making efficiently and effectively”.

Owens (1976) tied information literacy to democracy, stating “Beyond information literacy for greater work effectiveness and efficiency, information literacy is needed to guarantee the survival of democratizing institutions. All men are created equal but

voters with information resources are in a position to make more intelligent decisions than citizens who are information illiterates.”

American Library Association Presidential Committee on Information Literacy, Final Report (1989) “To be information literate, a person must be able to recognise when information is needed and have the ability to locate, evaluate and use effectively the needed information”

According to the State University of New York (SUNY) Information Literacy Initiative. (1997, October 2). SUNY Council of Library Directors information literacy initiative. [Online]. Available: <http://olis.sysadm.stiny.edu/ili/> “Information literacy includes the abilities to recognize when information is needed and to locate, evaluate effectively use and communicate information in its various formats

According to Shapiro and Hughes (1996) “Information Literacy is a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural and even philosophical context and impact”.

3.5 ACRL INFORMATION LITERACY COMPETENCY STANDARDS FOR HIGHER EDUCATION

Information Literacy Competency Standards for Higher Education provides an overview for retrieving the information literate per person. In the following capabilities, there are five standards and twenty-two performance indicators. The standards point out the necessities of understudies in higher education at every level. The abilities showed here layout of the procedure by which staff, librarians and others focus particular indicators that distinguish an understudy as information proficient. The standards also list a range of results for evaluating student improvement toward information literacy (ACRL, 2000).

Standards, Performance Indicators, and Outcomes

Standard One

The information literate students determine the nature and extent of the information needed.

Sl. No.	Performance Indicators	Outcomes
1	The information literate student defines and articulates the need for information	<ul style="list-style-type: none"> a) Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic or other information need. b) Develops a thesis statement and formulates questions based on the information need. c) Explores general information sources to increase familiarity with the topic. d) Defines or modifies the information need to achieve a manageable focus. e) Identifies key concepts and terms that describe the information need. f) Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information.
2	The information literate student identifies a variety of types and formats of potential sources for information	<ul style="list-style-type: none"> a) Knows how information is formally and informally produced, organized, and disseminated. b) Recognizes that knowledge can be organized into disciplines that influence the way information is accessed. c) Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book). d) Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical).

		<p>e) Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline.</p> <p>f) Realizes that information may need to be constructed with raw data from primary sources.</p>
3	The information literate student considers the costs and benefits of acquiring the needed information	<p>a) Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound).</p> <p>b) Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) to gather needed information and to understand its context.</p> <p>c) Defines a realistic overall plan and timeline to acquire the needed information.</p>
4	The information literate student re-evaluates the nature and extent of the information need	<p>a) Reviews the initial information need to clarify, revise, or refine the question.</p> <p>b) Describes criteria used to make information decisions and choices.</p>

Standard Two

The information literate student accesses needed information effectively and efficiently.

Sl. No.	Performance Indicators	Outcomes
1	The information literate student selects the most appropriate investigative methods or information retrieval	<p>a) Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork).</p> <p>b) Investigates benefits and applicability of various investigative methods.</p>

	systems for accessing the needed information	<p>c) Investigates the scope, content, and organization of information retrieval systems.</p> <p>d) Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system.</p>
2	The information literate student constructs and implements effectively designed search strategies	<p>a) Develops a research plan appropriate to the investigative method.</p> <p>b) Identifies keywords, synonyms and related terms for the information needed.</p> <p>c) Selects controlled vocabulary specific to the discipline or information retrieval source.</p> <p>d) Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books).</p> <p>e) Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters.</p> <p>f) Implements the search using investigative protocols appropriate to the discipline.</p>
3	The information literate student retrieves information online or in-person using a variety of methods	<p>(a) Uses various search systems to retrieve information in a variety of formats.</p> <p>(b) Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration.</p> <p>(c) Uses specialized online or in-person services available at the institution to retrieve</p>

		<p>information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners).</p> <p>(d) Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information.</p>
4	The information literate student refines the search strategy if necessary	<p>(a) Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized.</p> <p>(b) Identifies gaps in the information retrieved and determines if the search strategy should be revised.</p> <p>(c) Repeats the search using the revised strategy as necessary.</p>
5	The information literate student extracts, records, and manages the information and its sources	<p>(a) Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments).</p> <p>(b) Creates a system for organizing the information.</p> <p>(c) Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources.</p> <p>(d) Records all pertinent citation information for future reference.</p> <p>(e) Uses various technologies to manage the information selected and organized.</p>

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Sl. No.	Performance Indicators	Outcomes
1	The information literate student summarizes the main ideas to be extracted from the information gathered	(a) Reads the text and selects main ideas. (b) Restates textual concepts in his/her own words and selects data accurately. (c) Identifies the verbatim material that can be then appropriately quoted.
2	The information literate student articulates and applies initial criteria for evaluating both the information and its sources	(a) Examines and compares information from various sources to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias. (b) Analyzes the structure and logic of supporting arguments or methods. (c) Recognizes prejudice, deception, or manipulation (d) Recognizes the cultural, physical, or another context within which the information was created and understands the impact of context on interpreting the information.
3	The information literate student synthesizes main ideas to construct new concepts	(a) Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence. (b) Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information. (c) Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena.
4	The information literate student compares new knowledge with prior	(a) Determines whether information satisfies the research or other information need.

	<p>knowledge to determine the value-added, contradictions, or other unique characteristics of the information</p>	<p>(b) Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources.</p> <p>(c) Draws conclusions based upon information gathered.</p> <p>(d) Tests theories with discipline-appropriate techniques (e.g., simulators, experiments).</p> <p>(e) Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions.</p> <p>(f) Integrates new information with previous information or knowledge g. Selects information that provides evidence for the topic.</p>
5	<p>The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences</p>	<p>(a) Investigates differing viewpoints encountered in the literature.</p> <p>(b) Determines whether to incorporate or reject viewpoints encountered.</p>
6	<p>The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners</p>	<p>(a) Participates in classroom and other discussions.</p> <p>(b) Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms).</p> <p>(c) Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs).</p>

7	The information literate student determines whether the initial query should be revised	<p>(a) Determines if original information need has been satisfied or if additional information is needed.</p> <p>(b) Reviews search strategy and incorporate additional concepts as necessary.</p> <p>(c) Reviews information retrieval sources used and expand to include others as needed.</p>
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Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Sl. No.	Performance Indicators	Outcomes
1	The information literate student applies new and prior information to the planning and creation of a particular product or performance	<p>(a) Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards).</p> <p>(b) Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance.</p> <p>(c) Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance.</p> <p>(d) Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context.</p>
2	The information literate student revises the development process for the product or performance	<p>(a) Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process.</p> <p>(b) Reflects on past successes, failures, and alternative strategies.</p>

3	The information literate student communicates the product or performance effectively to others	<p>(a.) Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience.</p> <p>(b) Uses a range of information technology applications in creating the product or performance.</p> <p>(c) Incorporates principles of design and communication. (d) Communicates clearly and with a style that supports the purposes of the intended audience.</p>
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Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Sl. No.	Performance Indicators	Outcomes
1	The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology	<p>(a) Identifies and discusses issues related to privacy and security in both the print and electronic environments.</p> <p>(b) Identifies and discusses issues related to free vs. fee-based access to information.</p> <p>(c) Identifies and discusses issues related to censorship and freedom of speech.</p> <p>(d) Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material.</p>
2	The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and	<p>(a) Participates in electronic discussions following accepted practices (e.g. Netiquette).</p> <p>(b) Uses approved passwords and other forms of ID for access to information resources.</p>

	use of information resources	<p>(c) Complies with institutional policies on access to information resources.</p> <p>(d) Preserves the integrity of information resources, equipment, systems and facilities.</p> <p>(e) Legally obtains, stores, and disseminates text, data, images, or sounds.</p> <p>(f) Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own</p> <p>(g) Demonstrates an understanding of institutional policies related to human subjects research.</p>
3	The information literate student acknowledges the use of information sources in communicating the product or performance	<p>(a) Selects an appropriate documentation style and uses it consistently to cite sources.</p> <p>(b) Posts permission granted notices, as needed, for copyrighted material.</p>

3.6 AMERICAN LIBRARY ASSOCIATION (ALA)

American Library Association, 1989 declared a six-stage model for information proficiency which had an extraordinary impact. This viewed information competency as containing six parts of a linear procedure of information handling:

- i. Recognizing a need for information
- ii. Identifying what information is needed
- iii. Finding the information
- iv. Evaluating the information
- v. Organizing the information
- vi. Using the information

This still structures the reason for most ways to deal with information proficiency to the present day, however much expounded, expanded, and refined, and with various variations contrasting in detail and emphasis. (Bowden, 2008).

3.7 INFORMATION LITERACY MODELS

Information Literacy Skills Standards for Higher Education delivers an outline for evaluating the information literate individual. Worldwide standards this segment incorporates the recommendation for information proficiency benchmarks for the IFLA widespread library group. They are the centre part of these standards. The models can be gotten as they might be, regardless, if possible, it is desirable over adjust them to the nearby needs of affiliations or countries.

In order to goal to accomplish the information proficiency objectives, the information researchers have created various models to encourage understudies and teachers to achieve a definitive objective of the education, with a particular guided arrangement. Such models are given below

3.8 A FEW IMPORTANT INFORMATION LITERACY MODELS DEVELOPED THROUGHOUT THE WORLD IS AS FOLLOWS:

1. Kuhlthau's Information Search Process Model
2. The PLUS Model
3. 8Ws Information Literacy Model
4. SCONUL Seven Pillars IL Model
5. EMPOWERING-8 Information Literacy Model
6. The Big6 Information Process Model
7. The Research Cycle
8. Seven Faces of Information Literacy in Higher Education
9. Six Frames for Information Literacy Education

3.8.1 KUHLTHAU'S INFORMATION SEARCH PROCESS MODEL

Kuhlthau's Information Search Process Model was propounded by Carol C. Kuhlthau, professor of Library and Information at Rutgers University, New Jersey. It is a six-stage model which gives us a comprehensive outlook for searching of information from the point of view of the users in six different phases such as "assignment start, determination, investigation, centre detailing, gathering, and introduction". All the six phases of information search process model add three areas of experience; the cognitive, affective and the physical to every stage (as shown in the figure). Thoughts that start with vague, ambiguous and uncertain become clearer, more specific and focused as the information process goes on. The feeling of doubt and anxiety become

more definite and confident. When going through the actions, people get information pertinent to the topic in general in the starting phases of the search process and relevant to the topic to near the conclusion. “Formulation of a focus or a personal perspective of the topic is a pivotal point in the search process. At that point, feelings shift from uncertain to confident, thoughts change from vague to more clear and interest increases”. Kuhlthau summarized her approach as follows “The Information Research Process in a Holistic learning process encompassing the affective experience of students as well as their intellect. Students experience within the process must be clearly understood for teachers and media specialists to design library assignments and plan instruction that encourages rather than impede learning”. This model reveals that looking for information so that to achieve objectives. This model describes the surrounding outlook of information looking from the point of view of the users in six phases:

Task definition

1. Initiation
2. Selection
3. Exploration
4. Formulation
5. Information Collection
6. Presentation

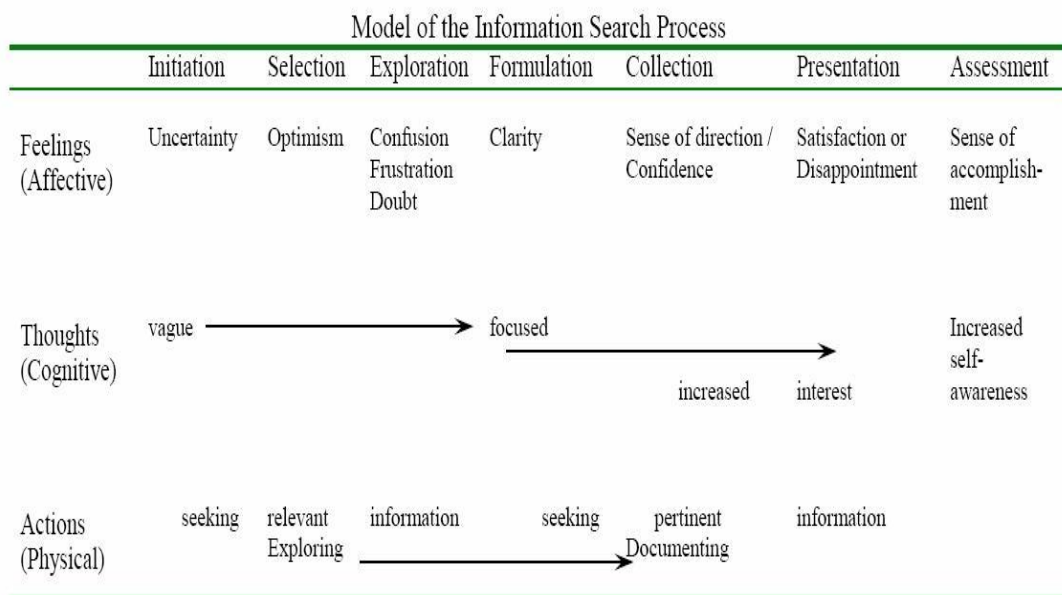


Figure- 3.7(a): Kuhlthau’s Information Search Process Model (Source: https://wp.comminfo.rutgers.edu/ckuhlthau/wp-content/uploads/sites/185/2016/02/isp_chart.jpg)

A brief description of six stages of Kuhlthau's Information Search Process Model is as given below:

Stage 1: Initiation

During the first stage, the information searcher realizes the need for new information to complete a task. While they think more about the topic, they may talk about the topic with others and plan the topic further. This information-seeking stage is filled with feelings of understandings and uncertainty.

Stage 2: Selection

In the second stage, the person begins to decide what topic will be examined and how to continue. Some retrieval of information may occur at this point, following many rounds of reformulation of queries. The uncertainty related to the first stage often disappears with the selection of the topic and is changed with a sense of confidence.

Stage 3: Exploration

During the third stage, information on that particular topic is collected and new personal knowledge is generated. Students endeavour to locate new information and place it in their preceding understanding of the topic. In this stage, feelings of apprehension may return if the information searcher finds that information as incompatible.

Stage 4: Formulation

In the fourth stage, the information searcher starts assessing the information that has been collected. At this point, a focused outlook begins to form and there is not as much uncertainty as in the above stages. The formulation is considered to be an important stage of the process. Now, the information searcher will formulate individualized construction of the topic from the general information collected in the exploration phase.

Stage 5: Collection

During the fifth stage, there is an interaction between the information searcher and the information system that functions efficiently and effectively. Here the main point is to collect the information related to the focused topic. After formulation, the general information is not relevant. The person with a clear point of view can describe the need for relevant, focused information to mediators and the systems, thus enabling a detailed search of available resources.

Stage 6: Presentation

In the sixth and final stage, the search for information has been completed and now the information searcher will sum up and report the information that was found through the whole process. The task is to complete the search and present the findings. Thoughts focus on the search to wind up with a personalized synthesis of the topic. “Actions involve a summary search in which increasing redundancy and decreasing relevance are noticed in the information encountered”. The information searcher will experience a sense of relief depending on their search either satisfaction or disappointment.

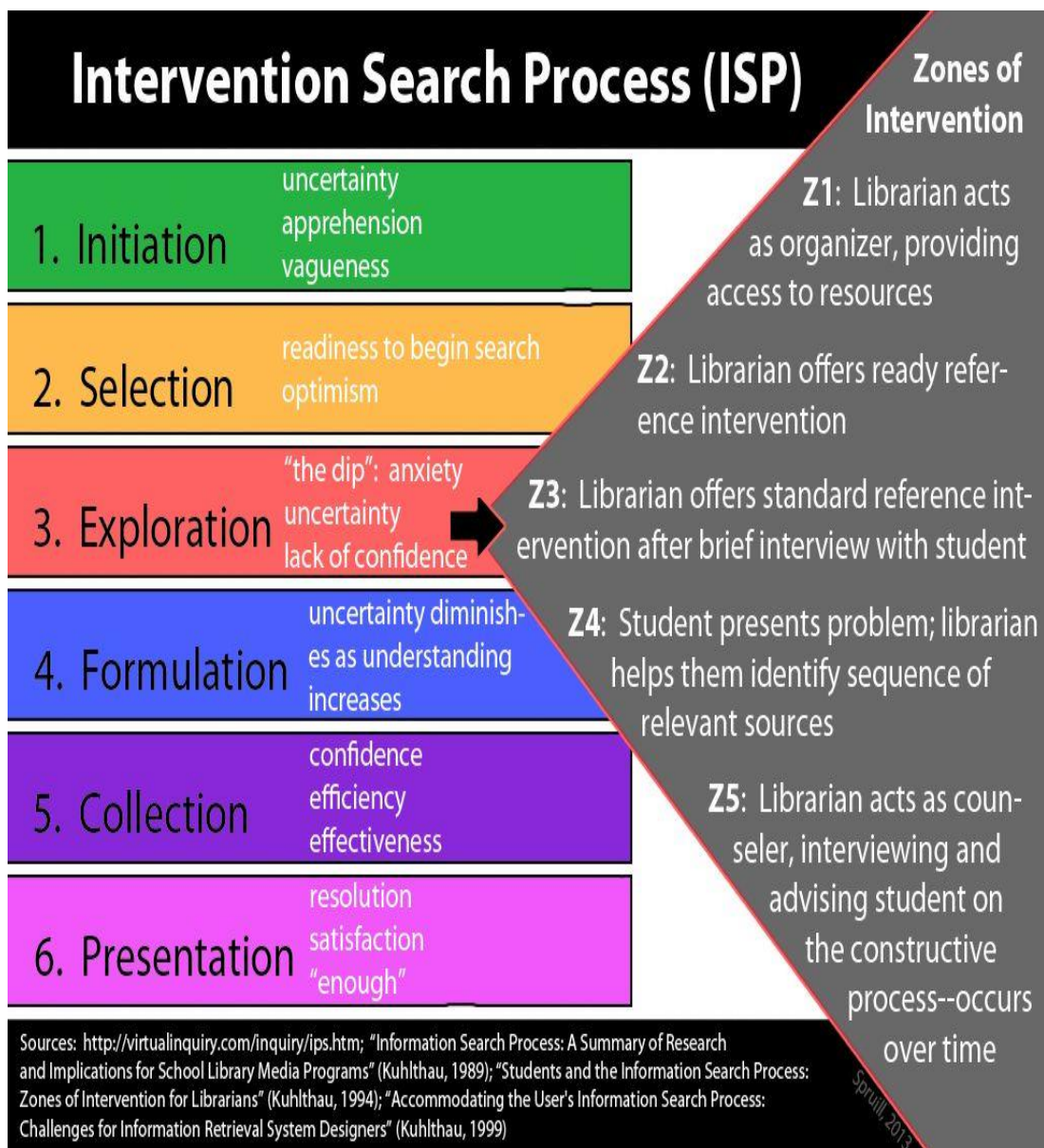


Figure- 3.7(b): Kuhlthau’s Information Search Process Zones

(Source: <https://i.pinimg.com/236x/93/3b/c0/933bc0213c7cda3f413bdf3d3781df--thinking-skills-critical-thinking.jpg>)

3.8.2 PLUS MODEL

PLUS information aptitudes process model is created by James E. Herring at Scotland. The PLUS model is not a direct model because understudies may need to consult it before organizing it. The PLUS model seeks to incorporate the key parts of prior models and arrange information aptitudes with four interrelated advances: Purpose, Location, Use and self-evaluation. The PLUS model gives a system to students and teachers to work with pupils working through every phase while finishing a task. The PLUS model seeks to motivate the students to classify purpose (Brainstorming and idea mapping) to find important sources (utilizing print and electronic information resources) to utilize the thoughts and information found efficiently (perusing for information and note-taking) and to reproduce their own information aptitudes through self- assessment (evaluation of unique idea or scope of sources utilization)

Category	PLUS MODEL
Creator	J. E. Herring http://athene.riv.csu.edu.au/~jherring/PLUS%20model.htm
Grade Level Used	Middle and high
Steps to Process	Purpose → Location → Use → Self- evaluation →
Additional Information	- Emphasis on thinking skills and self evaluation - not linear (can go back to steps when needed)

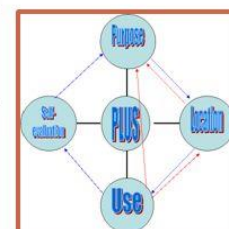


Figure- 3.8(a): PLUS Model (Source- <https://slideplayer.com/slide/3709972/>)

Objectives of the PLUS model

1. It helps in increasing the cognitive skills of the pupil.
2. Thinking skills like brainstorming are enhanced.
3. Students can efficiently search for information sources.

How PLUS Model can be introduced in the school

1. First of all, teach the students about the PLUS model.
2. Illustrate with the help of examples.
3. Work with other teachers on the scheme.
4. Prepare the PLUS model material
5. Design a questionnaire for the self-evaluation
6. Monitor the progress of students.
7. Analyse the filled questionnaire
8. Plan the further steps
9. Share the gained information with the students
10. Inform the school management and authority about what the teachers and students have achieved.
11. Write down your experiences.

An information literate student will have the following characters

1. Information exists in various forms (print and electronic).
2. Wide range of information sources is present for the students.
3. The students learn how to locate any piece of information.
4. They evaluate their result efficiently.
5. They learn about the ethics of information usage.
6. They learn to express their findings with others.
7. Pupils manage their findings.



Figure- 3.8(b): Plus Model (Source: [https://cabraseniorlibrary.files.wordpress.com/2012/06/ plus-model.jpg](https://cabraseniorlibrary.files.wordpress.com/2012/06/plus-model.jpg))

STEPS	STEPS TO PROCESS	Implementation
1.	Purpose	Brainstorming and concept mapping to locate relevant sources. Identifying the purpose of the investigation
2.	Location	To locate relevant sources whether print or electronic for effective usage of ideas. Finding relevant information sources related to the purpose
3.	Use	To use the ideas and information effectively by note-making and reading. Selecting and rejecting information and ideas, reading for information, note-making and presentation
4.	Self-Evaluation	To reflect own information literacy skills through evaluation of original plans and range of sources used. How students do self-evaluation. For this evaluation, they are using such process like- involved in project work and to evaluate the areas of improvement in the effective use of information sources in the future.

3.8.3 8WS INFORMATION LITERACY MODEL

The 8Ws Model was developed by Annette Lamb in the early 1990s. Annette did her Ph.D from Iowa State University in educational technology. Now she is working as a professor and senior lecturer at the school of library and information science at Indiana University. This model was jointly invented by Eisenberg, McKenzie, Kuhlthau, Pappas, and Tepe. 8Ws model resembles the work of these authors.

Earliest 5Ws were known i.e., who, when, where, why and what. But now following 8 new 8W has been coined. Annette coined wondering, wiggling, and weaving as the first three steps. Then later on the rest of the 5 steps were coined by her.

Sl. No.	Eight phases	Outcomes
1.	Watching (Exploring)	It is concerned with exploring. It guides the understudies to investigate and being more spectator of their condition. Thus the understudies become more aware of their general
2.	Wondering (Questioning)	It is concerned with questioning. It deals with concepts, issues, and creating questions.
3.	Webbing (Searching)	It is concerned with searching. It requests the understudies to be searched, find or scan the information. Under pick that information that is relevant and divide it into certain groups.
4.	Wiggling (Evaluating)	It is concerned with evaluating. It is the hardest stage for the understudies. They are constantly confused about what they have found and where they are running with a venture.
5.	Weaving (Synthesizing)	It is concerned with synthesizing. It deals with sorting out thoughts and making thoughts. This step deals with the application of the information to gain knowledge.
6.	Wrapping (Creating)	It is concerned with creating. This includes arranging, bundling, and creating thoughts. Various thoughts are wrapped and rewrapped before they are given out.
7.	Waving (Communicating)	It is concerned with communicating. It deals with the communication of thoughts with others. Understudies share their thoughts, experiments and methodologies.
8.	Wishing (Assessing)	It is concerned with assessing. Understudies survey, assess and consider the procedure. Students begin intellectual about how the project went and deliberate potentials for the

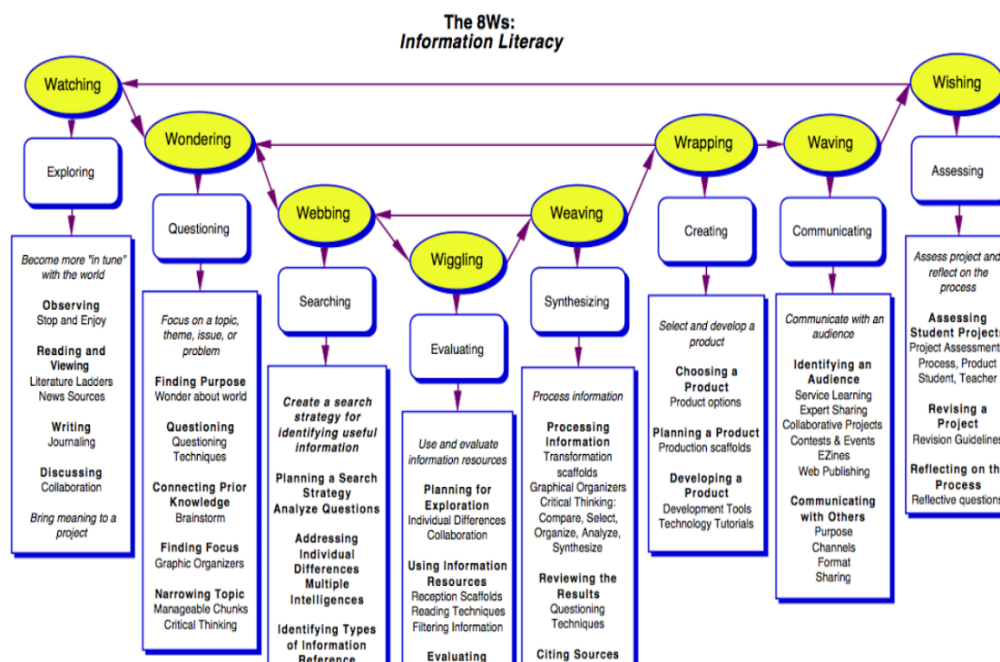


Figure- 3.9: The 8Ws Information Literacy (Source: <http://hhandy02.blogspot.com/2011/10/various-models.html>)

There are eight steps in this particular model i.e. Watching (Exploring), Wondering (Questioning), Webbing (Searching), Wiggling (Evaluating), Weaving (Synthesizing), Wrapping (Creating), Waving (Communicating), Wishing (Assessing). According to Swapna G. and B. S. Biradar “It is an eight-phase model for project and community based learning on the web/internet. A project and community-based learning environment involve wondering about a topic, wiggling through information, and weaving elements together. This model was used to stimulate student interest and focus on the student's perspective in information inquiry on the web. This model states and describes eight phases of information inquiry skills which are needed to be developed among students in the digital environment to complete a project.”

3.8.4 THE SCONUL SEVEN PILLARS OF INFORMATION LITERACY: CORE MODEL FOR HIGHER EDUCATION

The SCONUL working group on Information Literacy published “information skills in higher education: a SCONUL position paper” (SCONUL, 1999), presenting the Seven Pillars of Information Skills model. Through this particular model, librarians and teachers have been helping to provide information ability to their learners. Since

then, the model has been recognized by many teachers and librarians across the globe for delivering information skills and helping their users.

In 2011, there was a need to amend the principles of SCONUL's seven pillars of information literacy because of the information age and it was observed that the model needed to reproduce more clearly the conceptions and vocabularies, which is later known as information literacy.

The updated model is known as "core model for university and higher education" to be suitable for different users communities and ages. Different types of lenses are used for identifying the different categories of learners. In the revision of this model, the core model and research lens become a part of it, therefore, many teachers and librarians will take a vital role in evolving the lenses according to the changing information environment.

SCONUL (The Society of College, National and University Libraries) defines Information Literacy as "Information literate person will show an awareness of how they collect, use, manage, produce and generate information and data in a moral manner and will have the information skills to do so effectively". The 21st century is known as the information age and in this age, information literacy is an important expertise for everybody no matter what is his age or experience. The information literacy noticed which data is made, handled and ones learning skills. In this situation, "learning is measured as the constant search for meaning by the reaching of information, replication, commitment and dynamic application in numerous conditions".

Coming up as an information literate person is an innumerable task with linked activities which become a part of information literacy. With each pillar, users can enhance their skills from learners to experts as they go forward through their learning phase, as the word information itself is developing and changing. It is feasible to move down a pillar and goes up and on each and every pillar the expectation of level reaches will be different with different situations and for different age communities and also rely on the requirement of the information and experience that one needs. Development in the information literacy is examined in different factors of the broad

information environment in which a person handles and their personal information literacy background.

This model defines the core competencies and expertise (ability) and behaviours and attitudes (understandings) of information literacy growth in higher education.

Lenses

Many lenses are proposed for different users' communities for allowing the model to be used indefinite or peculiar conditions. They may expand or simplify the core higher education model which is based on the age of learners. To develop lenses, professional working groups are giving a constant contribution.

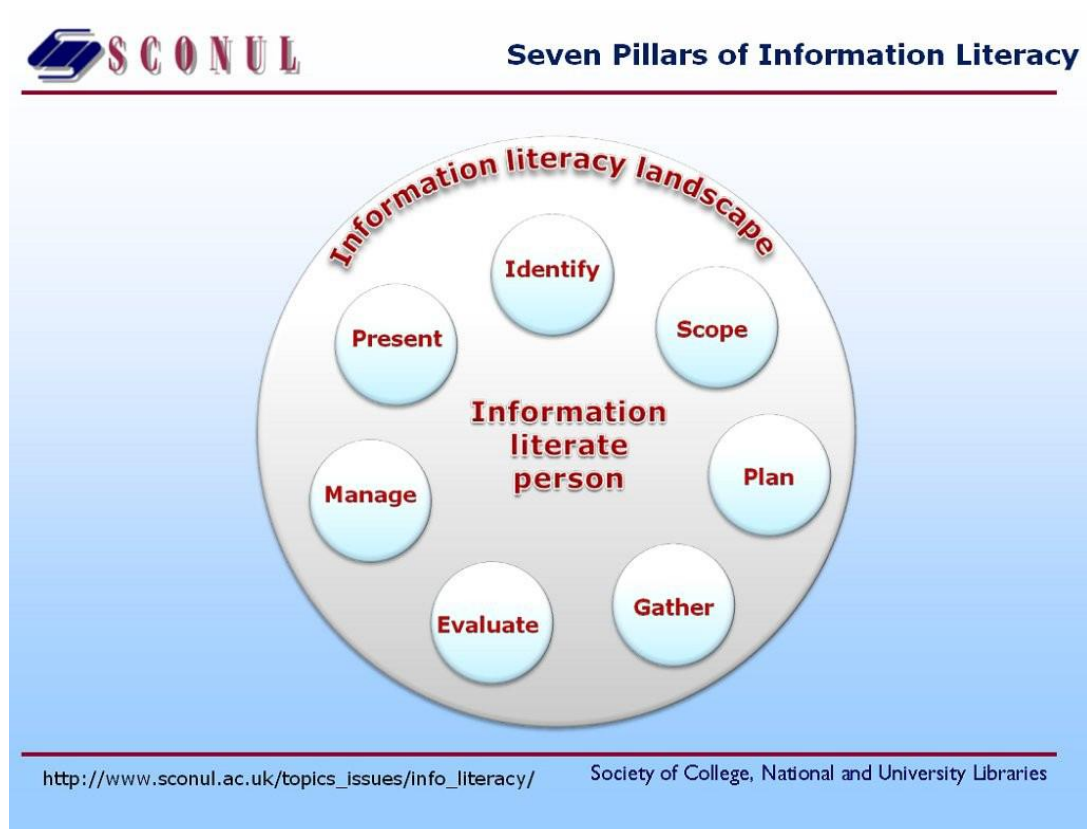


Figure- 3.10: Seven Pillars of Information Literacy (Source: www.sconul.ac.uk)

The core model is formulated as a three-dimensional circular “building” established on an information environment that consists of the information world as it is understandable to the person at that point in time. It refers to the personal information literacy environment, that is, their background, experience and attitude which shows that how they respond to any development in information literacy. The circular type of the model indicates that information literate is not a linear process; a person can be

emerging within these seven pillars at the same time and on one's inspite of the fact that in use they are closely interrelated. "Each pillar is further described by a series of statements relating to a set of skills/competencies and a set of attributes/understandings". It is believed that when a person becomes information literate, they will display most of the attributes in each pillar and progress to near the top of the pillar. This core model defines a set of general skills and understandings and for a different group of users, a lens has been developed which focuses on different attributes adding in the simple or complex statements and uses the language acknowledged by the particular groups which it represents. Thus, this flexible core model can be used by teachers and individuals who can redesign it as suitable for personal conditions. The attributes of an information literate person are as shown in the table:

SL. NO.	PILLARS	AN INFORMATION LITERATE PERSON
1	Identify	Capable of identifying information.
2	Scope	Able to understand and assess current knowledge and identify gaps.
3	Plan	Able to construct strategies for locating information and data.
4	Gather	Able to locate and access the information and data they need.
5	Evaluate	Able to review the research process and compare and evaluate the information and data.
6	Manage	Able to organize information professionally and ethically.
7	Present	Able to apply the knowledge gained: presenting the results of their research, synthesizing new and old information and data to create new knowledge and disseminating it in a variety of ways.

Attributes of information literate person

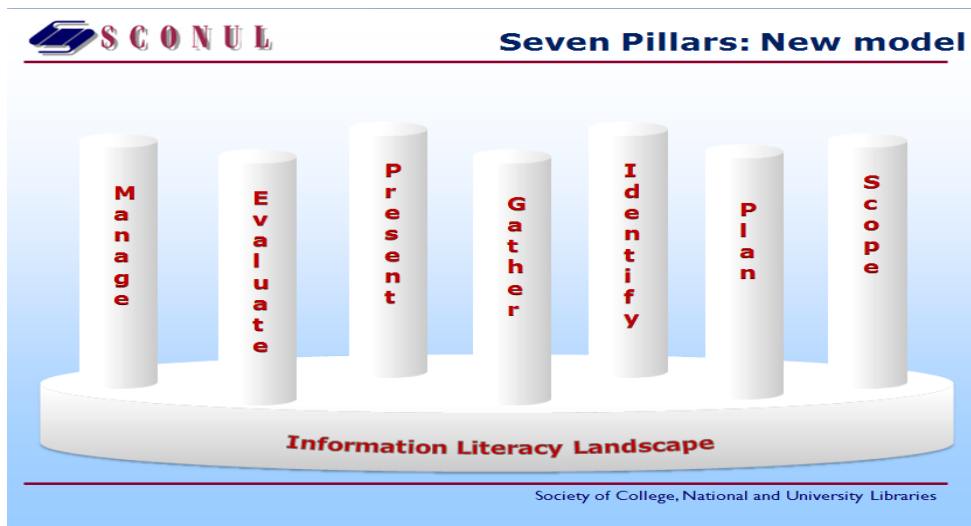


Figure- 3.10(b): Seven Pillars: New Model (Source: <http://3.bp.blogspot.com/-GGWXkQrhs-Q/UPUiqKs9fuI/AAAAAAAAAAv0/MHhYUEDOgHU/s1600/7+pillars.PNG>)

3.8.5 EMPOWERING-8 INFORMATION LITERACY MODEL

Empowering-8 (E8) Information Literacy Model has been established at an IFLA/ALP organized an international workshop on “Information Skills for Learning’ hosted by the National Institute of Library and Information Sciences (NILIS), University of Colombo, Sri Lanka” in the year 2004. Many participant countries were representing South and Southeast Asian countries. The theme of the workshop was ‘Information Skills for Learning’ which brought out a model that can be used as a problem-solving approach for resource-based learning and is known as E8. This model was developed to solve any information related issue and it includes eight phases including some sub-steps under each component that are to be followed to solve the information problem. In this model, it is not important to follow these eight steps sequentially in a straight manner, yet one can start from any step of the cycle but further, it must be preceded in the given pattern. Be that as it may, one is taken through all phases in an effective information critical thinking circumstance. It is very flexible and applies to all subject areas across the range of levels from kindergarten to postgraduate including a variety of information problem-solving situations in the personal as well as the work environment.

The information literacy skills that are embedded in the E8 model are mentioned below in a circular manner and its flexibility allows to start from any of the eight components but it is necessary to follow out further steps as mentioned with the arrow of one after another.

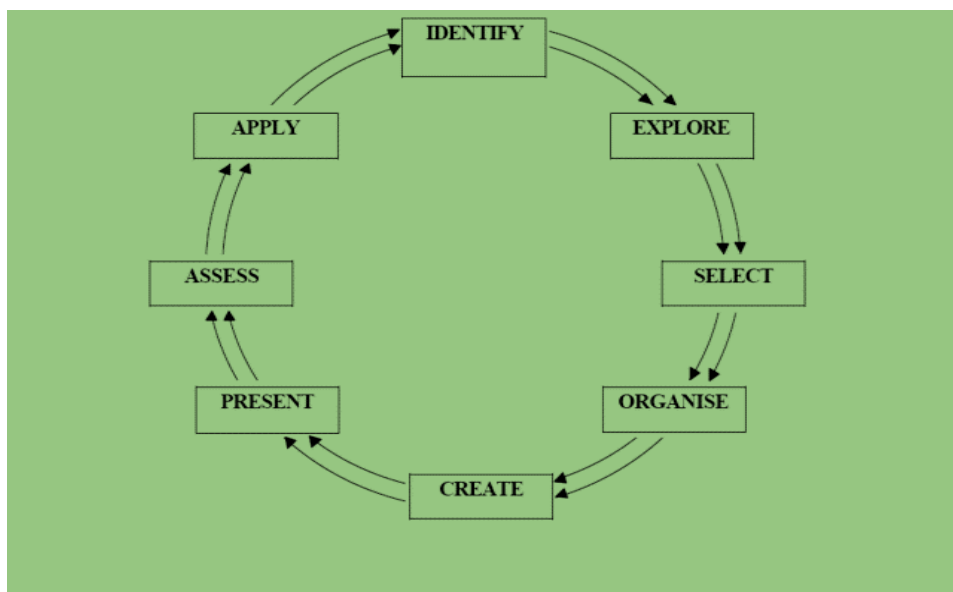


Figure- 3.11: The Eight Components of Empowering 8 IL

The following table will represent the eight components and their learning outcomes of Empowering 8 IL Model.

STEPS	COMPONENTS	LEARNING OUTCOMES
1	Identify	<ul style="list-style-type: none"> • Define the topic/subject. • Determine and understand the audience. • Choose the relevant format for the finished product. • Identify the keywords. • Plan a search strategy. • Identify different types of resources where information may be found.
2	Explore	<ul style="list-style-type: none"> • Locate resources appropriate to the chosen topic. • Find information appropriate to the chosen topic. • Do interviews, field trips or other outside research.
3	Select	<ul style="list-style-type: none"> • Choose relevant information. • Determine which sources are too easy, too hard, or just right. • Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc. • Identify the stages in the process. • Collect appropriate citations
4	Organizing	<ul style="list-style-type: none"> • Sort the information. • Distinguish between fact, opinion, and fiction. • Check for bias in the sources. • Sequence the information in a logical order. • Use visual organizers to compare or contrast information.

5	Create	<ul style="list-style-type: none"> • Prepare information in their own words in a meaningful way. • Revise and edit, alone or with a peer. • Finalize the bibliographic format.
6	Present	<ul style="list-style-type: none"> • Practice for presentation activity. • Share the information with an appropriate audience. • Display the information in an appropriate format to suit the audience. • Set up and use equipment properly.
7	Assess	<ul style="list-style-type: none"> • Accept feedback from other students. • Self-assess one's performance in response to the teacher's assessment of the work. • Reflect on how well they have done. • Determine if new skills were learned. • Consider what could be done better next time
8	Apply	<ul style="list-style-type: none"> • Review the feedback and assessment provided. • Use the feedback and assessment for the next learning activity/task. • Endeavour to use the knowledge gained in a variety of new situations. • Determine in what other subjects these skills can now be used. • Add product to a portfolio of productions.

Empowering 8 IL Model (Source: Components and Learning outcomes of Empowering 8 IL Model)

3.8.6 THE BIG6 INFORMATION PROCESS MODEL

The Big6 information critical thinking approach is an information literacy model created by Mike Eisenberg and Bob Berkowitz of the USA in the 1990s. It is an information search process model which shows how individuals of any age take care of an information issue. It is a problem-solving model which is based upon critical thinking and guides students through information problem solving as well as provides a basic framework for teaching and promoting information literacy. It's a systematic approach that can be practically applied to solve any kind of educational problem as well as real-life problems. This process is comprised of six stages or six steps with the help of which people of all ages can get a solution to their information problem and helps make decisions based on information and knowledge. This model focuses on saving time for the information seeker and is called the smarter solution to any kind of information problem.

It incorporates information search along with technology in a systematic way to find, use, apply, and evaluate the information for specific needs. People are overloaded with information needs and are unaware to follow any specific method of search so that they can get the best solutions against their desired needs. Even authors, teachers and scientists have also expressed that they are surrounded by information queries and needs but never seems to find what we want when we want it, and in what form we want so that we can use it effectively and efficiently so this type of model is very much helpful and easy to follow these six stages of the process. These skills comprise a unified set of information and technology skills and apply to all situations including all levels from K-12 schools, higher educational institutions, corporate and adult training programs. The Big6 Skills are better learned with the integrated classroom curriculum and also encourage teaching partnerships of library media specialists. The Big6 model is formulated to empower anyone to deal with daily issues or settle on decisions by using data that can be simplified by following these simple steps that are mentioned and elaborated below. The process consists of six steps from Task Definition to Evaluation and these steps are to be followed sequentially through the series of stages to solve the problem effectively within minimum time. The Big6 model is a logical approach that provides a broad-based structure for developing a framework of problem-solving skills and it also inculcates a comprehensive set of power among students to conquer the information age. Everyone has different approaches/styles to complete different tasks and to solve problems and actually how the solution to the information problem is evolved depends upon one's degree of sophistication, but in almost all cases, similar steps are being followed to solve these problems which satisfied the Big6 approach and it reflects that the model has been developed based on observations and study. It's an adaptable and flexible model that can be applied to any information situation, all subjects, and students of all ages including kids and is applied to all grade levels. Some people are very systematic and so like to go in order of steps, others who are less systematic prefer to follow their own rules and that's fine according to Big6 Information Literacy Model. The Big6 does not require people to strictly follow the process fixedly and it actively satisfies its flexibility. It reflects critical thinking as an information problem-solving process and provides a broad structure for the information technology literacy curriculum.

According to this model, the successful information problem-solving process includes six stages with each stage having two sub-stages that are represented below:-



Figure- 3.12: Big6 Information Process Model (Source: <https://vgulibguide.files.wordpress.com/2017/02/big6.gif>)

The following table represents the six main stages with its sub-stages of the Big6 IL Model:-

Step	Main Stage	Sub Stage
1	Task Definition	Define the Information problem
		Identify information needed
2	Information Seeking Strategies	Determine all possible sources
		Select the best sources
3	Location and Access	Locate sources (intellectually and physically)
		Find information within sources
4	Use of Information	Engage (e.g., read, hear, view, touch)
		Extract relevant information
5	Synthesis	Organize from multiple sources
		Present the information
6	Evaluation	Judge the product (effectiveness)
		Judge the process (efficiency)

Big6 Model (Source: <https://drbmorris.weebly.com/big6--super3.html>)

In this process of six stages to attain a solution to the problem, each stage is represented with two sub-stages that are regarded as the mini-steps to be followed in every six categories. In the first step, the student determines the actual problem and the information concerned to that problem like what is need to answer the framed query then, next step is to decide the range of possible information sources and selecting sources appropriate to the defined task. The third step of location and access will decide the actual source where the information-seeking strategies begin, then the next step is associated with the use of information where the most appropriate information against a particular situation is extracted and further synthesized to meet the requirements of the task. This is where the effective communication of ideas is applied and real learning takes place as new information is organised in providing links to pre-existing knowledge. Then, the last step of evaluation i.e. the degree of quality is decided which determines how efficiently the information problem-solving process is being conducted.

Everyone goes through Big6 stages in their day to day life whether consciously or unconsciously but when they seek or apply information to solve any problem or to make decisions, all the concerned stages are being followed similarly by information seekers. This model provides a guide to students in dealing with their daily queries like assignments and other tasks. Also, from research and experience, we found that regardless of the situation, the Big6 approach to problem-solving will affect the total outcome of education and we must maintain the process of integration and implementation of information skills to educational systems and curriculum of various countries.

3.8.7 THE RESEARCH CYCLE

The Research Cycle Model was developed by McKenzie. The research cycle model gives a strong structure to inquiry-based guidance. The learning knowledge starts with scrutinizing understudies' examinations depend on basic inquiries and they develop new understandings by investigating the appropriate responses while they are supported by instructors, students are engaged with finding in their own answers and deciding the course of their own learning. They are encouraged to consistently problem solving and assess their procedures and their outcomes, important components of inquiry-based learning.

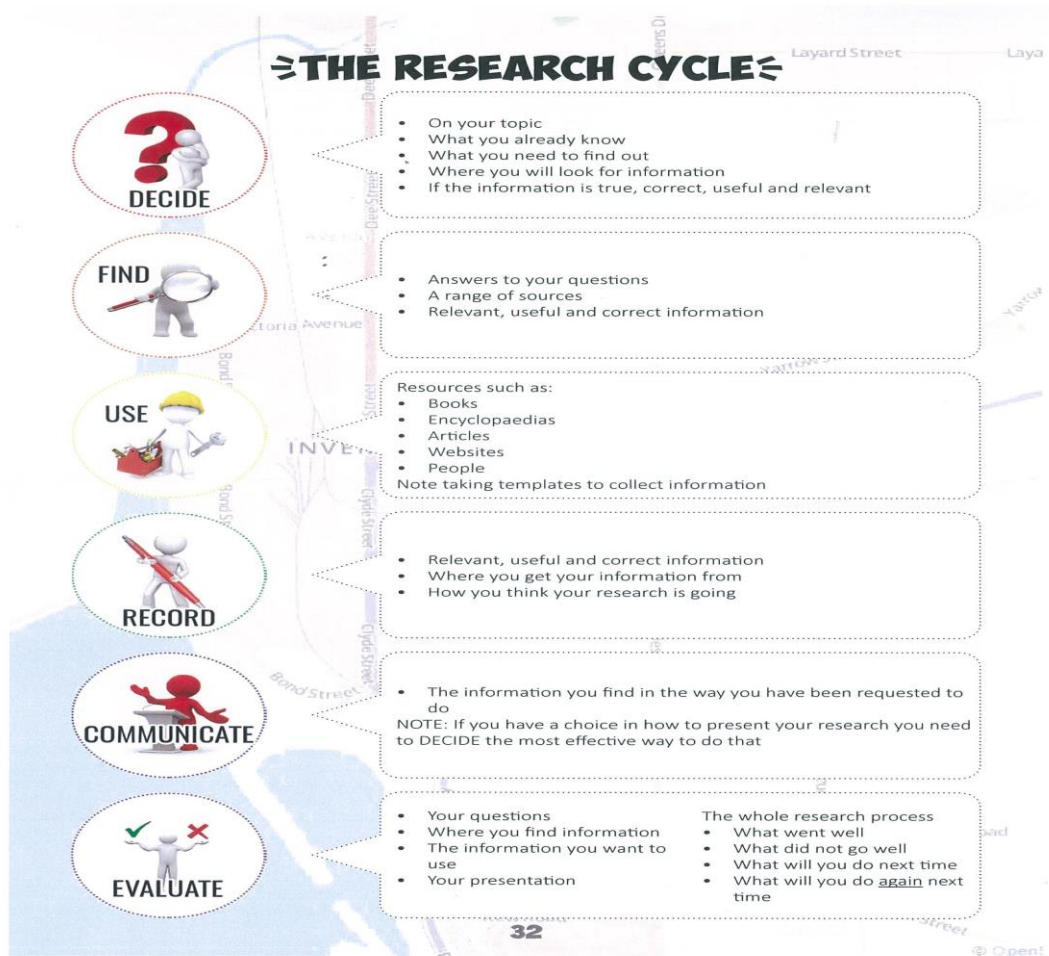


Figure- 3.13: Research Cycle (Source: <https://sengaw.files.wordpress.com/2013/06/research-cycle-explained.png?w=760>)

3.8.8 SEVEN FACES OF INFORMATION LITERACY IN HIGHER EDUCATION

Information Literacy is generally called the skill to find, be able to utilize information efficiently for a scope of purposes. In that ability, it is a vital 'generic skill' which enables individuals to participate in powerful decision-making, problem-solving and research. It also permits them to take liability for their continued learning in zones of individual or professional attention.

While there is developing the promotion for information proficiency in higher education, nearly slight is thought about how it is practised by the individuals who utilize information. Information Literacy is the set of abilities requiring people to have the ability to locate, evaluate and use the needed information. According to the American Library Association, "Information Literacy is a set of abilities that required individuals to recognize when information is needed and can locate, evaluate and use

effectively the needed information”. It is an important broad skill that allows people to hold in effective decision making, problem solving and research.

There is growing advocacy for information literacy in higher education. The various faces of information literacy education that are described here are drawn from the experience of higher educators in Australian universities. The seven faces of information literacy are as under:

- 1) The information technology conception
- 2) The information source conception
- 3) The information process conception
- 4) The information control conception
- 5) The knowledge construction conception
- 6) The knowledge extension conception
- 7) The wisdom conception

1. The Information Technology Conception

Information Literacy uses Information technology for the retrieval of information. Technology is growing at a faster speed. One of the major objectives of information technology is to make it accessible to all the respondents. Now a day’s people are dependent upon technology to get information. To sum up, this category of information literacy depends upon Information technology upon the availability of technology. Information literate people viewed this as that information environment through which they can attain a higher level of information awareness. Individuals can use IT to achieve their goals.

Information literacy is seen as using information technology for information retrieval and communication.

1. Information Awareness needed for IT
2. Users can be stay informed/ communicate with the help of IT.
3. A social practice not specific
4. Reliant on a skill within a group

2. The Information Sources Conception

In this category, information literacy seems to find the location of information sources. Here information literacy is experienced in terms of knowledge of sources of information and can access these sources independently. It is only the knowledge of sources that make it possible to retrieve the information which is having within them. Most of the sources of information are electronic.

Information literacy can be used as finding information located in information sources.

1. Bibliographic
2. Human
3. Organisational
4. The help of intermediaries emphasised
5. Personal abilities also valued

3. The Information Process Conception

In this category, information literacy is seen as executing a process. Information process is the way by which information users use the strategy of using the information sources. Information literacy is the ability to deal with new situations and to deal with those situations based on being prepared with the process for finding the essential information. The process of information conception may vary from person to person. Problem-solving is the outcome of the situation.

Information literacy is seen as executing a process.

1. Connected to problem-solving, conclusion making
2. Needs personal heuristics
3. A 'creative art'

4. The Information Control Conception

In this category, Information Literacy is seemed as controlling information. Two subcategories are reflecting different forms of control:

- Information is controlled by using the computer which allows the retrieval of information.
- Information is also controlled by using the memory of the brain which forms the various links and associations.

Information is stored by using the various kinds of documents in which information is stored and organized systematically. The primary concern of this conception is bringing resources under the control of users.

Information literacy is seen as controlling information.

1. Identifying related information
2. Handling that information
3. Making relations between information projects, individuals
4. The interconnectedness between information and portions of projects.

5. The Knowledge Construction Conception

In this category, information literacy is seemed as building knowledge in the area of interest. In this information, use becomes the centre of attention. Vital information uses to construct a personal knowledge base on the distinguishing feature of this conception. The information user is involved in assessment, while information presents itself uniquely to the user. The idea of a knowledge base in this frame goes beyond the store of information, it involves the adoption of personal perspectives. Information literacy is seen as building up a personal knowledge base in a new area of interest.

1. Emphasis on knowledge
2. Emerging an individual perspective with knowledge gained
3. Reliant on critical thinking

6. The Knowledge Extension Conception

In this category, information literacy is seemed as working with personal perspectives. Information use involving a capacity for intuition is the distinguishing feature of this experience. Such intuition results in the development of new ideas. A capacity for intuition is seen as essential for allowing information to be used in a way. This frame is different from the previous frame in that it includes knowledge gained through personal experience. What is important is that 'new knowledge' is recognized as the outcome, and intuition is recognized as the contributing factor to effective information use.

Information literacy is seen as working with knowledge and individual perspectives accepted in such a way that new insights are gained.

1. Personal knowledge + experience + creative insight/intuition
2. Mysterious experience
3. Improves novel knowledge/approaches to tasks/novel solutions

7. The Wisdom Conception

In this category, information literacy is seen as using information for the benefit of others. Judicious use of information involving the acceptance of personal values concerning information use is the distinguishing feature of this conception. Knowledge is a personal quality brought to the use of information. Wisdom involves placing the information in a larger context. For example- historically, socio-culturally.

Information literacy is seen as using information wisely for the benefit of others.

1. Personal excellence

2. Values and morals combined with knowledge
3. Information used for the help of others

Outcome Statements- The Seven Faces

Students will use IT for IR and communication, discover information self-sufficiently or through an intermediary, use information processes, control information, form a personal knowledge base in a new subject area. Work with knowledge and individual perceptions to acquire novel insights, use information intelligently.

3.8.9 SIX FRAMES FOR INFORMATION LITERACY EDUCATION

This area clarifies a progression of Frames for Information Literacy learning through which numerous components of information literacy training may be skilled. They were produced as a theoretical tool to support members in the information literacy instruction field think about, and examine, the varying implicit or explicit conceptual effects on their specific circumstances. These casings have been produced through uniting considering variety in the way to deal with educating, learning and information literacy with contemplating ways to deal with educational modules plan (Eisner and Vallance, 1974; Kemmis et al, 1983; Pratt et al, 1998; Toohey, 1999).

Six frames of information literacy were developed as a conceptual tool to help participants in the information literacy education ground examine the varying hidden or overt theoretical influence on their contexts. These six frames have been developed by bringing together thinking about variation in approach to teaching, learning. Each frame of information literacy bring a particular view of information, curriculum focus, learning and teaching. Some of the elements of this framework applied to both the IL component and substantive component. These six frames of information literacy education are presented as:

1. The Content Frame
2. The Competency Frame
3. The Learning to Learn Frame
4. The Personal Relevance Frame
5. The Social Impact Frame and
6. The Relational Frame


Every frame carries with it a specific perspective of 'Information Literacy, data, educational modules centre, learning and instructing, substance, and appraisal. A few

components of the frame apply to both the practical substance and to the information literacy part where these are educated together. In evaluating every frame we give a short pattern of some part of information literacy instruction that ordinarily represents practice mainly implemented through that frame.

1. Content Frame

The content frame focus is on what learners should know about information literacy. Users of the Content Frame generally adopt a discipline orientation. Their emphasis is on what students should think about information literacy. Appraisal of 'Information Literacy' ordinarily evaluates what amount has been realized. A typical example concerning information literacy training may show information literacy sessions inside a control constructed subject and giving addresses in light of a crucial arrangement of information tools and procedures. This may be trailed by a trial of review.

The Content Frame is the first frame of information literacy education. Users of this frame usually adopt a discipline course. Their main focus is on what learner should know about information literacy. An example concerning Information Literacy education might be teaching IL sessions within a discipline-based subject. This might be followed by a test of evoking.




CONTENT FRAME	
View of IL	IL is knowledge about the world of information
View of Information	Information exists apart from the user; can be transmitted
Curriculum focus	What should learners know about the subject, about IL?
View of learning and teaching	Teacher is an expert- transmits knowledge. Learning is a change in how much is known
View of content	What needs to be known has primacy. All relevant content must be covered
View of Assessment	Assessment is objective. Measures how much has been learned; ranks student via exams

Figure- 3.14: The Content Frame (Source:: <http://dx.doi.org/10.11120/ital.2006.05010002>)

2. Competency Frame

Users of the Competency Frame, for the most part, embrace a conduct or execution introduction. They ask what students ought to have the capacity to do, and at what level of skill? A platform of guidance is generally pursued to gain compulsory abilities. Assessment of 'Information Literacy' commonly tries to indicate what level of ability has been accomplished. A typical example in information literacy education may be the plan of sequenced guidance to show the utilization of electronic tools and techniques, enhanced by testing to decide the level of aptitude that has been accomplished by the novice at determined focuses in the learning procedure.

The Competency Frame is the second frame of information literacy education. Users of this frame usually adopt a performance orientation. Do they ask what learners should be able to do? To acquire the required competencies they usually followed the program of instruction. Assessment of IL typically seeks to specify what level of skill has been achieved. An example of IL education is a design of sequenced instruction to teach the use of an electronic tool.



COMPETENCY FRAME


View of IL	IL is a set of competencies or skills
View of Information	Information contributes to the performance of the relevant capability
Curriculum focus	What should learners be able to do?
View of learning and teaching	Teachers analyse tasks into knowledge and skills; learners become competent by following predetermined pathways.
View of content	Content is derived from observation of skilful practitioners
View of assessment	Assessment determines what level of skill has been achieved

Figure- 3.15: The Competency Frame (Source: <http://dx.doi.org/10.11120/ital.2006.05010002>)

3. Learning to Learn Frame

Users of the learning-to-learn frame, generally accept a constructivist orientation. They request that what it implies think like an information proficient expert, for instance, a modeller, specialist (architect-engineer), writer/journalist or landscape architect. They are likewise intrigued by what will enable students to build information properly, and create learning procedures that encourage the growth of expert thinking forms. Evaluation of 'Information Literacy' tries to decide how data forms have educated learning or learners on the way to deal with the current issue. An ordinary model may set a genuine issue in which the necessity to get to, assess and utilize information from a scope of sources is central and correctly sustained.

The Learning to Learn Frame is the third frame of IL education. Users of this frame usually adopt a constructivist direction. They are interested to know what will help the learners construct knowledge appropriately. Evaluation of IL seeks to determine how information processes have informed learners approach the problem at hand. An example of this is setting a real-life problem in which the need to access, the information from a range of sources is central.



LEARNING TO LEARN FRAME


View of IL	IL is a way of learning
View of Information	Information is subjective – internalised and constructed by learners
Curriculum focus	What does it mean to think like an (IL) professional in the relevant field?
View of teaching and learning	Teachers facilitate collaborative learning; learners develop conceptual structure and ways of thinking and reasoning
View of content	Content is chosen for mastering important concepts and fostering reflective practice
View of assessment	Complex, contextual problems are proposed. Self or peer assessment is encouraged

Figure- 3.16: The Learning to Learn Frame (Source:: <http://dx.doi.org/10.11120/ital.2006.05010002>)

4. Personal Relevance Frame

Users of the Personal Relevance outline more often than not embrace an experiential orientation. In connection to Information Literacy Education, they require students to build up a feeling of what information literacy can improve the situation for them. They are interested in the sorts of encounters that are necessary to empower students to engage with the topic. Evaluation is typically portfolio based and students self-survey. An ordinary model may take part in a community project that necessary commitment with important information services and providers, at that point hence thinking about the experience and what was found out about both the subject and information used in that unique circumstance.

Personal Relevance Frame is the fourth frame of information literacy education. Users of this frame usually adopt an experimental orientation. They need learners to develop a sense of what IL can do for them. They are interested in the kind of experiences that are required to enable learners to engage with the subject matter. Evaluation is typically collection based. A typical example of this frame is participating in a community project that required an appointment with the relevant information service provider and what was learned about both the subject use in that context.



PERSONAL RELEVANCE FRAME


View of IL	IL is learned in context and is different for different people/groups
View of Information	Valuable information is useful to the learners
Curriculum focus	What good is IL to me?
View of teaching and learning	Teaching focuses on helping learners find motivation. Learning is about finding personal relevance and meaning
View of content	Problems, cases, scenarios selected to reveal relevance and meaning
View of assessment	Typically portfolio based – learners self assess

Figure- 3.17: The Personal Relevance Frame (Source:: <http://dx.doi.org/10.11120/ital.2006.05010002>)

5. Social Impact Frame

Users of this Social Impact Frame generally adopt a social change orientation. User's attention is on how information literacy impacts society, it might enable networks to illuminate critical issues. A typical analysis may include focussing learners' consideration on different issues and qualities related to issues encompassing the Digital Divide, and proposing undertakings identified with the approach, technology or training designed to help with crossing over that partition. Learners would be surveyed as far as their comprehension of how 'Information Literacy' could impact the social issue.

The Social Impact Frame is the fifth frame of IL education. Users of this Social Impact frame usually adopt a social improvement course. Their interest is in how information literacy impacts society. They also show their interest to solve the problem related to the community. It presents an important opportunity to draw cross-cultural encounters arising from project-based development efforts into wider procedures of engagement that might address the imbalance in the relationship between the community.



SOCIAL IMPACT FRAME


View of IL	IL issues are important to society
View of Information	Information is viewed within social contexts
Curriculum focus	How does IL impact society?
View of teaching and learning	Teachers role is to challenge the status quo. Learning is about adopting perspectives that will encourage social change.
View of content	Reveals how IL can inform widespread or important social issues or problems
View of assessment	Designed to encourage experience of the impact of IL

Figure- 3.18: The Social Impact Frame (Source: <http://dx.doi.org/10.11120/ital.2006.05010002>)

6. Relational Frame

Users of the Relational frame are arranged towards the manners by which students are known about 'Information Literacy' or particular phenomena related to information literacy. Learners are interested in designing experiences that assist learners to recognize the great methods for seeing the phenomena in question. Assessment is intended to recognize which methods for seeing information literacy, or other phenomena, understudies have figured out how to perceive. Reflection is one technique to encourage understudies to perceive a more complex frame of the phenomena. A typical example may include helping understudies learn to search through the web by designing capabilities that concentrate on already undiscerned parts of the understanding.

The Relational Frame is the sixth frame of information literacy education. The user of this relational frame is oriented towards the specific relevant phenomenon associated with IL. They are interested in designing experiences that help learners separate more powerful ways of seeing facts in questions. Evaluation is designed to identify which way of seeing IL. An example may involve helping students learn to use the internet by designing experience.



RELATIONAL FRAME

View of IL	IL is a complex of different ways of interacting with information
View of Information	Information may be experienced as objective, subjective or transformational
Curriculum focus	Bringing about awareness of the critical ways of seeing or experiencing
View of teaching and learning	Teachers bring about particular ways of seeing specific phenomena; learning is coming to see the world differently
View of content	Examples selected to help students discover new ways of seeing. Critical phenomena for learning must be identified.
Assessment	Designed to reveal ways of experiencing

Figure- 3.19: The Relational Frame (Source:: <http://dx.doi.org/10.11120/ital.2006.05010002>)

3.9 CONCLUSION

Models and Standards assume an essential job to know the Information Literacy level of an individual. It can also be helpful for the enhancement of information proficiency aptitudes. The majority of the IL Models begin with the need to emerge of the information and finishes with the fulfilment of getting to information within a legal context. Models and Standards are especially fundamental for a man to procure basic aptitudes to survive in the modern information world. Information Literacy is a continuous process that is a crucial competency skill of the 21st century related to information rehearses and basic reasoning keeping in mind the end goal to manage the complexities of the present information literacy condition. The models help to plan of thoughts, its provide a flowchart to design again, it helps us to quantify advance things to allow us to express the result and it also gives an unmistakable structure (terminology to initiate discussion) and shared objectives, it's a prove guides into various expert fields, it also helps to formulate ideas, measure progress.

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CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4. INTRODUCTION

The chapter deals with the analysis of the data and interpretations which was obtained through the structured questionnaire to explore the information literacy skills among the PG students of Social Sciences of Mizoram University and Tezpur University. It draws viable inferences to satisfy the objectives of the study and it also explores to test the hypothesis. The numerical variables have been analysed with the help of MS-Excel which is supported by tables and graphs to deduce various statistical inferences which form the basis of research.

4.1 DATA ANALYSIS AND INTERPRETATIONS: AN OVERVIEW

The main theme of this chapter is divided into *six parts*. The *first part* is Demographic Information in which includes two questions related to respondents personal details and the *second part* is Using library and its services by the respondents which include twelve questions related to using library and its services, in the *third part* of the analysis Information literacy skills includes twenty questions related to respondents information literacy skills, in the *fourth part* i.e. familiarity with copyright and fair use includes five questions related to awareness of copyright and fair use by the respondents and in the *fifth part* of the data analysis is search technique and access in which a total eight questions were available related to various searching techniques to access the needed information while in *the sixth and last part* of the data analysis and interpretation is library orientation/information literacy programme provided by the library in which a total four-question were related to satisfaction, specific training and area in which respondents need training questions were available. The following abbreviations were used to indicate the departments- Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

4.2 QUESTIONNAIRE DISTRIBUTED AND RECEIVED BY THE RESPONDENTS

Table 4.1 shows the questionnaires distributed and received by the PG students of Social Sciences departments and the table also categorically represents the department wise data from both Universities. A total of 595 questionnaires were distributed among the respondents in both Universities in which a total of 522(87.73%) filled

questionnaires has been received from the respondents (300 questionnaires were distributed in Mizoram University in which a total 263(87.67%) of questionnaires were received while in Tezpur University, 295 questionnaires were distributed in which a total 259(87.80%) filled questionnaires were received). According to the methodology of the study, a required sample of 240 respondents from Mizoram University and 236 respondents from Tezpur University [calculated at 99% confidence level and 5% confidence interval- (Ref. <https://surveysystem.com/sscalc.htm>)]. An attempt was made to draw a sample 25% higher than the minimum requirement, considering the non-response rate up to 25%.

Table- 4.1: Questionnaire distributed and received by the respondents

Departments	Mizoram University		Tezpur University		Total Questionnaire	
	Questionnaire				Distributed (%)	Received (%)
	Distributed (%)	Received (%)	Distributed (%)	Received (%)		
Education (EDU.)	60 (20)	52 (17.33)	60 (20.34)	56 (18.98)	120 (20.17)	108 (18.15)
Sociology (SOC.)	50 (16.67)	49 (16.33)	50 (16.95)	48 (16.27)	100 (16.81)	97 (16.30)
Social Work (SW)	30 (10)	27 (9)	25 (8.47)	23 (7.80)	55 (9.24)	50 (8.40)
Commerce (COM.)	50 (16.67)	46 (15.33)	45 (15.25)	42 (14.24)	95 (15.97)	88 (14.79)
Mass Communication (MCO.)	40 (13.33)	36 (12)	45 (15.25)	39 (13.22)	85 (14.28)	75 (12.61)
Management (MAN.)	70 (23.33)	53 (17.67)	70 (23.73)	51 (17.29)	140 (23.53)	104 (17.48)
Total	300 (100)	263 (87.67)	295 (100)	259 (87.80)	595 (100)	522 (87.73)

DEMOGRAPHIC INFORMATION

4.3 GENDER-WISE CLASSIFICATION OF RESPONDENTS

Table 4.2 and figure 4.1 shows that the gender-wise classification of the PG respondents of the Social Sciences departments in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both the universities. On the observation of the table, it is shown that out of a total of 52 respondents, in the department of Education of Mizoram University, the maximum 28(53.85%) of respondents were female while the rest 24(46.15%) of the respondents were male. However, out of a total of 56 respondents, in the

department of Education of Tezpur University, a large number 50(89.29%) of respondents were female and the rest 6(10.71%) respondents were male. In the department of Sociology at Mizoram University, out of a total of 49 respondents, the maximum 35(71.43%) respondents were female while the rest 14(28.57%) of respondents were male. However, in Tezpur University, out of a total of 48 respondents in the Sociology department, a large number 35(72.92%) of respondents were female followed by male i.e. 13(27.08%) of respondents. In the department of Social Work, out of a total 27 respondents, the maximum 17(62.97%) of respondents were female while the rest were male i.e. 10(37.03%) of respondents in Mizoram University. However, in Tezpur University, out of a total 23 respondents, a large number 22(95.65%) of respondents were female while the rest were male i.e. 1(4.35%) of respondents in the Social Work department. In the Department of Commerce, out of a total 46 respondents, the maximum 27(58.70%) of respondents were female while the rest were male i.e. 19(41.30%) of respondents in Mizoram University. However, out of a total 42 respondents, a large number 24(57.14%) of respondents were male in the department of Commerce while the rest 18(42.86%) of respondents were female in Tezpur University. In Mizoram University, out of a total 36 respondents, the maximum 25(69.44%) of respondents were male while the rest were female i.e. 11(30.56%) of respondents in the department of Mass Communication. However, out of a total 39 respondents, a large number 24(61.54%) of respondents were male in the department of Mass Communication while the rest were female i.e. 15(38.46%) of respondents in Tezpur University. In the department of Management, out of a total 53 respondents, the highest number 35(66.04%) of respondents were male while the rest were female i.e. 18(33.96%) of respondents in Mizoram University. However, out of a total 51 respondents, a large number 37(72.55%) of respondents were female in the department of Management while the rest were male i.e. 14(27.45%) of respondents in Tezpur University.

It is also found that the maximum respondents were female in the departments of Education, Sociology, Social Work and Commerce while in the department of Mass Communication and Management the highest no of respondents were male in Mizoram University. However, at Tezpur University, a large number of respondents were female in all the departments excluding Commerce and Mass Communication.

Table-4.2: Gender wise classification of respondents

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Male	24 (46.15)	14 (28.57)	10 (37.03)	19 (41.30)	25 (69.44)	35 (66.04)	127 (48.29)
	Female	28 (53.85)	35 (71.43)	17 (62.97)	27 (58.70)	11 (30.56)	18 (33.96)	136 (51.71)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Male	6 (10.71)	13 (27.08)	1 (4.35)	24 (57.14)	24 (61.54)	14 (27.45)	82 (31.66)
	Female	50 (89.29)	35 (72.92)	22 (95.65)	18 (42.86)	15 (38.46)	37 (72.55)	177 (68.34)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

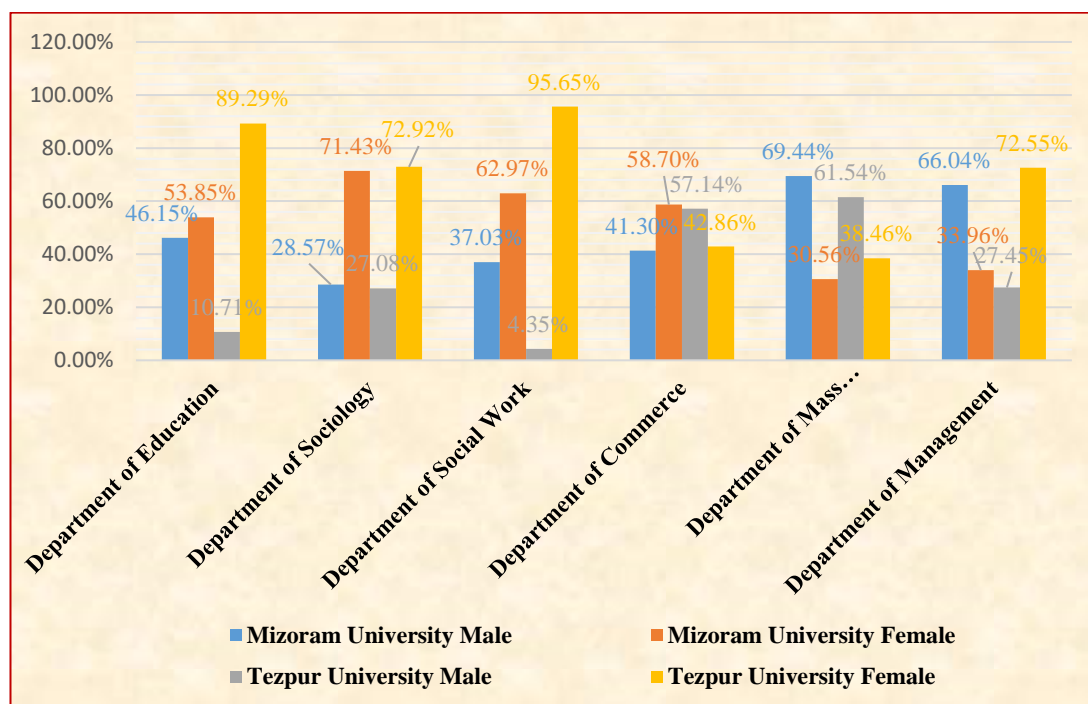


Figure-4.1: Gender wise classification of respondents

4.4 AGE-WISE CLASSIFICATION OF RESPONDENTS

Table 4.3 and figure 4.2 depicts the age-wise classification of the PG students of Social Sciences departments in both of the Universities i.e. Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education of Mizoram University, out of a total 52 respondents, a large number 28(53.85%) of respondents were between 20-22 years of age group, followed by 22(42.30%) of respondents were

between 23-25 years age group and the rest 2(3.85%) respondents were between 26-28 years of age group while not a single student was above 28 years of age group. However, in the Tezpur University, out of a total 56 respondents, the maximum 30(53.57%) of respondents were between 23-25 years of the age group in the Education department, followed by 22(39.29%) of respondents were between 20-22 of years age group and only 4(7.14%) of respondents were between 26-28 years of age group while not a single student was above 28 years of the age group in the Department of Education. In the department of Sociology, out of a total 49 respondents, a large number 25(51.02%) of respondents were between 23-25 years of age group, followed by 22(44.90%) of respondents who were between 20-22 years of age group and the rest 2(4.08%) of respondents were between 26-28 years of age group while not a single student was above 28 years of the age group in Mizoram University. However, out of a total 48 respondents, the maximum 31(64.58%) of respondents were between 20-22 of years age group, followed by 17(35.42%) of respondents who were between 23-25 years of age group and not a single student was of 26-28 age group or above 28 years age group in the department of Sociology of Tezpur University. In the department of Social Work, out of a total 27 respondents, a large number of 15(55.56%) of respondents were 20-22 years age group, followed by 10(37.04%) of respondents who were between 23-25 years of age group and 1(3.70%) of each student were between 26-28 years of age group and above 28 years age group in Mizoram University. However, out of a total 23 respondents, the maximum 14(60.87%) of respondents were between 23-25 years of age group, followed by 6(26.09%) of respondents were between 20-22 years of age group and the rest 3(13.04%) of respondents were between 26-28 years age group while not a single student was above 28 years of the age group in the Department of Social Work of Tezpur University. In the department of Commerce, out of a total 46 respondents, a large number 27(58.70%) of respondents were between 20-22 years of age group and rest were between 23-25 years age group i.e. 19(41.30%) of respondents while not a single student was between 26-28 years of age group or above 28 years of the age group in Mizoram University. However, out of a total 42 respondents, the highest number 30(71.43%) of respondents were between 20-22 years of age group and the rest were between 23-25 years of age group i.e. 12(28.57%) of respondents while not a single student was between 26-28 of age group or above 28 years of the age group in the department of Commerce of Tezpur University. In the department of Mass Communication, out of a total 36 respondents,

the maximum 14(38.89%) of respondents were between 23-25 years of age group, followed by 26-28 years of age group with 13(36.11%) of respondents and 9(25%) of respondents were between 20-22 years of age group while not a single student was above 28 years age in Mizoram University. However, out of a total 39 respondents, the maximum 20(51.28%) of respondents were between 20-22 years of age group, followed by 16(41.03%) of respondents were between 23-25 years of age group and 3(7.69%) of respondents were between 26-28 years of age group while not a single student was above 28 years age in the department of Mass Communication of Tezpur University. In the department of Management, out of a total 53 respondents, a large number 35(66.04%) of respondents were between 23-25 years age group, followed by 20-22 years of age group and 26-28 years of age group with 9(16.98%) of respondents each while not a single student was above 28 years of the age group in Mizoram University. However, out of a total 51 respondents, the maximum 39(76.47%) of respondents were between 23-25 years age group, followed by 9(17.65%) of respondents were between 20-22 years of age group and only 3(5.88%) of respondents were between 26-28 years of age group while not a single student was above 28 years of the age group in the department of Management of Tezpur University.

Table-4.3: Age-wise classification of respondents

Univ.	Age Group	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	20-22 years	28 (53.85)	22 (44.90)	15 (55.56)	27 (58.70)	9 (25)	9 (16.98)	110 (41.83)
	23-25 years	22 (42.30)	25 (51.02)	10 (37.04)	19 (41.30)	14 (38.89)	35 (66.04)	125 (47.53)
	26-28 years	2 (3.85)	2 (4.08)	1 (3.70)	0 (0)	13 (36.11)	9 (16.98)	27 (10.26)
	Above 28 years	0 (0)	0 (0)	1 (3.70)	0 (0)	0 (0)	0 (0)	1 (0.38)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	20-22 years	22 (39.29)	31 (64.58)	6 (26.09)	30 (71.43)	20 (51.28)	9 (17.65)	118 (45.56)
	23-25 years	30 (53.57)	17 (35.42)	14 (60.87)	12 (28.57)	16 (41.03)	39 (76.47)	128 (49.42)
	26-28 years	4 (7.14)	0 (0)	3 (13.04)	0 (0)	3 (7.69)	3 (5.88)	13 (5.02)
	Above 28 years	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

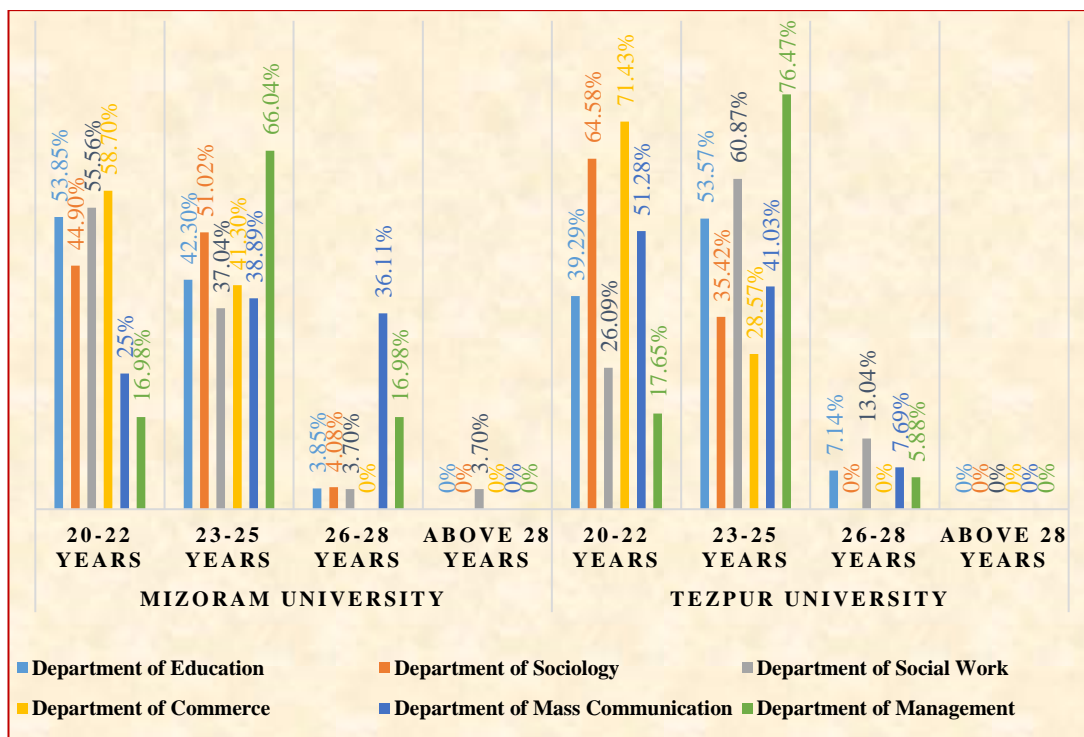


Figure-4.2: Age-wise classification of respondents

USING LIBRARY AND ITS SERVICES

4.5 LIBRARY VISIT BY THE RESPONDENTS

Table 4.4(a) and figure 4.3 shows the library visit by the PG students of Social Sciences departments in Mizoram University and Tezpur University. The table categorically represents the department-wise data of the respondents from both Universities. On the observation of the table, it has been found that 100% of respondents in both the Universities were visiting the library in the Department of Education. In the department of Sociology, out of a total of 49 respondents, the maximum 46(93.88%) of respondents were visiting the library while the rest 3(6.12%) of respondents didn't visit the library in Mizoram University. However, at Tezpur University, all 48 respondents were visiting the library in the Sociology department. In the department of Social Work, all 27 respondents were visiting the library at Mizoram University. However, in Tezpur University, out of a total 23 respondents, a large number 20(86.96%) of respondents were visiting the library while the rest didn't visit i.e. 3(13.04%) of respondents in the Social Work department. In the Department of Commerce, all 46 respondents were visiting the library at Mizoram University. However, out of a total of 42 respondents, a large number 40(95.24%) of respondents were visiting the library in the department of Commerce while the rest 2(4.76%) of

respondents didn't visit the library in Tezpur University. In Mizoram University, out of a total of 36 respondents, the maximum 33(91.67%) of respondents were visiting the library while the rest didn't visit i.e. 3(8.83%) of respondents in the department of Mass Communication. However, all the 39 respondents were visiting the library in the Department of Mass Communication at Tezpur University. In the department of Management, all 53 respondents were visiting the library at Mizoram University. However, out of a total of 51 respondents, a large number 47(92.16%) of respondents were visiting the library in the department of Management while the rest didn't visit the library i.e. 4(7.84%) of respondents in Tezpur University.

Table-4.4(a): Library visit by the respondents

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Yes	52 (100)	46 (93.88)	27 (100)	46 (100)	33 (91.67)	53 (100)	257 (97.72)
	No	0 (0)	3 (6.12)	0 (0)	0 (0)	3 (8.33)	0 (0)	6 (2.28)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Yes	56 (100)	48 (100)	20 (86.96)	40 (95.24)	39 (100)	47 (92.16)	250 (96.53)
	No	0 (0)	0 (0)	3 (13.04)	2 (4.76)	0 (0)	4 (7.84)	9 (3.47)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

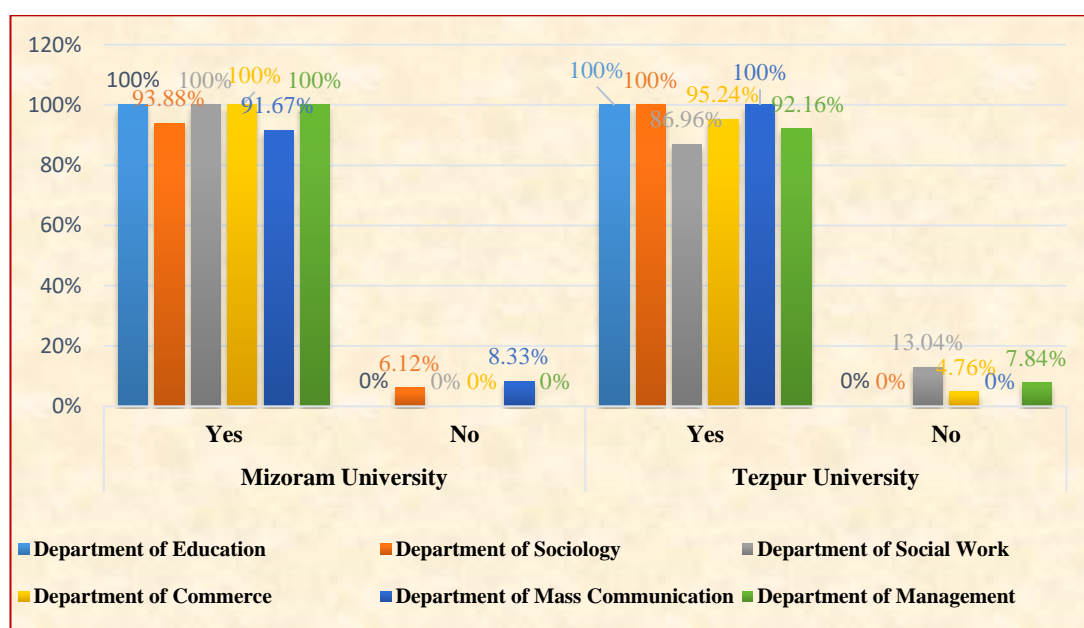


Figure- 4.3: Library visit by the respondents

4.6 FREQUENCY OF VISITING THE LIBRARY

Table 4.4(b) illustrates the frequency of visiting the library by PG students of the Social Sciences departments of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, out of a total 52 respondents, the maximum 35(67.31%) of respondents were visiting the library once a week, followed by 13(25%) of respondents were visiting the library 3-4 times a week and only 4(7.69%) of respondents were visiting library daily while not a single student was visiting library sometimes and never in the Mizoram University. However, out of a total 56 respondents, a large number 32(57.14%) of respondents were visiting the library 3-4 times a week, followed by 22(39.29%) of respondents were visiting the library once a week and only 2(3.57%) of respondents were visiting library daily while no one respondent was visiting library sometimes and never in the department of Education of Tezpur University. In the department of Sociology, out of a total 49 respondents, the highest 46 respondents were visiting the library while the rest 3 respondents were not visiting the library *as per table 4.4(a)*, therefore out of 46 respondents, the maximum 42(91.30%) of respondents were visiting the library once in a week and rest 4(8.70%) of respondents were visiting library 3-4 times a week while not a single student was visiting the library daily, sometimes and never in Mizoram University. However, out of a total 48 respondents, a large number 26(54.17%) of respondents were visiting the library once a week, followed by 19(39.58%) of respondents were visiting the library 3-4 times a week and 3(6.25%) of respondents were visiting library daily while not a single student was visiting library sometimes and never in the department of Sociology of Tezpur University. In the department of Social Work, out of a total 27 respondents, the maximum 21(77.78%) of respondents were visiting the library once a week and the rest 6(22.22%) of respondents were visiting the library 3-4 times a week while not a single student was visiting library daily, sometimes and never in Mizoram University. However, out of a total 23 respondents, the highest 20 respondents were visiting the library while the rest 3 were not visiting *as per table 4.4(a)*, therefore out of total 20 respondents, a large number 17(85%) of respondents were visiting the library once in a week, followed by 2(10%) of respondents were visiting library 3-4 times a week while the rest 1(5%) of the student was visiting library daily and not a single respondents were visiting library sometimes and never in the department of Social Work of Tezpur University. In the

department of Commerce, out of a total 46 respondents, the maximum 42(91.30%) of respondents were visiting the library once a week, followed by 3(6.53%) of respondents were visiting the library 3-4 times a week and rest 1(2.17%) of the student was visiting library daily while not a single student was visiting library some times and never in Mizoram University. However, out of a total 42 respondents, 40 respondents were visiting the library while the rest 2 were not visiting the library *as per table 4.4(a)*, therefore out of total 40 respondents, a large number 28(70%) of respondents were visiting the library once in a week, followed by 7(17.50%) of respondents were visiting library 3-4 times a week and 3(7.50%) of respondents were visiting library sometimes while 2(5%) of respondents were visiting library daily and not a single student was never visiting the library in the department of Commerce of Tezpur University. In the department of Mass Communication, out of a total 36 respondents, 33 respondents were visiting the library while the rest 3 were not visiting the library *as per table 4.4(a)*, therefore out of total 33 respondents 100% of respondents were visiting the library once in a week while not a single student was visiting library daily, 3-4 times a week, sometimes and never in Mizoram University. However, out of a total 39 respondents, a large number 26(66.67%) of respondents were visiting the library once in a week, followed by 8(20.51%) of respondents visited the library daily and 5(12.82%) of respondents were visiting library 3-4 times a week while not a single student was visiting library sometimes and never in the department of Mass Communication of Tezpur University. In the department of Management, out of a total 53 respondents, the maximum 40(75.47%) of respondents were visiting the library once in a week, followed by 10(18.87%) of respondents were visiting the library 3-4 times a week and 3(5.66%) of respondents were visiting library sometimes while not a single student was visiting library daily and never in Mizoram University. However, out of a total 51 respondents, 47 respondents were visiting library while the rest 4 were not visiting the library *as per table 4.4(a)*, therefore out of total 47 respondents, a large number 37(78.72%) of respondents were visiting the library once in a week, followed by 7(14.89%) of respondents visited library 3-4 times a week and 3(6.38%) of respondents visited the library daily while not a single student was visiting library sometimes and never in the department of Management of Tezpur University.

Table- 4.4(b): Frequency of visiting the library

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Daily	4 (7.69)	0 (0)	0 (0)	1 (2.17)	0 (0)	0 (0)	5 (1.94)
	3-4 times a week	13 (25)	4 (8.70)	6 (22.22)	3 (6.53)	0 (0)	10 (18.87)	36 (14.01)
	Once in a week	35 (67.31)	42 (91.30)	21 (77.78)	42 (91.30)	33 (100)	40 (75.47)	213 (82.88)
	Sometimes	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (5.66)	3 (1.17)
	Never	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total		52 (100)	46 (100)	27 (100)	46 (100)	33 (100)	53 (100)	257 (100)
Tezpur University	Daily	2 (3.57)	3 (6.25)	1 (5)	2 (5)	8 (20.51)	3 (6.38)	19 (7.60)
	3-4 times a week	32 (57.14)	19 (39.58)	2 (10)	7 (17.50)	5 (12.82)	7 (14.89)	72 (28.80)
	Once in a week	22 (39.29)	26 (54.17)	17 (85)	28 (70)	26 (66.67)	37 (78.72)	156 (62.40)
	Sometimes	0 (0)	0 (0)	0 (0)	3 (7.50)	0 (0)	0 (0)	3 (1.20)
	Never	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total		56 (100)	48 (100)	20 (100)	40 (100)	39 (100)	47 (100)	250 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

4.7 WAY TO SATISFY INFORMATION NEEDS BY THE RESPONDENTS

Table 4.4(c) and figure 4.4 illustrates the way to satisfy information needs by the PG students of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In this table, the data belongs to only those students who did not go to the library. In the department of Education, 100% of students were visiting the library to fulfil their required information in both of the Universities. However, in the department of Sociology, only 3 students were satisfying their information needs by using the Internet in Mizoram University while 100% of students were visiting the library to get their needed information in Tezpur University. In the department of Social Work, 100% of students were visiting the library for various purposes in Mizoram University while in Tezpur University 3 students were fulfilling their information need by using the Internet in the Department of Social Work. In the department of Commerce, 100% of students were visiting the library to fulfil their needs of information at Mizoram University while at Tezpur University, 2 students get their needed information by using the Internet. In the department of Mass Communication, 3 students get their

required information by using the Internet in Mizoram University while in Tezpur University 100% of students were visiting the library to get their required information. However, in the department of Management, 100% of students were visiting the library for various purposes while at Tezpur University, 4 students get their required information by using the Internet. The maximum respondents were fulfilling their information needs by the University library excluding 3 each respondent in the department of Sociology and Mass Communication, they fulfil their information needs by using the Internet in Mizoram University. However, in Tezpur University, a large number of respondents using the library to fulfil their information needs excluding 3 students from Social work, 2 students from Commerce and 4 students from the Department of Management. They fulfil their information needs by using the Internet.

Table- 4.4(c): Way to satisfy information needs by the respondents

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Personal collections	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	From friends	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Internet	0 (0)	3 (100)	0 (0)	0 (0)	3 (100)	0 (0)	6 (100)
	Any Other	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total		0 (0)	3 (100)	0 (0)	0 (0)	3 (100)	0 (0)	6 (100)
Tezpur University	Personal collections	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	From friends	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Internet	0 (0)	0 (0)	3 (100)	2 (100)	0 (0)	4 (100)	9 (100)
	Any Other	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total		0 (0)	0 (0)	3 (100)	2 (100)	0 (0)	4 (100)	9 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

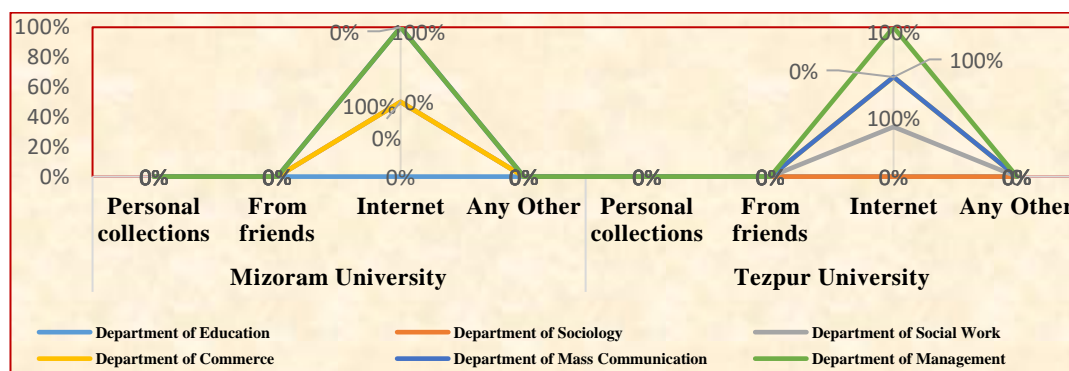


Figure- 4.4: Way to satisfy information needs by the respondents

4.8 PURPOSE OF VISITING THE LIBRARY

Table 4.5 and figure 4.5 depicts the purpose of visiting the library by the PG students of the Social Sciences departments of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, a total 52 respondents were visiting the library for many purposes, the maximum 65.38% of respondents were visiting the library for issue/return of books purpose, followed by 30.77% of respondents for study purposes and 11.54% of respondents to read newspaper/magazines purpose while 3.85% of respondents for another purpose to visited the library in the Mizoram University. However, out of a total 56 respondents, a large number 42.86% of respondents were visiting the library for issue/return of book purpose, followed by 37.50% of respondents for study purpose and 17.86% of respondents for reading newspaper/magazines purpose while 8.93% of respondents were visiting for another purpose to the library in the department of education of Tezpur University. In the department of Sociology, a total 46 respondents were visiting the library for various purposes, the maximum 56.52% of respondents were visiting the library for issue/return of books purpose, followed by study purpose i.e. 34.78% and 21.74% of respondents to read newspaper/magazines purpose respectively while not a single student visited for another purpose in Mizoram University. However, out of a total 48 respondents, a large number 52.08% of respondents were visiting the library for issue/return of books, followed by 39.58% of respondents were visiting for study purposes and 14.58% of respondents were visiting for reading newspaper/magazines purpose while not a single student visited for another purpose to the library of Tezpur University. In the department of Social Work, a total 27 respondents were visiting the library for a different purpose, the maximum 70.37% of respondents were visiting the library for issue/return of books purpose, followed by study purpose i.e. 55.56% and 18.52% of respondents were visiting for reading newspaper/magazines purpose while 7.41% of respondents were visiting for any other purpose in Mizoram University. However, out of a total 23 respondents, a large number 85% of respondents were visiting the library for issue/return of books purpose, followed by 70% of respondents were visiting for study purpose and 25% of respondents were visiting for reading newspaper/magazines purpose while 15% of respondents were visiting for another purpose in Social Work department of Tezpur University. In the department of Commerce, a total 46 respondents were visiting the library for various purposes in

which the maximum 59.57% of respondents were visiting the library for issue/return of books purpose, followed by 34.78% of respondents were visiting for study purposes and 19.57% of the respondents were visiting for reading newspaper/magazines purpose while 4.35% of respondents visited for another purpose to the library of Mizoram University. However, out of a total 42 respondents, a large number 62.50% of respondents were visiting the library for issue/return of books purpose, followed by 47.50% of respondents were visiting for study purposes and 17.50% of respondents were visiting for reading newspaper/magazines purpose while 5% of respondents were visiting for another purpose to the library in department of Commerce in Tezpur University. In the department of Mass Communication, a total 36 respondents were visiting the library for a different purpose, the maximum 93.94% of respondents were visiting the library for issue/return of books purpose, followed by 36.36% of respondents were visiting for reading newspaper/magazines purpose and 27.27% of respondents were visiting for study purpose while not a single student was visiting for another purpose to the library in Mizoram University. However, out of a total 39 respondents, a large number 51.28% of respondents were visiting the library for issue/return of books purpose, followed by 30.77% of respondents were visiting for study purpose and 20.51% of respondents were visiting for reading newspaper/magazines purpose while 15.38% of respondents were visiting for another purpose to the library in the Department of Mass Communication of Tezpur University. In the department of Management, a total 53 respondents were visiting the library for various purpose in which the maximum 58.49% of respondents were visiting the library for issue/return of books purpose, followed by 22.64% of respondents were visiting for study purpose to the library and 20.75% of respondents were visiting for reading newspaper/magazines purpose while 7.55% of respondents were visiting for another purpose to the library of Mizoram University. However, out of a total 51 respondents, a large number 48.94% of respondents were visiting for issue/return of books purpose to visit the library, followed by 38.30% of respondents were visiting for study purpose and 17.02% of respondents were visiting for reading newspaper/magazines purpose while 8.51% of respondents were visiting for another purpose to the library by the department of Management respondents of Tezpur University.

Table- 4.5: Purpose of visiting the library

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	To issue/return Books	34 (65.38)	26 (56.52)	19 (70.37)	32 (69.57)	31 (93.94)	31 (58.49)	173 (67.32)
	To study	16 (30.77)	16 (34.78)	15 (55.56)	16 (34.78)	9 (27.27)	12 (22.64)	84 (32.68)
	To read Newspaper/ Magazines	6 (11.54)	10 (21.74)	5 (18.52)	9 (19.57)	12 (36.36)	11 (20.75)	53 (20.62)
	Any Other	2 (3.85)	0 (0)	2 (7.41)	2 (4.35)	0 (0)	4 (7.55)	10 (3.89)
Tezpur University	To issue/return Books	24 (42.86)	25 (52.08)	17 (85)	25 (62.50)	20 (51.28)	23 (48.94)	134 (53.60)
	To study	21 (37.50)	19 (39.58)	14 (70)	19 (47.50)	12 (30.77)	18 (38.30)	103 (41.20)
	To read Newspaper/ Magazines	10 (17.86)	7 (14.58)	5 (25)	7 (17.50)	8 (20.51)	8 (17.02)	45 (18)
	Any Other	5 (8.93)	0 (0)	3 (15)	2 (5)	6 (15.38)	4 (8.51)	20 (8)

(Frequency exceeded because respondents choose more than one options)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

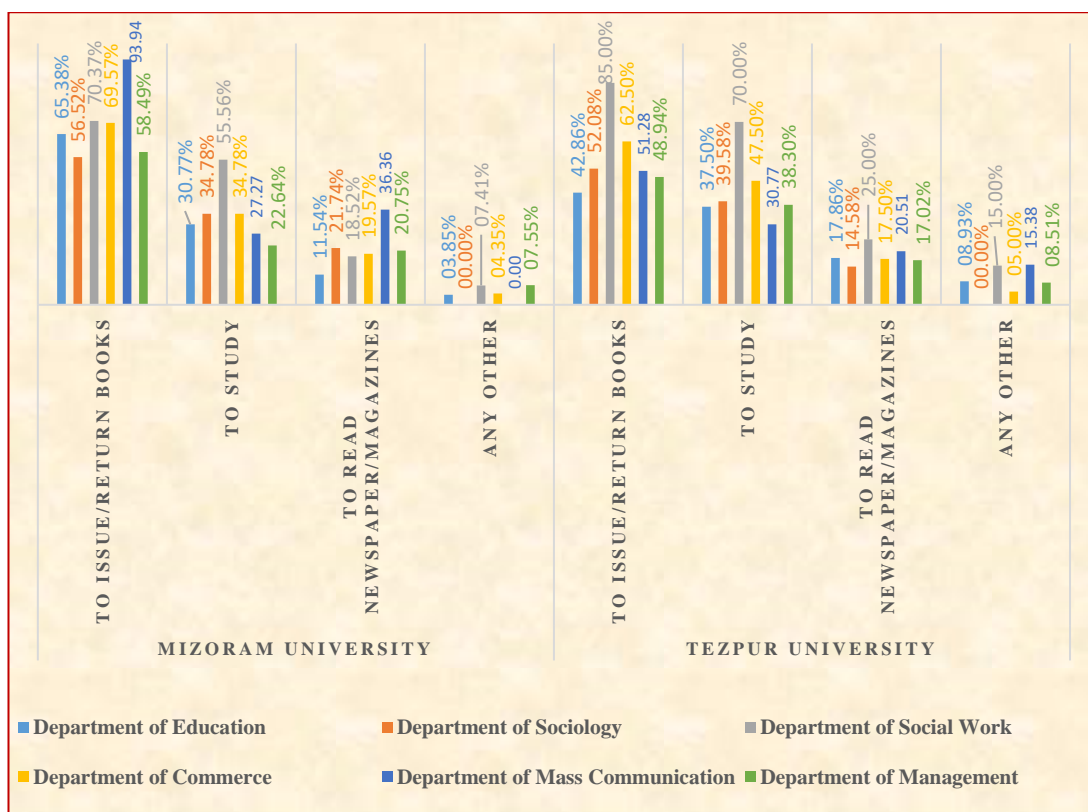


Figure- 4.5: Purpose of visiting the library

4.9 PURPOSE OF USING THE LIBRARY RESOURCES

Table 4.6 depicts the purpose of using the library resources by the PG students of the Social Sciences departments in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, out of a total 52 respondents were using the library resources for many purposes in which the maximum 34.62% of each student were using the library resources for preparing notes and preparing an assignment purpose, followed by 21.15% of students were using the library resources to enhance subject knowledge while 7.69% and 3.85% of students for project work and writing a research paper respectively and not a single respondent using the library resources for any other purpose in the Mizoram University. However, out of a total 56 respondents, a large number 35.71% of students were using the library resources for preparing notes, followed by 32.14% of each student to enhance subject knowledge and preparing an assignment while 21.43% of each student for writing a research paper and for project work and not a single student were visiting for any other purpose in the department of education of Tezpur University. In the department of Sociology, a total 49 respondents were using the library resources for various purpose in which the maximum 40.82% of students using the library resources for preparing an assignment, followed by preparing notes i.e. 34.69% of students and 30.61% of each students were using the library resources to enhance subject knowledge and for a project work, 14.29% of students were using the library services for writing a research paper while not a single student was using the library resources for any other purpose in the Mizoram University. However, out of a total 48 respondents, a large number 35.42% of students were using the library resources for preparing notes, followed by 33.33%, 29.17%, 16.67% and 4.17% of students to enhance subject knowledge, for preparing an assignment, for project work and writing a research paper respectively and not a single student was using the library resources for any other purpose in the department of sociology of Tezpur University. In the department of Social Work, a total 27 respondents were using the library resources for different purposes in which the maximum 96.30% of students using the library resources for preparing an assignment, followed by 66.67%, 51.87% and 25.93% of students for preparing notes, to enhance subject knowledge and for a project work respectively while not a single student was using the library resources for writing a research paper and any other purpose in the Mizoram University. However, out of a total 23 respondents, a large number 69.57%

of students were using the library resources to enhance subject knowledge, followed by 60.87%, 39.13% and 34.78% of students for preparing notes, for project work and preparing an assignment respectively while 13.04% of each student were using the library resources for writing a research paper and any other purpose in the department of social work of Tezpur University. In the department of Commerce, a total 46 respondents were using the library resources for various purpose in which the maximum 50% of students for preparing an assignment, followed by 39.13%, 32.61%, 26.09% and 6.52% of students for preparing notes, to enhance the subject knowledge, for project work and writing a research paper respectively and not a single student using the library resources for any other purpose in the Mizoram University. However, out of a total 42 respondents, a large number 50% students for preparing an assignment, 45.24%, 40.48% and 26.19% students for to enhance subject knowledge, preparing notes and for a project work respectively while 11.90% and 7.14% students for writing a research paper and for any other purpose respectively in the department of Commerce in Tezpur University. In the department of Mass Communication, a total 36 respondents were using the library for the different purpose in which the maximum 58.33% of students were using the library resources for preparing an assignment, followed by 36.11%, 33.33% and 13.89% of students for preparing notes, for project work and to enhance subject knowledge respectively while not a single student using the library resources for writing a research paper and any other purpose in the Mizoram University. However, out of a total 39 respondents, a large number 48.72% of students were using the library resources for preparing an assignment, followed by 38.46%, 33.33% and 25.64% students for preparing notes, to enhance subject knowledge and for a project work respectively while 12.82% and 7.69% of students for writing a research paper and for any other purposes respectively in the department of Mass Communication in Tezpur University. In the department of Management, a total 53 respondents, the maximum 35.85%, of students were visiting the library resources for preparing notes, followed by 33.96%, 22.64%, 20.75% and 13.21% students for preparing an assignment, to enhance subject knowledge, for project work and writing a research paper respectively while not a single student was using the library resources for any other purpose in the Mizoram University. However, out of a total 51 respondents, a large number 39.22% of students for preparing notes, followed by 27.45% of students for preparing an assignment, 23.53% of each student for writing a research paper and for project work and 21.57% of students using library resources to

enhance subject knowledge while 1.96% of students were using the library resources for any other purpose in the department of Management in Tezpur University.

Table- 4.6: Purpose of using the library resources

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Preparing Notes	18 (34.62)	17 (34.69)	18 (66.67)	18 (39.13)	13 (36.11)	19 (35.85)	103 (39.16)
	Writing a research paper	2 (3.85)	7 (14.29)	0 (0)	3 (6.52)	0 (0)	7 (13.21)	19 (7.22)
	To enhance subject knowledge	11 (21.15)	15 (30.61)	14 (51.85)	15 (32.61)	5 (13.89)	12 (22.64)	72 (27.38)
	Preparing an Assignment	18 (34.62)	20 (40.82)	26 (96.30)	23 (50)	21 (58.33)	18 (33.96)	126 (47.91)
	For a Project work	4 (7.69)	15 (30.61)	7 (25.93)	12 (26.09)	12 (33.33)	11 (20.75)	61 (23.19)
	Any Other	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Tezpur University	Preparing Notes	20 (35.71)	17 (35.42)	14 (60.87)	17 (40.48)	15 (38.46)	20 (39.22)	103 (39.77)
	Writing a research paper	12 (21.43)	2 (4.17)	3 (13.04)	5 (11.90)	5 (12.82)	12 (23.53)	39 (15.06)
	To enhance subject knowledge	18 (32.14)	16 (33.33)	16 (69.57)	19 (45.24)	13 (33.33)	11 (21.57)	93 (35.91)
	Preparing an Assignment	18 (32.14)	14 (29.17)	8 (34.78)	21 (50)	19 (48.72)	14 (27.45)	94 (36.29)
	For a Project work	12 (21.43)	8 (16.67)	9 (39.13)	11 (26.19)	10 (25.64)	12 (23.53)	62 (23.94)
	Any Other	0 (0)	0 (0)	3 (13.04)	3 (7.14)	3 (7.69)	1 (1.96)	10 (3.86)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

4.10 AWARENESS AND USAGE OF LIBRARY RESOURCES BY THE RESPONDENTS

Table 4.7(a) and 4.7(b) shows the frequency of library resources usage by the PG students of the Social Sciences department of both of the University i.e. Mizoram University and Tezpur University. Out of a total 263 respondents, 257 respondents were visiting the library for using the various library resource while the rest 6 students didn't go to the library for using different library resources in the Mizoram University while in Tezpur University, out of a total 259 respondents, 250 respondents were visiting the library for using various library resources while the rest 9 students didn't visit to use different resources in the library, so that in the below tables 4.7(a) and 4.7(b) the respondents' data is *as per table 4.4(a)*.

4.10.1 Awareness and usage of library resources by the respondents of Mizoram University

The observation of table 4.7(a) and figure 4.6, it has been depicted the awareness and frequency of using library resources by the Mizoram University students, out of a total 257 respondents, the maximum 234(91.05%) of students aware of *textbooks* while 23(8.95%) of students were not aware with textbooks and the highest usage frequency was recorded 2 i.e. occasionally with 87(37.18%) of students, followed by 3 i.e. once in a week with 49(20.94%) students and frequency 4 i.e. 3-4 times in a week with 40(17.09%) of students while frequency 5 i.e. daily with 30(12.82%) of students and frequency 1 i.e. 28(11.97%) of students using textbooks once in a month. Out of a total 257 respondents, the maximum 162(63.04%) of students were not aware of *periodicals (magazines)* while 95(36.96%) of students were aware of it and the usage frequency was recorded i.e. 2, 3, 1, 4, and 5 with 39(41.05%), 27(28.42%), 13(13.68%), 10(10.53%) and 6(6.32%) students respectively. Out of a total 257 respondents, the maximum 148(57.59%) of students were not aware of *current periodicals (Journals)* while 109(42.21%) of students were aware of it in which the usage frequency was recorded i.e. 2, 3, 1, 5, and 4 with 40(36.70%), 32(29.36%), 18(16.51%), 10(9.71%) and 9(8.26%) of students respectively using current periodicals (Journals). In *bound volumes*, out of a total 257 respondents, the maximum 190(73.93%) of students were not aware of this while 67(26.07%) of students were aware of it and the usage frequency was recorded 2, 1, 3, 4, and 5 with 35(52.24%), 15(22.39%), 8(11.94%), 5(7.46%) and 4(5.97%) of students respectively using bound volumes. In *reference sources (dictionary, encyclopaedia, etc.)*, out of a total 257 respondents, a large number 138(53.70%) of students were not aware of it while 119(46.30%) of students were aware of it in which the maximum usage frequency was 3 and 2 with 39(32.77%) of students each, followed by 16(13.45%) of each students using reference sources with frequency 5 and 1 while the rest 9(7.56%) of students were recorded frequency 4. Out of a total 257 respondents, the maximum 159(61.87%) of students were not aware of the *newspaper* while 98(38.13%) of students were aware with it in which the usage frequency recorded i.e. 38(38.78%), 20(20.41%) and 16(16.33%) of students were using newspaper with frequency 2, 3 and 1 respectively while 5 and 4 with 12(12.24%) of each student were using newspaper. In *conference proceedings*, out of a total 257 respondents, a large number 198(77.04%) of students were not aware of conference proceedings while 59(22.96%) of students were aware with it in which the

usage frequency was recorded i.e. 24(40.68%) of students using it with frequency 3 and 12(20.34%) with frequency 1, followed by frequency 4 and 2 with 8(13.56%) of each students using it and rest 7(11.86%) of students were using with frequency 5. In *course-related materials (question papers, notes, etc.)*, out of a total 257 respondents, a large number 179(69.65%) of students were aware of course-related materials while 78(30.35%) of students were not aware it, the usage frequency was recorded as 2, 3, 4 with 64(35.75%), 40(22.35%) and 27(15.07%) of students were using it while frequency 5 and 1 with 24(13.41%) of each students using course-related materials. However, out of a total 257 respondents, the maximum 172(66.93%) of students were not aware of *government publications* while 85(33.07%) of students were aware of it and the usage frequency was recorded i.e. 1, 2, 3, 4, 5 with 35(41.18%), 23(27.06%), 15(17.65%), 7(8.24%) and 5(5.88%) of students respectively using government publications.

Table- 4.7(a): Awareness and usage of library resources by the respondents of Mizoram University

Sl. No.	Resources	Awareness		Frequency of Usage				
		Yes (%)	No (%)	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)
1	Textbooks	234 (91.05)	23 (8.95)	30 (12.82)	40 (17.09)	49 (20.94)	87 (37.18)	28 (11.97)
2	Periodicals (magazines)	95 (36.96)	162 (63.04)	6 (6.32)	10 (10.53)	27 (28.42)	39 (41.05)	13 (13.68)
3	Current Periodicals(Journals)	109 (42.41)	148 (57.59)	10 (9.17)	9 (8.26)	32 (29.36)	40 (36.70)	18 (16.51)
4	Bound Volumes	67 (26.07)	190 (73.93)	4 (5.97)	5 (7.46)	8 (11.94)	35 (52.24)	15 (22.39)
5	Reference Sources (dictionary, encyclopaedia,etc.)	119 (46.30)	138 (53.70)	16 (13.45)	9 (7.56)	39 (32.77)	39 (32.77)	16 (13.45)
6	News Paper	98 (38.13)	159 (61.87)	12 (12.24)	12 (12.24)	20 (20.41)	38 (38.78)	16 (16.33)
7	Conference Proceedings	59 (22.96)	198 (77.04)	7 (11.86)	8 (13.56)	24 (40.68)	8 (13.56)	12 (20.34)
8	Course Related Materials (question papers, notes, etc.)	179 (69.65)	78 (30.35)	24 (13.41)	27 (15.08)	40 (22.35)	64 (35.75)	24 (13.41)
9	Government Publications	85 (33.07)	172 (66.93)	5 (5.88)	7 (8.24)	15 (17.65)	23 (27.06)	35 (41.18)

(Note: 5: Daily, 4: 3-4 times in a week, 3: Once in a week, 2: Occasionally, 1: Once in a month)

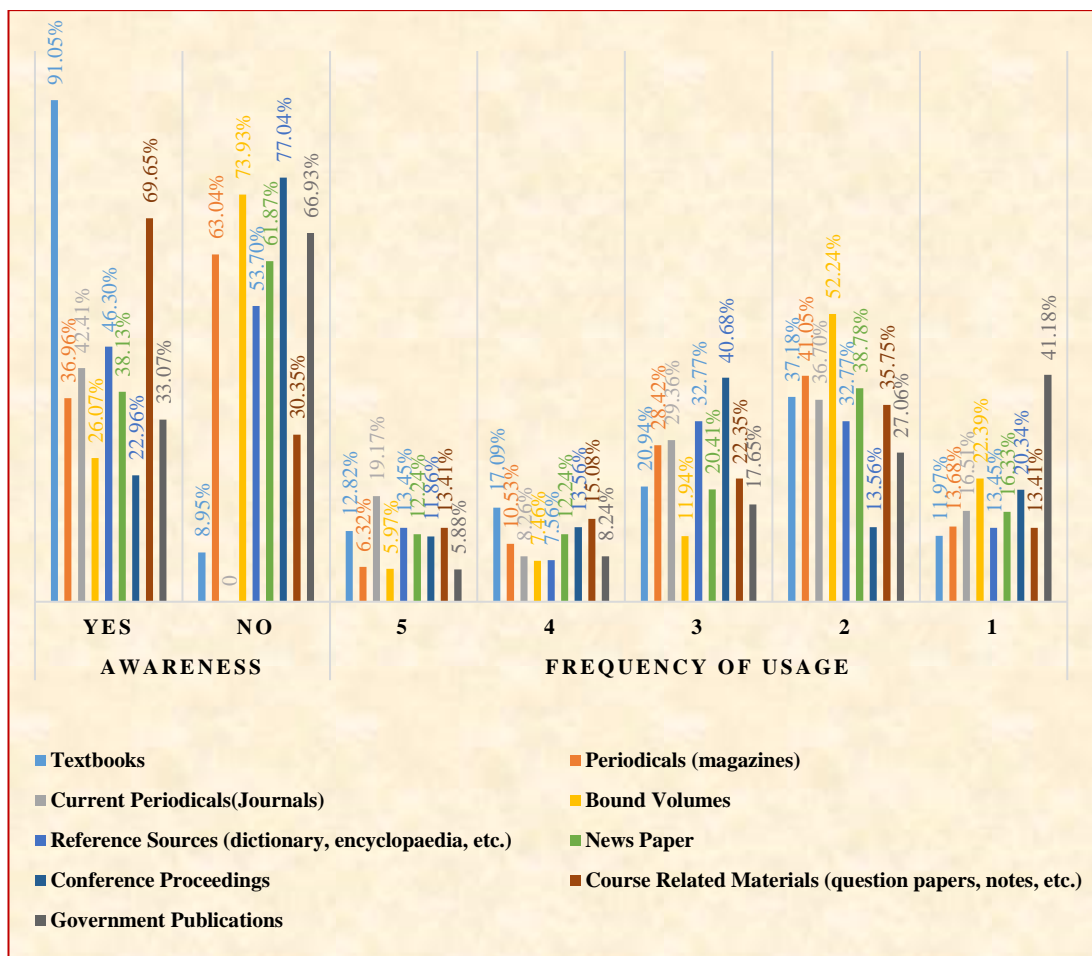


Figure- 4.6: Awareness and usage of library resources by the respondents of Mizoram University

4.10.2 Awareness and usage of library resources by the respondents of Tezpur University

On the observation of table 4.7(b) and figure 4.7, it reveals that the frequency awareness of library resources and usage by the students of Tezpur University. Using the *textbooks resources*, the maximum 219(87.60%) of respondents aware of library resources while 31(12.40%) of respondents were not aware of it and the highest using frequency is 4 i.e. 3-4 times in a week with 76(34.70%) of respondents, followed by 45(20.55%) of respondents each were using textbooks with frequency 5 and 3 i.e. daily and once in a week and frequency 1 i.e. once in a month with 33(15.07%) of the respondents while 20(9.13%) of respondents were using textbooks with frequency 2 i.e. occasionally. In *periodicals (magazines)*, the maximum 126(50.40%) of respondents were aware of it while the rest 124 (49.60%) of respondents were not aware of it and the usage frequency is found 2,1,3,4 and 5 with 48(38.10%), 35(27.78%), 25(19.84%), 13(10.32%) and 5(3.96%) of respondents were using

periodicals (magazines) respectively. In *current periodicals (Journals)*, a large number 151(60.40%) of respondents were not aware of it while the rest 99(39.60%) of respondents were aware of it and the usage frequency is recorded 2, 3, 1, 5 and 4 with 30(30.30%), 24(24.24%), 22(22.22%), 14(14.14%) and 9(9.09%) of respondents using periodicals (Journals) respectively. In *bound volumes resource*, a maximum 192(76.80%) of respondents were not aware of it while the rest 58(23.20%) of respondents were aware of it and the usage frequency recorded 1, 2, 3, 4 and 5 with 27(46.55%), 13(22.41%), 8(13.79%), 6(10.34%) and 4(6.90%) of respondents were using bound volumes respectively. In *reference sources (dictionary, encyclopaedia, etc.)*, a large number 156(62.40%) of respondents were aware of it while the rest 94(37.60%) of respondents were not aware of it and the maximum 43(27.56%) of respondents were using reference sources with frequency 3 i.e. once in a month, followed by frequency 4 and 1 with 40(25.64%) of each student were using it while frequency 2 and 5 recorded with 20(12.82%) and 13(8.33%) of respondents respectively. In *newspaper resource*, a large number of 155(62%) of respondents were aware of it while the rest 95 (38%) of respondents were not aware with and the usage frequency recorded 4, 2, 3, 5 and 1 with 45(29.03%), 36(23.23%), 28(18.06%), 25(16.13%) and 21(13.55%) respondents were using newspaper resource in library respectively. In *conference proceedings resource*, a large number 192(76.80%) of respondents were not aware of it while the rest 58(23.20%) of respondents were aware with and the maximum usage frequency 2 recorded with 24(41.38%) respondents, followed by 12(20.69%) and 8(13.79%) respondents using conference proceeding with frequency 1 and 3 respectively while frequency 5 and 4 with 7(12.07%) of each student. In *course-related materials (question papers, notes, etc.) resource*, the maximum 163(65.20%) of respondents were aware of it while the rest 87(34.80%) of respondents were not aware with and the maximum 44(26.99%) of respondents using it with frequency 4, followed by 37(22.70%) of each student was using course-related materials with frequency 5 and 3 while 23(14.11%) and 22(13.50%) of respondents were using it with frequency 1 and 2 respectively. However, in *government publication resource*, a large number of 171(68.40%) of respondents were not aware of it while the rest 79(31.60%) of respondents were aware of it and the usage frequency recorded with 2, 1, 3, 4 and 5 with 31(39.24%), 16(20.25%), 15(18.99%), 12(15.19%) and 5(6.33%) of respondents were using government publication library resource respectively.

Table- 4.7(b): Awareness and usage of library resources by the respondents of Tezpur University

Sl. No.	Resources	Awareness		Frequency of Usage				
		Yes (%)	No (%)	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)
1	Textbooks	219 (87.60)	31 (12.40)	45 (20.55)	76 (34.70)	45 (20.55)	20 (9.13)	33 (15.07)
2	Periodicals (magazines)	126 (50.40)	124 (49.60)	5 (3.96)	13 (10.32)	25 (19.84)	48 (38.10)	35 (27.78)
3	Current Periodicals (Journals)	99 (39.60)	151 (60.40)	14 (14.14)	9 (9.09)	24 (24.24)	30 (30.30)	22 (22.22)
4	Bound Volumes	58 (23.20)	192 (76.80)	4 (6.90)	6 (10.34)	8 (13.79)	13 (22.41)	27 (46.55)
5	Reference Sources (dictionary, encyclopaedia, etc.)	156 (62.40)	94 (37.60)	13 (8.33)	40 (25.64)	43 (27.56)	20 (12.82)	40 (25.64)
6	News Paper	155 (62)	95 (38)	25 (16.13)	45 (29.03)	28 (18.06)	36 (23.23)	21 (13.55)
7	Conference Proceedings	58 (23.20)	192 (76.80)	7 (12.07)	7 (12.07)	8 (13.79)	24 (41.38)	12 (20.69)
8	Course Related Materials (question papers, notes, etc.)	163 (65.20)	87 (34.80)	37 (22.70)	44 (26.99)	37 (22.70)	22 (13.50)	23 (14.11)
9	Government Publications	79 (31.60)	171 (68.40)	5 (6.33)	12 (15.19)	15 (18.99)	31 (39.24)	16 (20.25)

(Note: 5: Daily, 4: 3-4 times in a week, 3: Once in a week, 2: Occasionally, 1: Once in a month)

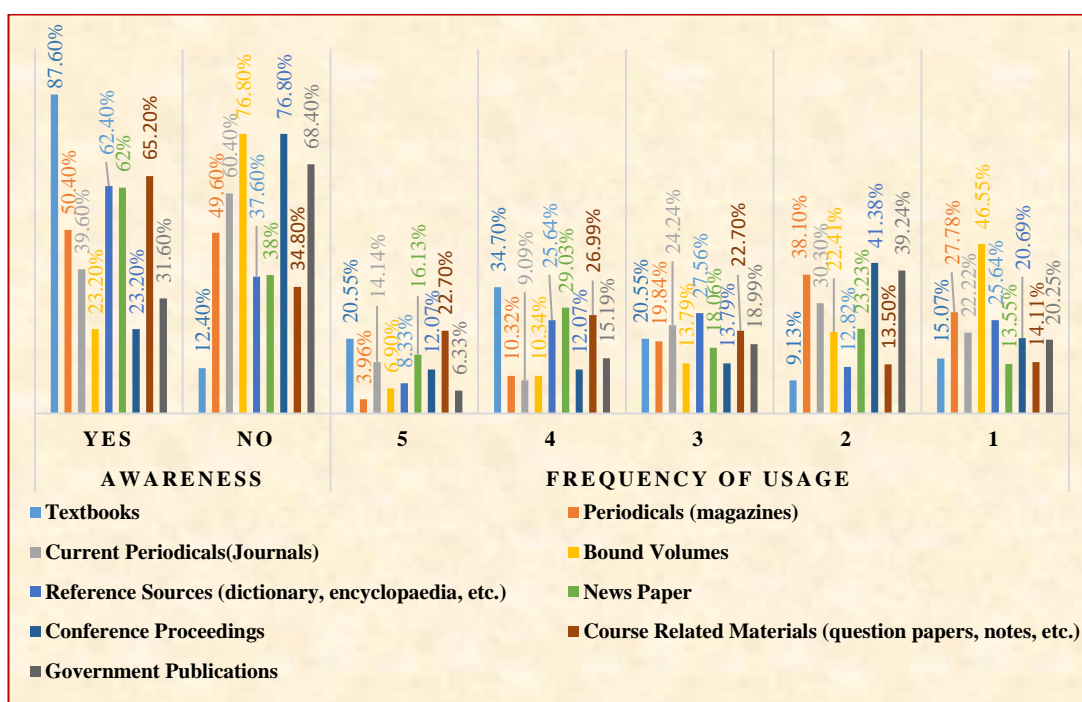


Figure- 4.7: Awareness and usage of library resources by the respondents of Tezpur University

4.11 LIBRARY HAS ADEQUATE RESOURCES

Table 4.8 and figure 4.8 depicts the opinions of the PG students of the Social Sciences departments in Mizoram and Tezpur University, whether the library has adequate resources or not. The table categorically represents the department wise data of the respondents from both Universities. On the observation of the table, it has been shown that out of a total 52 respondents, the maximum 39(75%) of the students believed that the library has adequate resources while the rest 13(25%) of the students believed that the library didn't have adequate resources in the department of Education of Mizoram University. However, out of a total of 56 respondents, a large number 44(78.57%) of students believed that the library has adequate resources and the rest 12(21.43%) of respondents believed that the library didn't have adequate resources in the department of Education of Tezpur University. In the department of Sociology, out of a total of 46 respondents, the maximum 38(82.61%) of students believed that the library has adequate resources while the rest 8(17.39%) of students believed that the library didn't have adequate resources in Mizoram University. However, in Tezpur University, out of a total 48 respondents, a large number 28(58.33%) of students believed that the library has adequate resources followed by the students i.e. 20(41.67%) of students who believe that the library didn't have adequate resources in the Sociology department. In the department of Social Work, out of a total of 27 respondents, the maximum 18(66.67%) of students believed that the library has adequate resources while the rest believed that the library didn't have adequate resources i.e. 9(33.33%) of students in Mizoram University. However, in Tezpur University, out of a total of 20 respondents, the maximum 11(55%) of students believed that the library has adequate resources while the rest believed that the library didn't have adequate resources i.e. 9(45%) of students in Social Work department. In the Department of Commerce, out of a total of 46 respondents, the maximum 27(58.70%) of students thought that the library has adequate resources while the rest believed that the library didn't have adequate resources i.e. 19(41.30%) of students in Mizoram University. However, out of a total of 40 respondents, a large number 21(52.50%) of students believed that the library has adequate resources in the department of Commerce while the rest 19(47.50%) of students believed that the library didn't have adequate resources in Tezpur University. In Mizoram University, out of a total of 33 respondents, the maximum 32(96.97%) of students believed that the library has adequate resources and only 1(3.03%) of students believed that the library didn't have adequate resources in

the department of Mass Communication. However, out of a total of 39 respondents, a large number 25(64.10%) of students believed that the library has adequate resources in the department of Mass Communication while the rest believed that the library didn't have adequate resources i.e. 14(35.90%) of students in Tezpur University. In the department of Management, out of a total of 53 respondents, the maximum 45(84.91%) of students believed that the library has adequate resources while the rest 8(15.09%) believed that the library didn't have adequate resources in Mizoram University. However, out of a total of 47 respondents, a large number 44(93.62%) of students believed that the library has adequate resources in the department of Management while the rest 3(6.38%) of students believed that the library didn't have adequate resources in Tezpur University.

Table- 4.8: Library has adequate resources

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Yes	39 (75)	38 (82.61)	18 (66.67)	27 (58.70)	32 (96.97)	45 (84.91)	199 (77.43)
	No	13 (25)	8 (17.39)	9 (33.33)	19 (41.30)	1 (3.03)	8 (15.09)	58 (22.57)
Total		52 (100)	46 (100)	27 (100)	46 (100)	33 (100)	53 (100)	257 (100)
Tezpur University	Yes	44 (78.57)	28 (58.33)	11 (55)	21 (52.50)	25 (64.10)	44 (93.62)	173 (69.20)
	No	12 (21.43)	20 (41.67)	9 (45)	19 (47.50)	14 (35.90)	3 (6.38)	77 (30.80)
Total		56 (100)	48 (100)	20 (100)	40 (100)	39 (100)	47 (100)	250 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

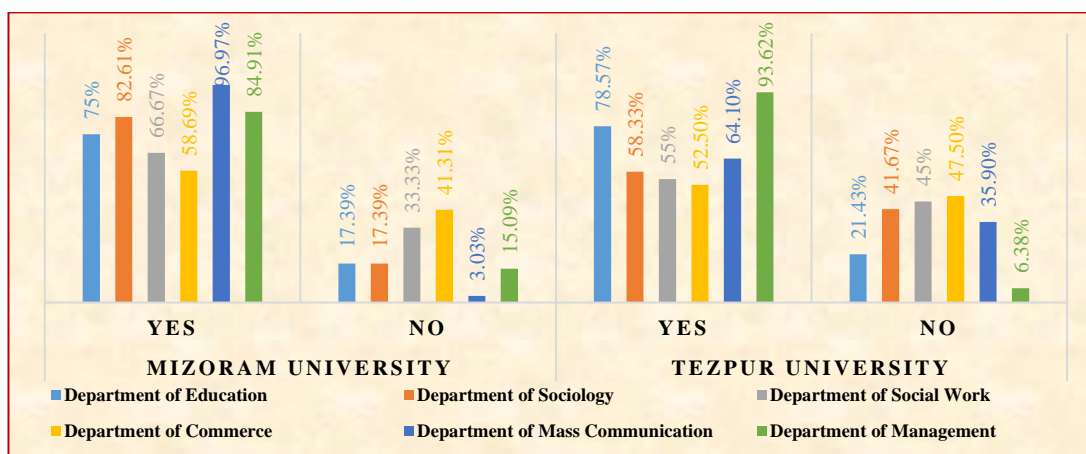


Figure- 4.8: Library has adequate resources

4.12 INFORMATION MEDIA PREFERRED BY RESPONDENTS

Table 4.9 and figure 4.9 display the information media preferred by the PG students of the Social Sciences departments in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. By analysing the table, it has been found that out of a total 52 respondents, the maximum 41(78.85%) of the respondents preferred print media while the rest 11(21.15%) of respondents preferred electronic media in the department of Education of Mizoram University. However, out of a total of 56 respondents, the maximum 32(57.14%) of respondents preferred the print media while the rest 24(42.86%) of respondents preferred electronic media in the department of Education of Tezpur University. In the department of Sociology, out of a total of 49 respondents, the maximum 37(75.51%) of respondents preferred the print media while the rest 12(24.49%) of respondents preferred electronic media in Mizoram University. However, in Tezpur University, out of a total of 48 respondents, a large number 35(72.92%) of respondents preferred the print media while in electronic media with 13(27.08%) of respondents in the Sociology department. In the department of Social Work, out of a total 27 respondents, the maximum 21(77.78%) of respondents preferred the print media while the rest preferred the electronic media i.e. 6(22.22%) of respondents in Mizoram University. However, in Tezpur University, out of a total 23 respondents, a large number 19(82.61%) of respondents preferred the print media while the rest preferred the electronic media i.e. 4(17.39%) of respondents in the Social Work department. In the Department of Commerce, out of a total of 46 respondents, the maximum 30(65.22%) of respondents preferred the print media while the rest were using the electronic media i.e. 16(34.78%) of respondents in Mizoram University. However, out of a total 42 respondents, a large number 24(57.14%) of respondents preferred the print media in the department of Commerce while the rest 18(42.86%) of respondents preferred the electronic media in Tezpur University. In Mizoram University, out of a total of 36 respondents, the maximum 20(55.56%) of respondents preferred print media while the rest preferred the electronic media i.e. 16(44.44%) of respondents in the department of Mass Communication. However, out of a total 39 respondents, 14(35.90%) of respondents preferred print media in the department of Mass Communication while the rest preferred electronic media i.e. 25(64.10%) of respondents in Tezpur University. In the department of Management, out of a total of 53 respondents, the maximum 29(54.72%) of respondents preferred print media while

the rest preferred electronic media i.e. 24(45.28%) of respondents in Mizoram University. However, out of a total 51 respondents, a large number 30(58.82%) of respondents preferred print media in the department of Management while the rest preferred electronic media i.e. 21(41.18%) of respondents in Tezpur University.

Table- 4.9: Information media preferred by respondents

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Print	41 (78.85)	37 (75.51)	21 (77.78)	30 (65.22)	20 (55.56)	29 (54.72)	178 (67.68)
	Electronic	11 (21.15)	12 (24.49)	6 (22.22)	16 (34.78)	16 (44.44)	24 (45.28)	85 (32.32)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Print	32 (57.14)	35 (72.92)	19 (82.61)	24 (57.14)	14 (35.90)	30 (58.82)	154 (59.46)
	Electronic	24 (42.86)	13 (27.08)	4 (17.39)	18 (42.86)	25 (64.10)	21 (41.18)	105 (40.54)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

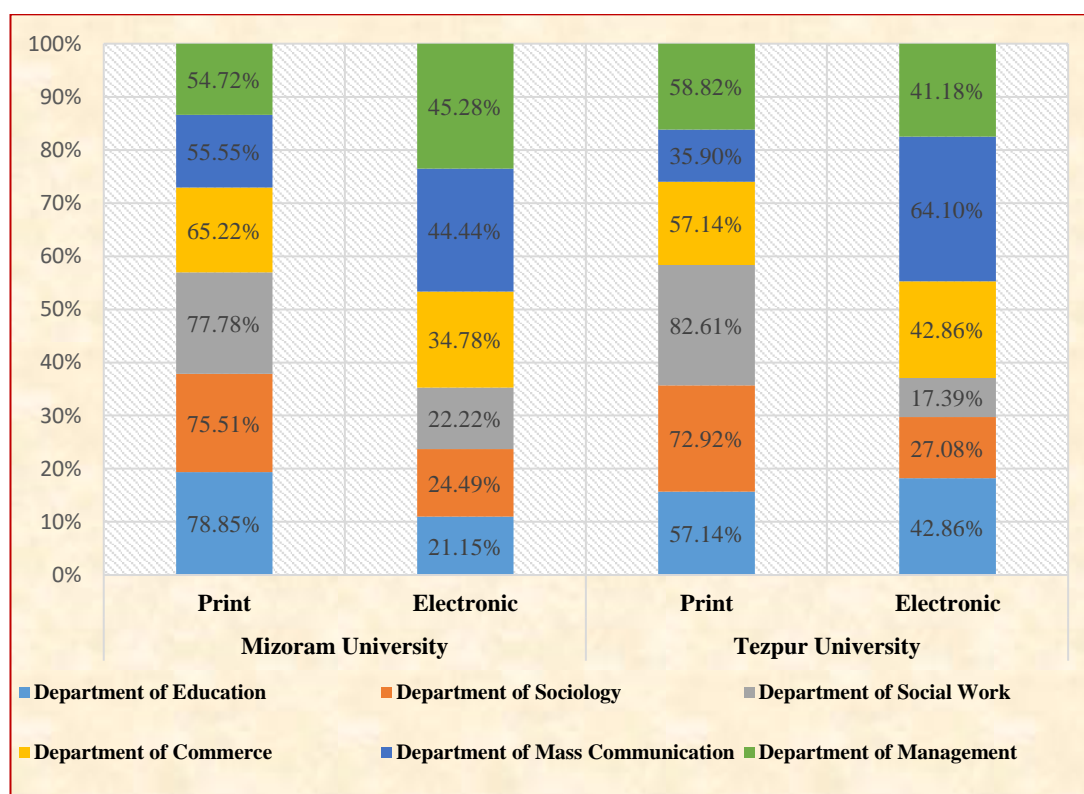


Figure- 4.9: Information media preferred by respondents

4.13 ELECTRONIC RESOURCES USED BY RESPONDENTS OF THE LIBRARY

Table 4.10 and figure 4.10 indicates the electronic resources used by the PG students of the Social Sciences departments at Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. By analyzing the table, it has been shown that out of total 52 respondents, 26(50%) of the respondents were using the electronic resources of the library while the rest 26(50%) of the respondents were not using it in the department of Education of Mizoram University. However, out of total 56 respondents, a large number 42(75%) of respondents were using electronic resources and the rest 14(25%) of respondents were not using it in the department of Education of Tezpur University. In the department of Sociology, out of a total 49 respondents, the maximum 37(75.51%) of respondents were using electronic resources while the rest 12(24.49%) of respondents were not using it in Mizoram University. However, in Tezpur University, out of a total 48 respondents, half of the respondents i.e. 24(50%) were using the electronic resources of the library while the rest 24(50%) of the respondents were not using it in the Sociology department. In the department of Social Work, out of a total 27 respondents, the maximum 25(92.59%) of respondents were using the electronic resources while the rest were not using it i.e. 2(7.41%) respondents in Mizoram University. However, in Tezpur University, out of total 23 respondents, the maximum 12(52.17%) of respondents were using electronic resources while the rest were not using it i.e. 11(47.83%) of respondents in the Social Work department. In the Department of Commerce, out of a total 46 respondents, the maximum 26(56.52%) of respondents were using the electronic resources while the rest were not using it i.e. 20(43.48%) of respondents in Mizoram University. However, out of a total 42 respondents, a large number 24(57.14%) of respondents were using electronic resources in the department of Commerce while the rest 18(42.86%) of respondents were not using it in Tezpur University. In Mizoram University, out of a total 36 respondents, the maximum 24(66.67%) of respondents were using the electronic resources while the rest were not using it i.e. 12(33.33%) of respondents in the department of Mass Communication. However, out of a total 39 respondents, a large number 20(51.28%) of respondents were not using the electronic resources in the department of Mass Communication while the rest were using it i.e. 19(48.72%) of respondents in Tezpur University. In the department of Management, out of a total of

53 respondents, the maximum 36(67.92%) of respondents were not using electronic resources while the rest 17(32.08%) of respondents were using it in Mizoram University. However, out of a total 51 respondents, a large number 32(62.75%) of respondents were not using electronic resources while the rest 19(37.25%) of respondents were using it in the Department of Management at Tezpur University.

Table- 4.10: Electronic resources used by respondents of the library

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Yes	26 (50)	37 (75.51)	25 (92.59)	26 (56.52)	24 (66.67)	17 (32.08)	155 (58.94)
	No	26 (50)	12 (24.49)	2 (7.41)	20 (43.48)	12 (33.33)	36 (67.92)	108 (41.06)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Yes	42 (75)	24 (50)	12 (52.17)	24 (57.14)	19 (48.72)	19 (37.25)	140 (54.05)
	No	14 (25)	24 (50)	11 (47.83)	18 (42.86)	20 (51.28)	32 (62.75)	119 (45.95)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

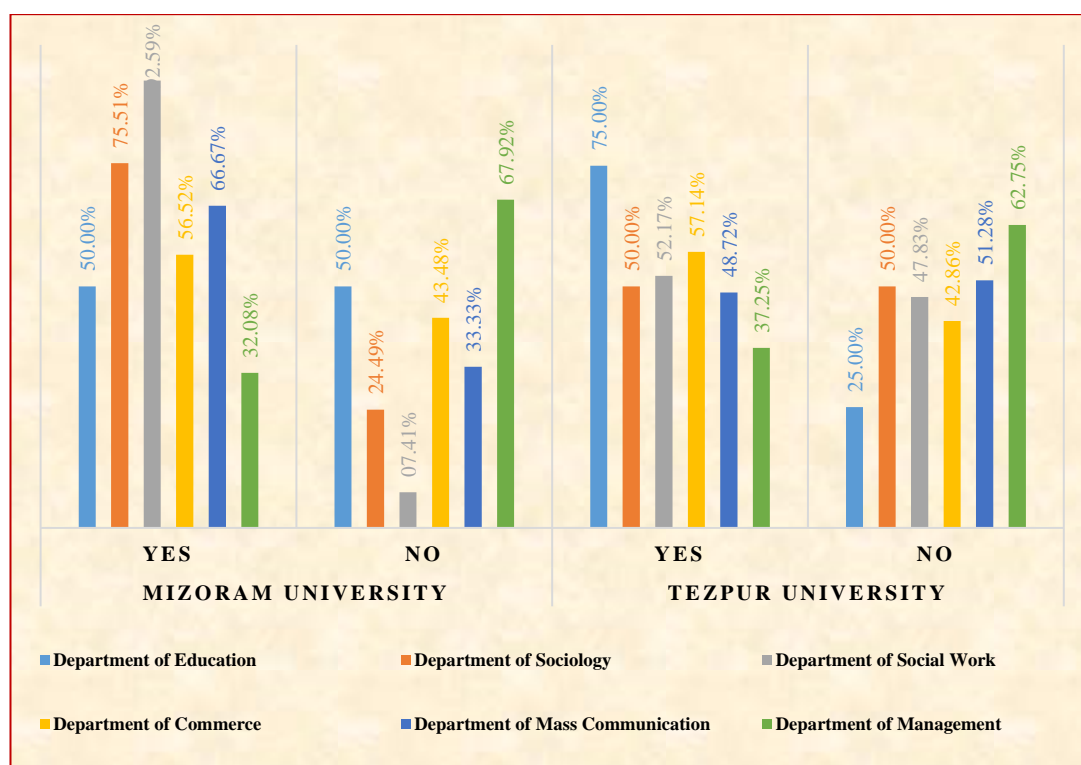


Figure- 4.10: Electronic resources used by respondents of the library

4.14 METHOD OF SEARCHING DOCUMENTS IN THE LIBRARY

Table 4.11(a) and 4.11(b) shows the method preferred for searching the documents by the PG students of the Social Sciences department of both of the University i.e. Mizoram University and Tezpur University. Out of a total 263 respondents, the maximum 257(97.72%) of respondents were visiting the library and preferred the methods of searching documents while the rest 6(2.28%) of students didn't visit the library in the Mizoram University while in Tezpur University, out of a total 259 respondents, a large number 250(96.53%) of respondents were visiting the library and preferred the methods of searching documents while the rest 9(3.47%) of students didn't visit the library the respondents' data is *as per table 4.4(a)*.

4.14.1 Methods of searching documents in the library by respondents of Mizoram University

On the observation of table 4.11(a), it has been shown that the preferred methods of searching documents in the library by the PG students of Social Sciences of Mizoram University. Out of a total 257 respondents, the maximum 81(31.52%) of respondents were very highly preferred to *search bookshelves directly*, followed by highly, average and low with 73(28.40%), 56(21.79%) and 47(18.29%) of respondents respectively. In searching of *OPAC/Web OPAC* method, out of a total 257 respondents, a large number 77(29.96%) of respondents were low preferred to search the documents in the library with the particular method, followed by very highly, highly and average preferred with 63(24.52%), 62(24.12%) and 55(21.40%) of respondents respectively. However, out of a total 257 respondents, the maximum 119(46.30%) of respondents were low preferred to searching the documents in the method of *taking assistance from library staff*, followed by average preferred, highly preferred and very highly preferred with 73(28.40%), 44(17.12%) and 21(8.18%) of respondents respectively while out of a total 257 respondents, a large number 88(34.24%) of respondents were average preferred to search the documents by the taking *assistance from their friends*, followed by highly preferred, low preferred and very highly preferred with 79(30.74%), 64(24.90%) and 26(10.12%) of respondents respectively and not a single student was preferred any other options to search the documents in the library.

Table- 4.11(a): Methods of searching documents in the library by respondents of Mizoram University

Sl. No.	Methods of Searching Documents	Preference of Usage				Total (%)
		4 (%)	3 (%)	2 (%)	1 (%)	
1	Search book shelves directly	81 (31.52)	73 (28.40)	56 (21.79)	47 (18.29)	257 (100)
2	Use OPAC/Web OPAC	63 (24.52)	62 (24.12)	55 (21.40)	77 (29.96)	257 (100)
3	Taking assistance from Library staff	21 (8.18)	44 (17.12)	73 (28.40)	119 (46.30)	257 (100)
4	Taking assistance from friends	26 (10.12)	79 (30.74)	88 (34.24)	64 (24.90)	257 (100)
5	Any other	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

(Note: 4: Very highly 3: Highly 2: Average 1: Low)

4.14.2 Methods of searching documents in the library by respondents of Tezpur University

On the observation of table 4.11(b), it depicts the methods to prefer the searching documents by the PG students of Social Sciences departments in Mizoram University and Tezpur University. Out of a total 250 respondents, the maximum 112(44.80%) of students were very highly preferred to *search bookshelves directly*, followed by highly preferred, average preferred and low preferred with 61(24.40%), 43(17.20%) and 34(13.60%) of students respectively. Out of a total 250 respondents, a large number 106(42.40%) of students were very highly preferred to search the documents in the library by using *OPAC/Web OPAC* method, followed by highly preferred, low preferred and average preferred with 59(23.60%), 44(17.60%) and 41(16.40%) of students respectively, however out of a total 250 respondents, the maximum 84(33.60%) of students were average preferred for searching the document to *taking assistance from library staff*, followed by low preferred, highly preferred and very highly preferred with 70(28%), 68(27.20%) and 28(11.20%) of students respectively. For searching the documents in the library, a large number 81(32.40%) of students were highly preferred to *taking assistance from friends*, followed by average preferred, low preferred and very highly preferred with 67(26.80%), 53(21.20%) and 49(19.60%) of students respectively while not a single students have any other preferred methods to search the document in the library.

Table- 4.11(b): Methods of searching documents in the library by respondents of Tezpur University

Sl. No.	Methods of Searching Documents	Preference of Usage				Total (%)
		4 (%)	3 (%)	2 (%)	1 (%)	
1	Search book shelves directly	112 (44.80)	61 (24.40)	43 (17.20)	34 (13.60)	250 (100)
2	Use OPAC/Web OPAC	106 (42.40)	59 (23.60)	41 (16.40)	44 (17.60)	250 (100)
3	Taking assistance from Library staff	28 (11.20)	68 (27.20)	84 (33.60)	70 (28)	250 (100)
4	Taking assistance from friends	49 (19.60)	81 (32.40)	67 (26.80)	53 (21.20)	250 (100)
5	Any other	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

(Note: 4: Very highly 3: Highly 2: Average 1: Low)

4.15 AWARENESS AND USAGE OF LIBRARY SERVICES BY THE RESPONDENTS

Table 4.12(a) and 4.12(b) shows that the awareness and usage of library services by the PG students of the Social Sciences department of Mizoram University and Tezpur University. Out of a total 263 respondents, the highest 257(97.72%) of respondents were visiting the library for using library services while the rest 6(2.28%) of students didn't use it by the students of Mizoram University while in Tezpur University, out of a total 259 of respondents, 250(96.53%) of respondents visited the library and use library services while the rest 9(3.47%) of didn't use it, so that in the below tables data is *as per table 4.4(a)*.

4.15.1 Awareness and usages of library services by the respondents of Mizoram University

On the observation of table 4.12(a) and figure 4.11, it has been found that the maximum 221(85.99%) of respondents were aware of *reference services* while the rest 36(14.01%) of students were not aware of it and the maximum usage frequency was found 3 i.e. once in a week with 78(35.29%) of students, followed by frequency 2 i.e. more than twice in a month with 47(21.27%) of students were using reference services and 38(17.19%) of students were using it with frequency 4 i.e. more than twice in a week while 32(14.48%) of students were using reference services in frequency 1 i.e. once in a month and frequency 5 i.e. daily was using library reference services with 26(11.77%) of students. In *circulation (issue/return) services*, a large number of

231(89.88%) of students were aware with it while the rest 26(10.12%) of students were not aware with it and the frequency was found 4, 3, 2, 5 and 1 with 72(31.17%), 51(22.08%), 43(18.61%), 33(14.29%) and 32(13.85%) of students were using circulation services respectively. In the using of *OPAC service*, the maximum 183(71.21%) of students were aware of it while the rest 74(28.79%) of students were not aware of it and found that the maximum 56(30.60%) of students were use it with frequency 3, followed by frequency 1 with 40(21.86%) of students while 36(19.67%) of each student were using OPAC service with frequency 4 and 2 and the rest 15(8.20%) of students were using library OPAC service with frequency 5. In the usage of *current awareness services/selective dissemination of information*, a large number of 146(56.81%) of students were not aware with it while the rest 111(43.19%) of students were aware with it and recorded the maximum frequency was 3 with 38(34.23%) of students use it, followed by frequency 2 and 1 with 25(22.52%) of students each while frequency 5 and 4 with 13(11.72%) and 10(9.01%) of students were using current awareness service/selective dissemination on information service respectively. In the awareness and usage of *self-issue and return (RFID) service*, the maximum 199(77.43%) of students were aware with it while the rest 58(22.57%) of students were not aware with it and found the frequency 2, 1, 5, 3 and 4 with 61(30.65%), 42(21.11%), 41(20.60%), 29(14.57%) and 26(13.07%) of students were using self-issue and return (RFID) service respectively. In the *database searching*, a large number 168(65.37%) of students were aware with it while the rest 89(34.63%) of students were not aware with it, the frequency recorded 3, 1, 2, 5 and 4 with 60(35.71%), 38(22.62%), 31(18.45%), 24(14.29%) and 15(8.93%) of students respectively were using database searching. In the awareness and usages of *photocopy service*, the maximum 167(64.98%) of students were aware with it while the rest 90(35.02%) of students were not aware with it and the frequency was found 2, 1, 3, 4, and 5 with 49(29.34%), 48(28.74%), 25(14.97%), 23(13.77%) and 22(13.17%) of students respectively were using photocopy service. In the awareness and usage of *Internet browsing services*, a large number 181(70.43%) of students were aware with it while the rest 76(29.57%) of students were not aware of it and the frequency were found 1, 5, 3, 2 and 4 with 55(30.39%), 36(19.89%), 35(19.34%), 31(17.13%) and 24(13.26%) of students respectively were using Internet browsing services. However, in the awareness and usage of *brail services for blind students*, a large number 197(76.65%) of students were not aware of it while the rest 60(23.35%) of students

were aware of it and the frequency was recorded 1, 3, 2, 5, and 4 with 33(55%), 13(21.67%), 8(13.33%), 4(6.67%) and 2(3.33%) of students respectively were using
brail services.

Table- 4.12(a): Awareness and usages of library services by the respondents of Mizoram University

Library Services	Awareness		Frequency of usage				
	Yes (%)	No (%)	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)
Reference Services	221 (85.99)	36 (14.01)	26 (11.77)	38 (17.19)	78 (35.29)	47 (21.27)	32 (14.48)
Circulation (Issue/Return) Service	231 (89.88)	26 (10.12)	33 (14.29)	72 (31.17)	51 (22.08)	43 (18.61)	32 (13.85)
OPAC	183 (71.21)	74 (28.79)	15 (8.20)	36 (19.67)	56 (30.60)	36 (19.67)	40 (21.86)
Current Awareness Services/SDI	111 (43.19)	146 (56.81)	13 (11.72)	10 (9.01)	38 (34.23)	25 (22.52)	25 (22.52)
Self-Issue and Return (RFID)	199 (77.43)	58 (22.57)	41 (20.60)	26 (13.07)	29 (14.57)	61 (30.65)	42 (21.11)
Database Searching	168 (65.37)	89 (34.63)	24 (14.29)	15 (8.93)	60 (35.71)	31 (18.45)	38 (22.62)
Photocopy Services	167 (64.98)	90 (35.02)	22 (13.17)	23 (13.77)	25 (14.97)	49 (29.34)	48 (28.74)
Internet Browsing Services	181 (70.43)	76 (29.57)	36 (19.89)	24 (13.26)	35 (19.34)	31 (17.13)	55 (30.39)
Brail Services for Blind Students	60 (23.35)	197 (76.65)	4 (6.67)	2 (3.33)	13 (21.67)	8 (13.33)	33 (55)

(Note: 5: Daily, 4: More than twice in a week, 3: once in a week, 2: More than twice in a month, 1: once in a month)

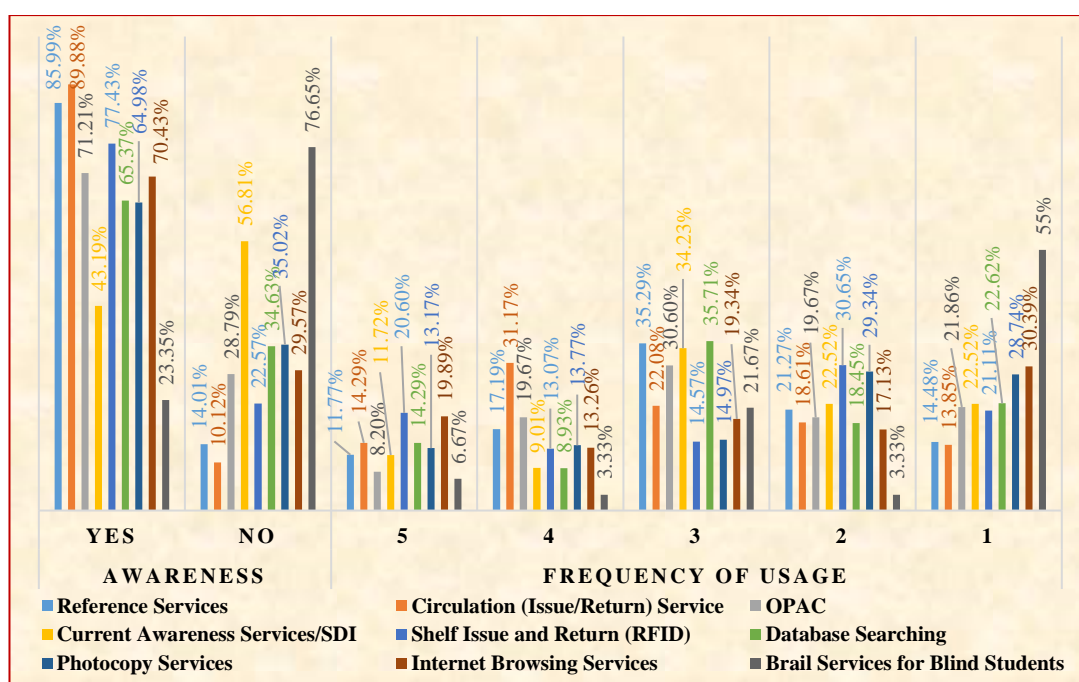


Figure- 4.11: Awareness and usages of library services by the respondents of Mizoram University

4.15.2 Awareness and usages of library services by the respondents of Tezpur University

In the below table 4.12(b), it has been found that the maximum 185(74%) of students were aware of *reference services* while the rest 65(26%) of students were not aware of it and the maximum usage frequency was recorded 4 i.e. more than twice in a week with 67(36.22%) of students, followed by frequency 3 i.e. once in a week with 42(22.70%) of students and usage frequency 5 i.e. daily with 40(21.62%) of students while 20(10.81%) of students using reference services with usage frequency 1 i.e. once in a month and usage frequency 2 i.e. more than twice in a month with 16(8.65%) of students. In *circulation (issue/return) service*, the maximum 208(83.20%) of students were aware with circulation service while the rest 42(16.80%) of students were not aware with it and the maximum usage frequency was recorded 5, 4, 3, 1, and 2 with 81(38.93%), 50(24.04%), 47(22.60%), 20(9.62%) and 10(4.81%) of students were using circulation services respectively. In awareness of *OPAC service*, a large number of 206(82.40%) of students were aware with OPAC while the rest 44(17.60%) of students were not aware with it and the highest usage frequency was recorded 4, 5, 3, 1 and 2 with 73(35.44%), 45(21.84%), 40(19.42%), 35(16.99%) and 13(6.31%) of students were using OPAC respectively. In the *current awareness service/selective dissemination of information (SDI)*, the maximum 176(70.40%) of students were not aware with it while the rest 74(29.60%) of students were aware with it and found the maximum usage frequency 3, 2 and 4 with 23(31.08%), 14(18.92%) and 13(17.56%) of students while 12(16.22%) of each student were using current awareness services/selective dissemination of information services with frequency 5 and 1. In the awareness of *self-issue and return (RFID) service*, a large number of 157(62.80%) of students were aware of RFID while the rest 93(37.20%) of students were not aware with it and the usage frequency was found 4 and 1 with 40(25.48%) of each student, followed by frequency 5, 3 and 2 with 29(18.47%), 28(17.83%) and 20(12.74%) of students were using self-issue and return (RFID) service respectively. In *database searching services*, the maximum 133(53.20%) of students were not aware with it while the rest 117(46.80%) of students were aware with this service in which the maximum 37(31.62%) of students were using this services with frequency 4, followed by frequency 5 and 3 with 22(18.80%) of each student and 18(15.39%) of each student was using database searching services with frequency 2 and 1. In *photocopy services*, a large number of 178(71.20%) of students were aware with photocopy services in the

library while the rest 72(28.80%) of students were not aware with it and found the highest usage frequency 5, 3, 1, 4 and 2 with 49(27.53%), 48(26.96%), 42(23.60%), 21(11.80%) and 18(10.11%) of students were using photocopy services respectively. In *Internet browsing services*, the maximum 198(79.20%) of students were aware with it while the rest 52(20.80%) of students were not aware with it and the usage frequency was recorded 4, 5 and 3 with 53(26.77%), 50(25.25%) and 43(21.72%) of students were using Internet browsing services respectively while frequency 2 and 1 using by 26(13.13%) of each student. In *brail services for blind students*, a large number of 190(76%) of students were not aware with it while the rest 60(24%) of students were aware with it and the highest usage frequency was recorded 1 with 24(40%) of students, followed by frequency 5 and 4 with 10(16.67%) of each student was using it, 3 with frequency 9(15%) and 7(11.66%) of students were using this service with frequency 2.

Table- 4.12(b): Awareness and usages of library services by the respondents of Tezpur University

Library Services	Awareness		Frequency of usage				
	Yes (%)	No (%)	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)
Reference Services	185 (74)	65 (26)	40 (21.62)	67 (36.22)	42 (22.70)	16 (8.65)	20 (10.81)
Circulation (Issue/Return) Services	208 (83.20)	42 (16.80)	81 (38.93)	50 (24.04)	47 (22.60)	10 (4.81)	20 (9.62)
OPAC	206 (82.40)	44 (17.60)	45 (21.84)	73 (35.44)	40 (19.42)	13 (6.31)	35 (16.99)
Current Awareness Services/SDI	74 (29.60)	176 (70.40)	12 (16.22)	13 (17.56)	23 (31.08)	14 (18.92)	12 (16.22)
Self-Issue and Return (RFID)	157 (62.80)	93 (37.20)	29 (18.47)	40 (25.48)	28 (17.83)	20 (12.74)	40 (25.48)
Database Searching	117 (46.80)	133 (53.20)	22 (18.80)	37 (31.62)	22 (18.80)	18 (15.39)	18 (15.39)
Photocopy Services	178 (71.20)	72 (28.80)	49 (27.53)	21 (11.80)	48 (26.96)	18 (10.11)	42 (23.60)
Internet Browsing Services	198 (79.20)	52 (20.80)	50 (25.25)	53 (26.77)	43 (21.72)	26 (13.13)	26 (13.13)
Brail Services for Blind Students	60 (24)	190 (76)	10 (16.67)	10 (16.67)	9 (15)	7 (11.66)	24 (40)

(Note: 5: Daily, 4: More than twice in a week, 3: once in a week, 2: More than twice in a month, 1: once in a month)

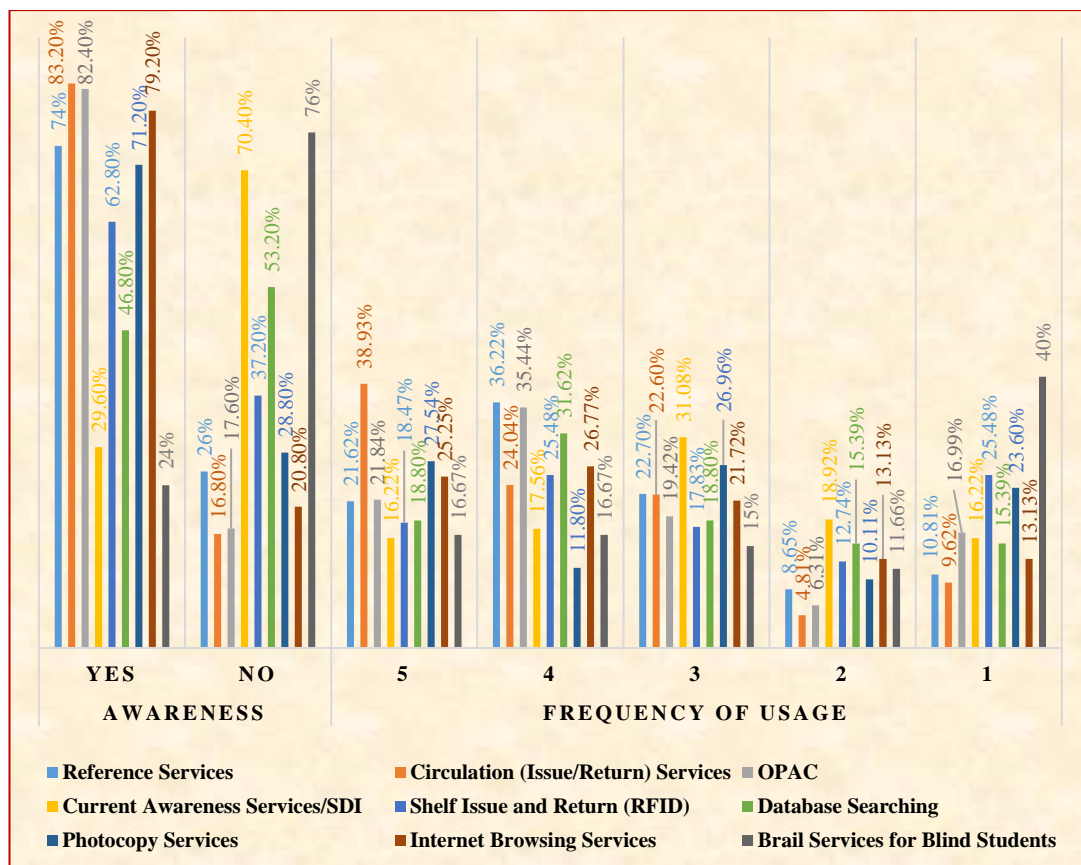


Figure- 4.12: Awareness and usages of library services by the respondents of Tezpur University

4.16 USEFULNESS OF LIBRARY

Table 4.13 and figure 4.13 represent the usefulness of the library by the PG students of Social Sciences departments in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. The particular table data as per table no. 4.4(a). On the observation of the table, it has been shown that out of total 52 respondents, the maximum 31 (59.62%) of respondents were marked the library as a useful source of information in their day to day life, followed by 21 (40.38%) of students believe that library is very useful while there was not a single respondent did not use the library services in the department of Education in Mizoram University. However, out of total 56 respondents, a large number 40 (71.43%) of students mark the library as very useful followed by 16 (28.57%) of students who believe that library services were useful whereas there was not a single student believe that the library is no use in the department of Education from Tezpur University. In the department of Sociology having a total number of 46 respondents out of which 30 (65.22%) of students were believed that the library is very useful followed by 16 (34.78%) of students who believed that the library is useful while

there was not a single student didn't find the library useful at all in the Mizoram University whereas in case of Tezpur University, out of total 48 respondents, a highest 36(75%) of students believed library was useful and rest 12(25%) of students believed the library is very useful at the same time no student find libraries to be useful in the department of sociology. In the department of social work, from the total of 27 respondents, the maximum 14(51.85%) of students were scoring the libraries as very useful whereas 13(48.15%) of students termed libraries as useful resources and no student find libraries to be useful the library is useful at all, in the Mizoram University. However, out of the total 20 respondents, a large number 14(70%) of students believe that the library is useful and the rest 6(30%) of students believe that library is very useful also, no one left there who didn't find the library useful in the department of social work in Tezpur University. In Mizoram University, there were total 46 respondents from the department of commerce out of which the maximum number of students i.e. 24(52.17%) were reported very much use of libraries followed by 19(41.30%) of respondents normally use the library while 3(6.52%) of students didn't find the library useful whereas from Tezpur University, out of total 40 respondents, there were 20(50%) of students believe that library is very useful while 16(40%) of respondents find library useful and also, 4(10%) of students didn't find the library useful in the department of commerce. In the department of mass communication, out of the total 33 respondents, the maximum 22(66.67%) of students find library useful and rest 11(33.33%) finds library very useful and no respondent is left who didn't find the library useful in Mizoram University. However, there were 39 respondents from the department of mass communication out of which a large portion of students efficiently uses library services i.e. 25(64.10%) of students, followed by 9(23.08%) of students find library very useful while there were 5(12.82%) respondents didn't find the library useful in Tezpur University. In the department of Management from Mizoram University, the total number of respondents is 53 and among them, the maximum 36(67.92%) of respondents find library useful and the rest 17(32.08%) students find libraries very useful while no student from the department who didn't find the library useful. On the other hand, in the case of Tezpur University, out of 47 respondents, a large number 31(65.96%) of students find the library is useful, followed by 16(34.04%) of students find library very useful with no student left who didn't find the library useful from the department of management in Tezpur University.

Table- 4.13: Usefulness of library

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Useful	31 (59.62)	16 (34.78)	13 (48.15)	19 (41.30)	22 (66.67)	36 (67.92)	137 (53.31)
	Very Useful	21 (40.38)	30 (65.22)	14 (51.85)	24 (52.17)	11 (33.33)	17 (32.08)	117 (45.53)
	Not at all	0 (0)	0 (0)	0 (0)	3 (6.52)	0 (0)	0 (0)	3 (1.17)
Total		52 (100)	46 (100)	27 (100)	46 (100)	33 (100)	53 (100)	257 (100)
Tezpur University	Useful	16 (28.57)	36 (75)	14 (70)	16 (40)	25 (64.10)	31 (65.96)	138 (55.20)
	Very Useful	40 (71.43)	12 (25)	6 (30)	20 (50)	9 (23.08)	16 (34.04)	103 (41.20)
	Not at all	0 (0)	0 (0)	0 (0)	4 (10)	5 (12.82)	0 (0)	9 (3.60)
Total		56 (100)	48 (100)	20 (100)	40 (100)	39 (100)	47 (100)	250 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

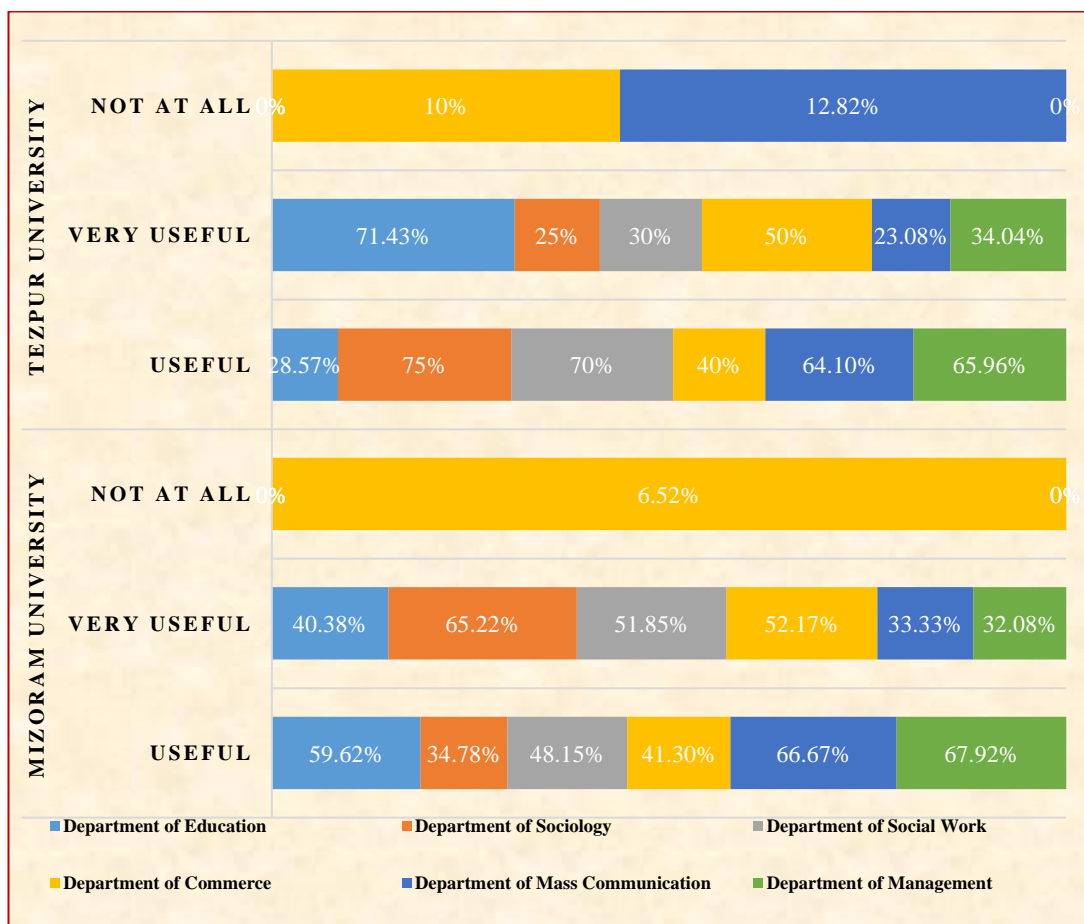


Figure- 4.13: Usefulness of library

INFORMATION LITERACY SKILLS

4.17 AWARENESS WITH THE TERM INFORMATION LITERACY

Table 4.14 and figure 4.14 illustrates the awareness of PG students of Social Sciences departments with the term “information literacy” of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. On the observation of the table, it has been shown that out of a total 52 respondents, the maximum 37(71.15%) of respondents were aware of the term information literacy while the rest 15(28.85%) of respondents were not aware of it in the department of Education of Mizoram University. However, out of a total of 56 respondents, a large number 42(75%) of respondents were aware of the term information literacy and the rest 14(25%) of respondents were not aware with it in the department of Education of Tezpur University. In the department of Sociology, out of a total of 49 respondents, the maximum 28(57.14%) of respondents were not aware with it while the rest 21(42.86%) of respondents were aware with the term in Mizoram University. However, in Tezpur University, out of a total of 48 respondents, a large number 33(68.75%) of respondents were aware of the term information literacy while rest of the respondents are not aware of the term i.e. 15(31.25%) in the Sociology department. In the department of Social Work, out of a total of 27 respondents, the maximum 20(74.07%) of respondents were aware of the term while the rest were not aware with it i.e. 7(25.93%) of respondents in Mizoram University. However, in Tezpur University, out of a total of 23 respondents, a large number of 17(73.91%) of respondents were not aware with the term information literacy while only 6(26.09%) of respondents were aware with the term information literacy in Social Work department. In the Department of Commerce, out of a total of 46 respondents, the maximum 34(73.91%) of respondents were aware of the term while the rest were not aware of it i.e. 12(26.09%) of respondents in Mizoram University. However, out of a total of 42 respondents, a large number of 28(66.67%) of respondents were aware of the term information literacy in the department of Commerce while the rest 14(33.33%) of respondents were not aware with it in Tezpur University. In Mizoram University, out of a total of 36 respondents, the maximum 24(66.67%) of respondents were aware of the term while the rest were not aware of it i.e. 12(33.33%) of respondents in the department of Mass Communication. However, out of a total of 39 respondents, a large number of 24(61.54%) of respondents were aware of the term

while the rest were not aware of it i.e. 15(38.46%) of respondents in the department of Mass Communication in Tezpur University. In the department of Management, out of a total of 53 respondents, the maximum 41(77.36%) of respondents were aware of the term information literacy while the rest were not aware of it i.e. 12(22.64%) of respondents in Mizoram University. However, out of a total of 51 respondents, a large number of 30(58.82%) of respondents were aware of the term information literacy in the department of Management while the rest were not aware of it i.e. 21(41.18%) of respondents in Tezpur University.

It is also found that the maximum respondents in the department of Education, Social Work, Commerce, Mass Communication and Management were well known about the term information literacy but in the department of Sociology, a large number of respondents didn't know about it in Mizoram University. However, in Tezpur University, a large number of respondents in all the departments were aware of the term information literacy excluding Social Work department.

Table- 4.14: Awareness with the term of information literacy

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Yes	37 (71.15)	21 (42.86)	20 (74.07)	34 (73.91)	24 (66.67)	41 (77.36)	177 (67.30)
	No	15 (28.85)	28 (57.14)	7 (25.93)	12 (26.09)	12 (33.33)	12 (22.64)	86 (32.70)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Yes	42 (75)	33 (68.75)	6 (26.09)	28 (66.67)	24 (61.54)	30 (58.82)	163 (62.93)
	No	14 (25)	15 (31.25)	17 (73.91)	14 (33.33)	15 (38.46)	21 (41.18)	96 (37.07)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

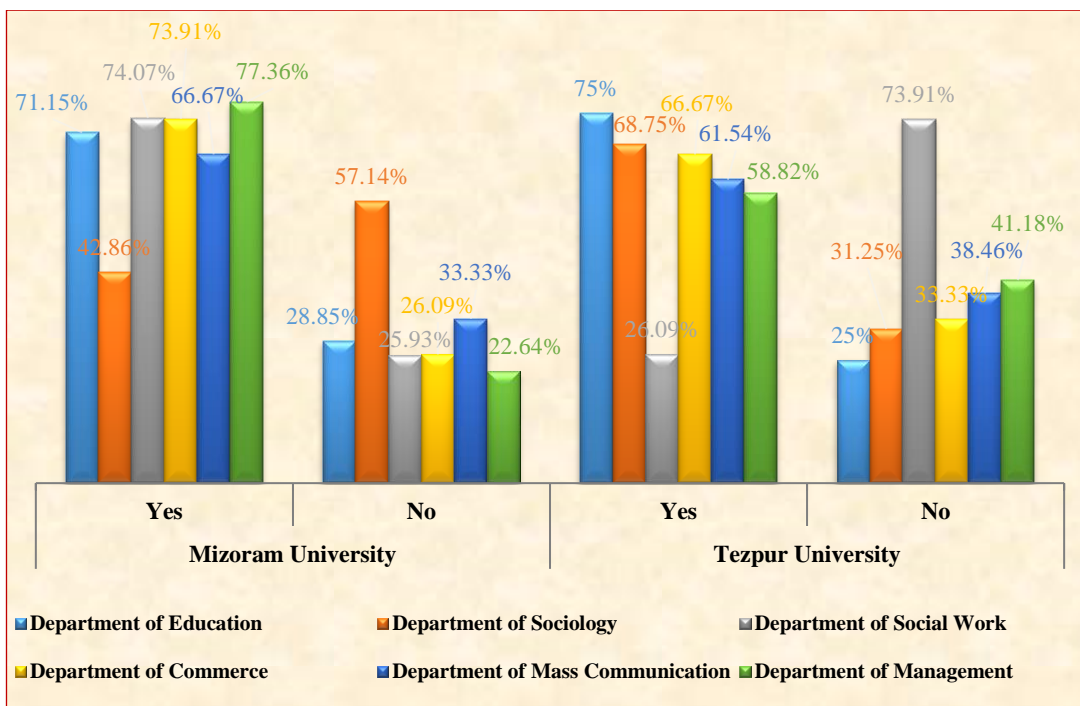


Figure- 4.14: Awareness with the term of information literacy

4.18 UTILITY OF INFORMATION LITERACY SKILLS IN THE DIGITAL ENVIRONMENT FOR ACADEMIC ACTIVITIES

Table 4.15 and figure 4.15 illustrates the utility of information literacy skills in the digital environment for academic activities by postgraduate students of both Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education in Mizoram University, out of total 52 respondents, a maximum 26(50%) of students find the literacy skills in the digital environment to be useful for the academic purpose, followed by 17(32.69%) of respondents found that the literacy skills in a digital environment are very useful and also there were 9(17.31%) of students can't decide upon the fact that the literacy skills in the digital environment are useful or not and there was no student found the literacy skills in a digital environment not useful. However in Tezpur University, out of 56 respondents, a large number 26(46.43%) of students marked the literacy skills in the digital environment as very useful for academic purpose, followed by 24(42.86%) of students found it useful, 6(10.71%) of students can't decide that the literacy skills in the digital environment are useful or not and there were not a single student marked that literacy skills in the digital environment are not useful for academic activities in the Department of Education. From the department of Sociology, there were total 49 students out of which the highest number

26(53.06%) of respondents believed that literacy skills in academic activities were useful whereas 2(4.08%) of students marked that the literacy skills in the digital environment are very useful, also the same number i.e. 2(4.08%) of students totally violated the fact that the literacy skills in the digital environment are not useful and rest 19(38.78%) of students can't make their decision whether the literacy skills in the digital environment for academic activities are useful or not in Mizoram University. However, in the department of Sociology at Tezpur University, out of total 48 respondents, 19(39.58%) of each student believed that the literacy skills in the digital environment are very useful and useful in academic purpose while there were 10(20.83%) of students can't say anything on the fact that the literacy skills in the digital environment are useful or not. In the department of Social Work, the total 27 respondents were split into different categories from which the highest number 12(44.45%) of students believed that the literacy skills in the digital environment are useful, followed by 8(29.63%) of students who believed that the skills are very useful, 6(22.22%) of students have no idea about the fact that the literacy skills in the digital environment are useful or not and 1(3.70%) of respondents believed that the literacy skills are not useful in academic activities in Mizoram University. However in Tezpur University, out of total 23 respondents from the social work department, the maximum 11(47.83%) of students can't decide upon the fact that the literacy skills in the digital environment are useful for academic activities, followed by 8(34.78%) of students believed that it is useful, 3(13.04%) of students believed that it was very useful while 1(4.35%) of students believed that the literacy skills in the digital environment are not beneficial at all. In the department of Commerce, out of total 46 students the maximum i.e. 27(58.70%) of students believed that the literacy skills in the digital environment are useful, followed by 11(23.91%) students marked it very useful, 8(17.39%) respondents can't decide that the literacy skills are useful or not in Mizoram University. However, out of total 42 respondents, the maximum 21(50%) of students believed that the literacy skills in the digital environment are very much useful, followed by 14(33.33%) of students who believed that it is useful and rest 7(16.67%) of students can't make up their minds on the fact that the literacy skills in the digital environment are useful or not for academic activities in the department of commerce in Tezpur University. In Mizoram University, out of a total 36 respondents from the Department of Mass Communication, the highest number 20(55.56%) of respondents found it useful, followed by 8(22.22%) of students who can't decide that the literacy

skills are useful or not for academic activities, 6(16.66%) of students found that the literacy skills very useful and only 2(5.56%) of students believed that the literacy skills are not useful for academic purposes. However, out of total 39 respondents, a large number 15(38.46%) of students believed that literacy skills are useful, followed by 13(33.33%) of students who believed that literacy skills are very useful in academics and 11(28.21%) of students can't say about the statement in the department of mass communication in Tezpur University. In the department of Management in Mizoram University, out of total 53 respondents, a maximum 28(52.83%) of students believed that the literacy skills in the digital environment are useful, followed by 19(35.85%) of students find it very useful for academic purpose, 6(11.32%) of students can't fix on any option. However, out of a total 51 respondents, a large number 30(58.82%) of students find the literacy skills as useful, followed by 10(19.61%) of students who believed that the skills be very useful and the remaining 9(17.65%) of students can't make any decision while rest 2(3.92%) of students didn't find it useful in the department of management in Tezpur University.

Table-4.15: Utility of information literacy skills in the digital environment for academic activities

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Very Useful	17 (32.69)	2 (4.08)	8 (29.63)	11 (23.91)	6 (16.66)	19 (35.85)	63 (23.95)
	Useful	26 (50)	26 (53.06)	12 (44.45)	27 (58.70)	20 (55.56)	28 (52.83)	139 (52.85)
	Not Useful	0 (0)	2 (4.08)	1 (3.70)	0 (0)	2 (5.56)	0 (0)	5 (1.91)
	Cannot say	9 (17.31)	19 (38.78)	6 (22.22)	8 (17.39)	8 (22.22)	6 (11.32)	56 (21.29)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Very Useful	26 (46.43)	19 (39.58)	3 (13.04)	21 (50)	13 (33.33)	10 (19.61)	92 (35.52)
	Useful	24 (42.86)	19 (39.58)	8 (34.78)	14 (33.33)	15 (38.46)	30 (58.82)	110 (42.47)
	Not Useful	0 (0)	0 (0)	1 (4.35)	0 (0)	0 (0)	2 (3.92)	3 (1.16)
	Cannot say	6 (10.71)	10 (20.83)	11 (47.83)	7 (16.67)	11 (28.21)	9 (17.65)	54 (20.85)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

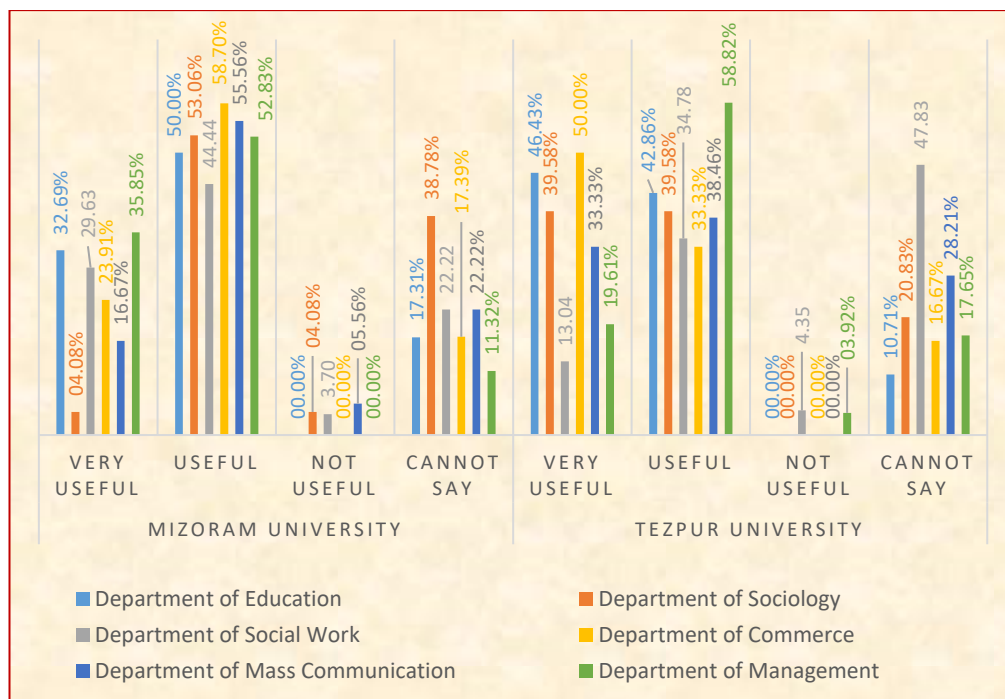


Figure- 4.15: Utility of information literacy skills in digital environment for academic activities

4.19 PREFERENCE OF CONTACT TO ACCESS THE NEEDED INFORMATION

Table 4.16 and figure 4.16 depicts the preference of contact to access the needed information by the PG students of the Social Sciences departments in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both of the Universities. In the department of Education, a total of 52 respondents preferred to contact various options to access the needed information, the maximum 50% of students preferred to contact their friends to access the needed information, followed by 25%, 19.23% and 5.77% of students preferred to contact to the faculty, library staff, and any other way respectively to access the needed information in the Mizoram University. However, out of a total 56 respondents, a large number 41.07% of students preferred to contact their friends to access the needed information, followed by 32.14%, 28.57% and 5.36% of students were found to contact the faculty, library staff, and any other way respectively to access the needed information in the department Education of Tezpur University. In the department of Sociology, a total 49 respondents preferred to contact various options to access the needed information, the maximum 44.90% of students preferred to contact their friends to access the needed information, followed by 32.65% and 22.45% of students preferred to contact the library staff and faculty members

respectively while no students from the respondent's to contacts any other way to access the needed information in the Mizoram University. However, out of the total of 48 respondents, a large number 47.92% of students preferred to contact their friends to access the needed information, followed by 35.42%, 22.92% and 4.17% of students preferred to contact the faculty, library staff and any other way respectively to access the needed information in the department of sociology of Tezpur University. In the department of Social Work, a total 27 respondents preferred to contact various options to access the needed information, the maximum 66.67% of students preferred to contact their friends to access the needed information, followed by 48.15%, 40.74% and 11.11% of students preferred to contact the library staff, faculty and any other way respectively to access the needed information by the Mizoram University. However, out of the total of 23 respondents, a large number 52.17% of students preferred to contact the library staff to access the needed information, followed by 43.48% and 34.78% of students preferred to contact the faculty and their friends respectively while no students from the respondent's contacts any other way to access the needed information in the department of social work of Tezpur University. In the department of Commerce, a total 46 respondents preferred to contact various options to access the needed information, the maximum 43.48% of students preferred to contact their friends to access the needed information, followed by 32.61%, 21.74% and 10.87% students preferred to contact the faculty, library staff and any other way respectively to access the needed information in the Mizoram University. However, out of the total of 42 respondents, a large number of 38.10% of each student preferred to contact their friends and the faculty to access the needed information, followed by 28.57% and 14.29% of students preferred to contact the library staff and any other way respectively in the department of commerce of Tezpur University. In the department of Mass Communication, a total 36 respondents preferred to contact different options to access the needed information, the maximum 55.56% of students preferred to contact friends to access the needed information, followed by 36.11% and 30.56% students preferred to contact faculty and library staff respectively while no students from the respondent's preferred to contact any other way to access the needed information in the Mizoram University. However, out of the total of 39 respondents, a large number of 51.28% of students preferred to contact the faculty to access the needed information, followed by 46.15%, 30.77% and 10.26% of students preferred to contact their friends, library staff and any other way respectively to access the needed information in the department of

Mass communication of Tezpur University. In the department of Management, a total 53 respondents preferred to contact various options to access the needed information, the maximum 52.83% of students preferred to contact their friends to access the needed information, followed by 26.42%, 24.53% and 3.77% of students preferred to contact the library staff, faculty and any other way respectively to access the needed information in Mizoram University. However, out of the total of 51 respondents, a large number of 49.02% of students preferred to contact their friends to access the needed information, followed by 33.33%, 19.61% and 1.96% students preferred to contact the library staff, faculty and any other way respectively to access the needed information in the department of management of Tezpur University.

Table- 4.16: Preference of contact to access the needed information

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Library Staff	10 (19.23)	16 (32.65)	13 (48.15)	10 (21.74)	11 (30.56)	14 (26.42)	74 (28.14)
	Friends	26 (50)	22 (44.90)	18 (66.67)	20 (43.48)	20 (55.56)	28 (52.83)	134 (50.95)
	Faculty	13 (25)	11 (22.45)	11 (40.74)	15 (32.61)	13 (36.11)	13 (24.53)	76 (28.90)
	Any Other	3 (5.77)	0 (0)	3 (11.11)	5 (10.87)	0 (0)	2 (3.77)	13 (4.94)
Tezpur University	Library Staff	16 (28.57)	11 (22.92)	12 (52.17)	12 (28.57)	12 (30.77)	17 (33.33)	80 (30.89)
	Friends	23 (41.07)	23 (47.92)	8 (34.78)	16 (38.10)	18 (46.15)	25 (49.02)	113 (43.63)
	Faculty	18 (32.14)	17 (35.42)	10 (43.48)	16 (38.10)	20 (51.28)	10 (19.61)	91 (35.14)
	Any Other	3 (5.36)	2 (4.17)	0 (0)	6 (14.29)	4 (10.26)	1 (1.96)	16 (6.18)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

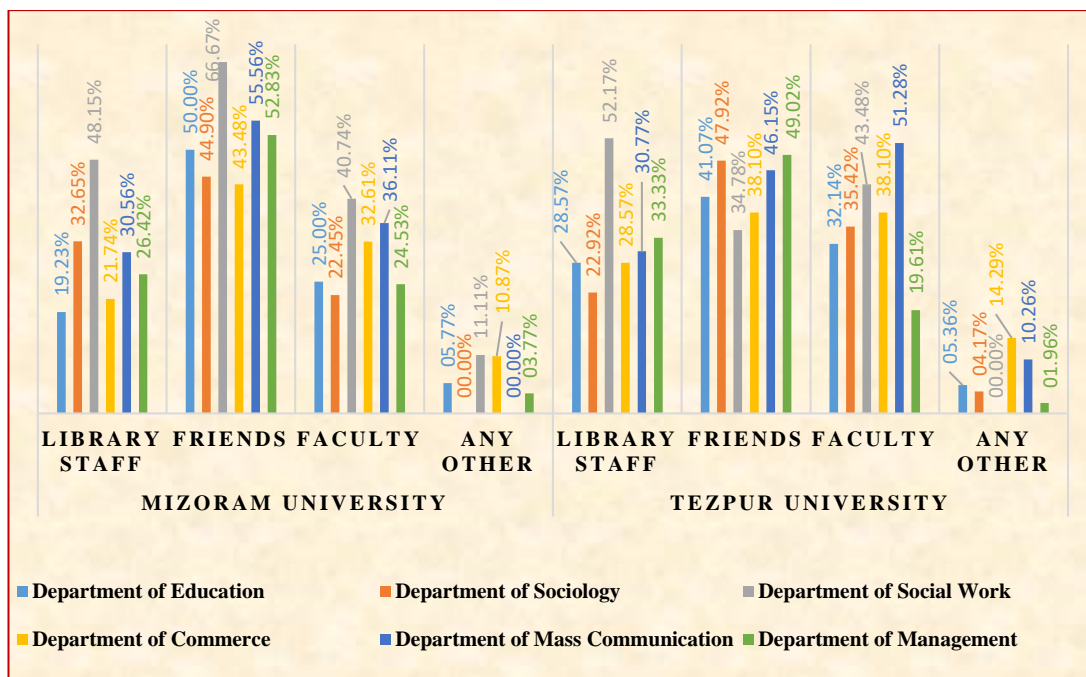


Figure- 4.16: Preference of contact to access the needed information

4.20 PREFERENCE OF INFORMATION TOOL BY THE RESPONDENTS TO SEARCH THE BASIC BACKGROUND INFORMATION

Table 4.17 represents the preferred information tool by respondents to search the basic background information by the PG students of different departments of Social Sciences from both of the University i.e. Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education from Mizoram University, out of total 52 respondents, the maximum 33(63.46%) of students preferred books to search basic background information, followed by 9(17.31%) of students choose journals, 6(11.54%) of students favoured encyclopaedia and 4(7.69%) of students have chosen bibliography. However, out of total 56 respondents, a maximum 24(42.86%) of students preferred books whereas journals and encyclopaedia are preferred by 14(25%) students each while only 4(7.14%) of students choose bibliography in the department of Education in the Tezpur University. In the department of sociology out of total 49 respondents, a large number 39(79.60%) of students preferred book, whereas journals and encyclopaedia are preferred by 5(10.20%) of each student while there was not a single respondent choose bibliography to search basic background information in the Mizoram University. On the other hand, out of total 48 respondents, the maximum 19(39.58%) of students preferred book to search basic background information,

followed by 14(29.17%) of students favoured encyclopaedia, 12(25%) of respondents preferred journal while 3(6.25%) of students preferred bibliography as an information tool to search basic background information in the department of Sociology in Tezpur University. In the department of Social Work, out of total 27, the highest number 14(51.85%) of students preferred book, followed by 7(25.93%) of students preferred encyclopaedia and 5(18.52%) of respondents preferred journal while 1(3.70%) of respondents preferred bibliography in the Mizoram University. However, in the Tezpur University, out of total 23 respondents, a large number 9(39.13%) of students preferred books, followed by 8(34.78%) of students preferred journal while rest 4(17.39%) of students preferred encyclopaedia while the remaining 2(8.70%) of respondents preferred bibliography to search basic background information in the department of social work. In Mizoram University, the Department of Commerce has 46 respondents out of which the maximum 28(60.87%) of respondents preferred book, followed by 8(17.39%) of respondents preferred bibliography whereas journal and encyclopaedia preferred by 5(10.87%) of each student. However, in Tezpur University, the Department of Commerce have total 42 respondents, out of which the highest 23(54.76%) of students preferred book, followed by 9(21.43%) of students preferred encyclopaedia while 6(14.29%) of students preferred journal and 4(9.52%) of respondents preferred bibliography. In the department of Mass Communication, out of total 36 respondents, a large number 14(38.89%) of students preferred journal, followed by 11(30.56%) of students preferred books, 8(22.22%) of respondents preferred encyclopaedia and rest 3(8.33%) of students preferred bibliography to search basic background information in Mizoram University. However, in the Tezpur University, out of total 39 respondents, the highest 14(35.90%) of students preferred encyclopaedia, followed by 12(30.77%) of students preferred book, 11(28.21%) of students preferred journal and the remaining 2(5.13%) of respondents preferred bibliography to search basic background information from the Department of Mass Communication. In the department of Management, out of total 53 students, the maximum 33(62.27%) of students preferred books, followed by journal and encyclopaedia favoured by 8(15.09%) of students each while 4(7.55%) of respondents selected bibliography. However, in Tezpur University, out of total 51 respondents, a large number 32(62.75%) of students preferred book, followed by 12(23.53%) respondents preferred journal, 5(9.80%) of students preferred encyclopaedia while

2(3.92%) students preferred bibliography as an information tool to search the basic background information in the department of management.

It is also found that a large number of respondents in the department of Education, Sociology, Social Work, Commerce, and Management were given the right answer excluding the Mass Communication departments at Mizoram University. However, in Tezpur University, the same answer was received by the respondents, the maximum number of students were given the right answer excluding the respondents of the Mass Communication department.

Table- 4.17: Preference information tool by respondents to search the basic background information

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Journal	9 (17.31)	5 (10.20)	5 (18.52)	5 (10.87)	14 (38.89)	8 (15.09)	46 (17.49)
	Encyclopaedia	6 (11.54)	5 (10.20)	7 (25.93)	5 (10.87)	8 (22.22)	8 (15.09)	39 (14.83)
	Book	33 (63.46)	39 (79.60)	14 (51.85)	28 (60.87)	11 (30.56)	33 (62.27)	158 (60.08)
	Bibliography	4 (7.69)	0 (0)	1 (3.70)	8 (17.39)	3 (8.33)	4 (7.55)	20 (7.60)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Journal	14 (25)	12 (25)	8 (34.78)	6 (14.29)	11 (28.21)	12 (23.53)	63 (24.32)
	Encyclopaedia	14 (25)	14 (29.17)	4 (17.39)	9 (21.43)	14 (35.90)	5 (9.80)	60 (23.17)
	Book	24 (42.86)	19 (39.58)	9 (39.13)	23 (54.76)	12 (30.77)	32 (62.75)	119 (45.95)
	Bibliography	4 (7.14)	3 (6.25)	2 (8.70)	4 (9.52)	2 (5.13)	2 (3.92)	17 (6.56)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

4.21 SOURCES CONSULTED FOR CURRENT INFORMATION BY THE RESPONDENTS

Table 4.18 and figure 4.17 depicts the sources consulted for the current information by the PG students of both of the Universities i.e. Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education out of total 52 respondents, the maximum 24(46.15%) of students consulted journals for current

information, followed by 21(40.38%) of students who consulted books, 5(9.62%) of them consult encyclopaedia and the rest 2(3.85%) of student consulted bibliography in Mizoram University. However, out of 56 respondents, a large number 42(75%) of students consulted journals for current information, followed by 8(14.29%) of students who consulted books, 6(10.71%) students consult encyclopaedia and not a single student consult bibliography in the department of Education in Tezpur University. In the department of sociology, books and journals are consulted by 20(40.82%) of students each, followed by 9(18.36%) of respondents consulted encyclopaedia and not any single respondent consulted bibliography from Mizoram University. However, in Tezpur University, out of total 48 respondents, the highest number 24(50%) of students consulted journal, followed by 13(27.08%) of students consulted books and 11(22.92%) of students consulted encyclopaedia and no student consult bibliography in the department of Sociology. In the department of social work, out of total 27 respondents, the maximum 14(51.85%) of students consulted journal, followed by 11(40.74%) of students consulted books and 2(7.41%) of students consulted encyclopaedia and not a single student consulted bibliography in the Mizoram University. However in Tezpur University, out of total 23 respondents from the department of social work, a large number 15(65.22%) of students consulted journal, followed by 7(30.43%) of students consulted the book and rest 1(4.35%) of student consulted encyclopaedia while no student consulted bibliography in the department of Social Work. In the department of Commerce, out of total 46 respondents, the maximum 21(45.65%) of students consulted journal, followed by 14(30.43%) of students consulted books, 9(19.57%) of respondents consulted encyclopaedia and 2(4.35%) of student consulted bibliography for current information. On the other hand, in Tezpur University in the Department of Commerce, out of total 42 respondents, a large number 24(57.14%) of respondents consulted books, followed by 15(35.71%) of students consulted journals, 3(7.14%) of students consulted encyclopaedia and no student consulted bibliography. In the department of Mass Communication, out of total 36 respondents, the highest number 23(63.89%) of respondents consulted journal, followed by 10(27.78%) of students consulted books, 3(8.33%) of students consulted encyclopaedia and not a single student consulted bibliography in Mizoram University. However in Tezpur University, out of total 39 respondents, a large number 17(43.59%) of students consulted books, followed by 13(33.33%) of students consulted journals, 7(17.95%) of students consulted encyclopaedia and only 2(5.13%) of student

consulted bibliography in the department of Mass Communication. In the department of Management, out of total 53 respondents, the maximum 34(64.15%) of students consulted books, followed by 12(22.64%) of students consulted journals, 7(13.21%) respondents consulted encyclopaedia and not a single respondent consulted bibliography in the Mizoram University. However, out of total 51 respondents, a large number 22(43.14%) of students consulted journals for current information, followed by 17(33.33%) of students consulted books, 9(17.65%) of students consulted encyclopaedia and only 3(5.88%) of students consulted bibliography from the department of Management in Tezpur University.

It is also found that the maximum respondents in the department of Education, Sociology, Social Work, Commerce, and Mass Communication gave the right answer while the department of Management respondents was preferred another option in Mizoram University. However, in the Tezpur University, a large number of respondents in the department of Education, Sociology, Social Work, and Management were given the right answer while the department of Commerce and Mass Communication students chose other options.

Table- 4.18: Source to consult the current information by the respondents

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Book	21 (40.38)	20 (40.82)	11 (40.74)	14 (30.43)	10 (27.78)	34 (64.15)	110 (41.83)
	Journal	24 (46.15)	20 (40.82)	14 (51.85)	21 (45.65)	23 (63.89)	12 (22.64)	114 (43.35)
	Encyclopaedia	5 (9.62)	9 (18.36)	2 (7.41)	9 (19.57)	3 (8.33)	7 (13.21)	35 (13.31)
	Bibliography	2 (3.85)	0 (0)	0 (0)	2 (4.35)	0 (0)	0 (0)	4 (1.52)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Book	8 (14.29)	13 (27.08)	7 (30.43)	24 (57.14)	17 (43.59)	17 (33.33)	86 (33.20)
	Journal	42 (75)	24 (50)	15 (65.22)	15 (35.71)	13 (33.33)	22 (43.14)	131 (50.58)
	Encyclopaedia	6 (10.71)	11 (22.92)	1 (4.35)	3 (7.14)	7 (17.95)	9 (17.65)	37 (14.29)
	Bibliography	0 (0)	0 (0)	0 (0)	0 (0)	2 (5.13)	3 (5.88)	5 (1.93)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

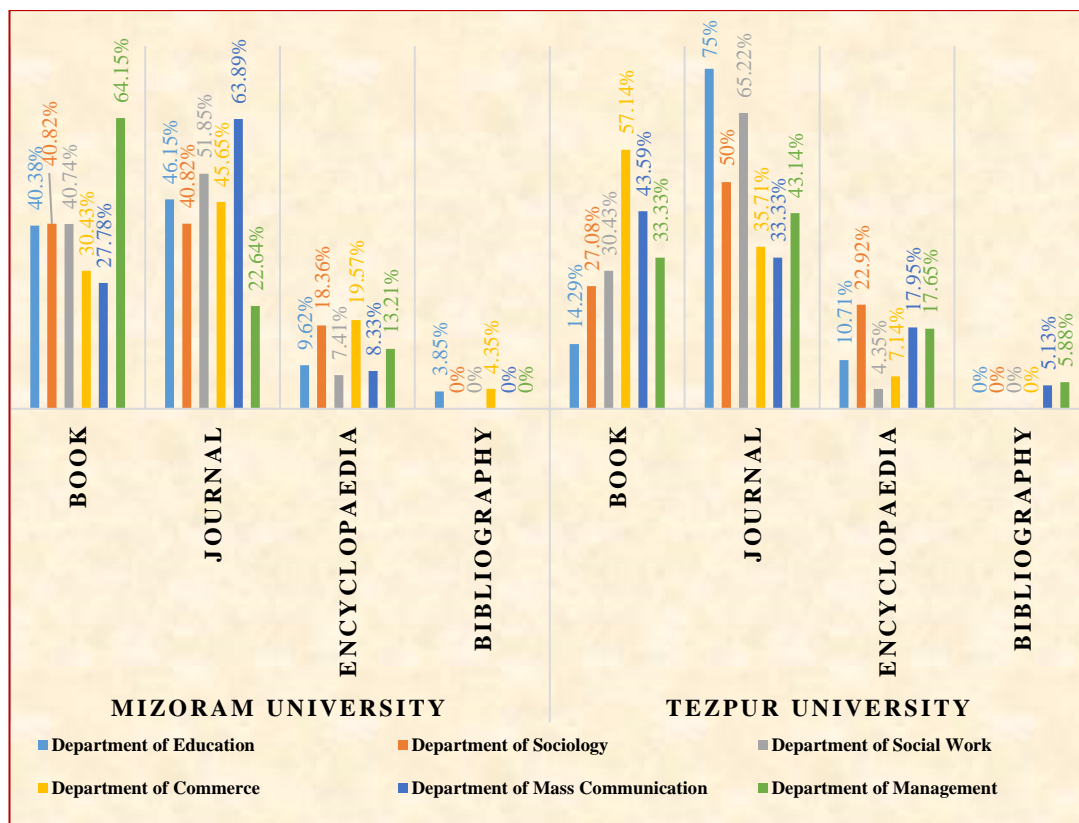


Figure- 4.17: Source to consult the current information by the respondents

4.22 AWARENESS OF SHELVING (ARRANGEMENT) THE BOOKS IN THE LIBRARY

Table 4.19 and figure 4.18 shows the awareness of shelving the books in the library by the PG students of the Social Sciences departments of both the Universities i.e. Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, out of total 52 respondents, the maximum 33(63.47%) of students preferred shelving according to ISBN number, followed by 8(15.38%) of each student preferred shelving according to call number and title and only 3(5.77%) of students preferred author wise arrangement in the Mizoram University. However, in Tezpur University, out of total 56 respondents, a large number 30(53.57%) of students preferred ISBN number wise arrangement of books, followed by 16(28.57%) of respondents preferred call number wise arrangement, 10(17.86%) of respondents preferred title wise arrangement while not a single student preferred author wise arrangement of books from the Department of Education. In the department of Sociology, out of total 49 respondents, the highest 24(48.98%) of students preferred arrangement according to ISBN number, followed by 18(36.74%) of respondents preferred call number wise

arrangement, 5(10.20%) of students preferred title wise arrangement and remaining 2(4.08%) of student preferred author wise arrangement of books in Mizoram University. However in Tezpur University, out of total 48 respondents, a large number 21(43.75%) of students preferred ISBN number wise shelving, followed by 13(27.09%) of students preferred call number wise arrangement while title and author wise arrangement is preferred by 7(14.58%) of each student from the Department of Sociology. In the department of Social Work, out of total 27 respondents, the maximum 17(62.96%) of students preferred ISBN number wise shelving of books in the library, followed by 6(22.22%) of respondents preferred call number wise arrangement while title and author wise arrangement is preferred by 2(7.41%) students each from Mizoram University whereas in Tezpur University, out of total 23 respondents from the Department of Social Work, the highest 15(65.22%) of students preferred ISBN number wise arrangement, followed by 4(17.39%) of students preferred title wise arrangement, 3(13.04%) of respondents preferred call number wise arrangement and only 1(4.35%) of student preferred authors wise shelving arrangement of books in the department of Social Work. In the department of Commerce, out of total 46 respondents, ISBN number and call number wise arrangement of books is preferred by 19(41.30%) of each student, followed by 8(17.40%) of students preferred title wise arrangement and no student preferred author wise arrangement from Mizoram University. However in Tezpur University, the Department of Commerce, out of total 42 respondents, a large number 23(54.76%) of respondents preferred call number wise arrangement, followed by 10(23.81%) of students preferred ISBN number wise arrangement, 9(21.43%) of respondents preferred title wise arrangement and no student preferred author wise arrangement. In the department of Mass Communication, out of total 36 respondents, the highest 26(72.22%) of students preferred arrangement according to ISBN number, followed by 6(16.67%) of students preferred title wise arrangement, 3(8.33%) of respondents preferred call number wise arrangement and remaining 1(2.78%) of student preferred author wise arrangement from Mizoram University. However in Tezpur University, out of total 39 respondents from the Mass Communication department, a large number 20(51.28%) of students preferred call number wise arrangement of books, followed by 9(23.08%) of students preferred ISBN number wise arrangement, 8(20.51%) of students preferred title wise arrangement and 2(5.13%) of student preferred author wise arrangement of books. In the department of Management, out of total 53

respondents, the maximum 21(39.62%) of respondents preferred ISBN number wise arrangement, followed by 17(32.08%) of students who preferred call number wise arrangement, 13(24.53%) of students preferred title wise arrangement and only 2(3.77%) of student preferred author wise arrangement from Mizoram University. However in Tezpur University, out of total 51 respondents of the department of Management, a large number 19(37.25%) of students preferred ISBN number wise shelving arrangement, followed by 16(31.37%) of respondents preferred title wise arrangement, 9(17.65%) of students preferred author wise arrangement and only 7(13.73%) of students preferred call number wise shelving arrangement of books in the library.

It is also found that a large number of respondents in the departments were not aware of the method of shelving (arrangement) of the books in the library, only the large number of respondents in the department of Commerce has been given the right answer in Mizoram University. However, in Tezpur University, a large number of respondents in various departments i.e. Education, Sociology, Social Work and Management were not aware of it while the maximum students in the Department of Commerce and Mass Communication were aware of it.

Table- 4.19: Awareness of shelving (Arrangement) the books in the library

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	ISBN number	33 (63.47)	24 (48.98)	17 (62.96)	19 (41.30)	26 (72.22)	21 (39.62)	140 (53.23)
	Call number	8 (15.38)	18 (36.74)	6 (22.22)	19 (41.30)	3 (8.33)	17 (32.08)	71 (27)
	Title	8 (15.38)	5 (10.20)	2 (7.41)	8 (17.40)	6 (16.67)	13 (24.53)	42 (15.97)
	Author	3 (5.77)	2 (4.08)	2 (7.41)	0 (0)	1 (2.78)	2 (3.77)	10 (3.80)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	ISBN number	30 (53.57)	21 (43.75)	15 (65.22)	10 (23.81)	9 (23.08)	19 (37.25)	104 (40.15)
	Call number	16 (28.57)	13 (27.09)	3 (13.04)	23 (54.76)	20 (51.28)	7 (13.73)	82 (31.66)
	Title	10 (17.86)	7 (14.58)	4 (17.39)	9 (21.43)	8 (20.51)	16 (31.37)	54 (20.85)
	Author	0 (0)	7 (14.58)	1 (4.35)	0 (0)	2 (5.13)	9 (17.65)	19 (7.34)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

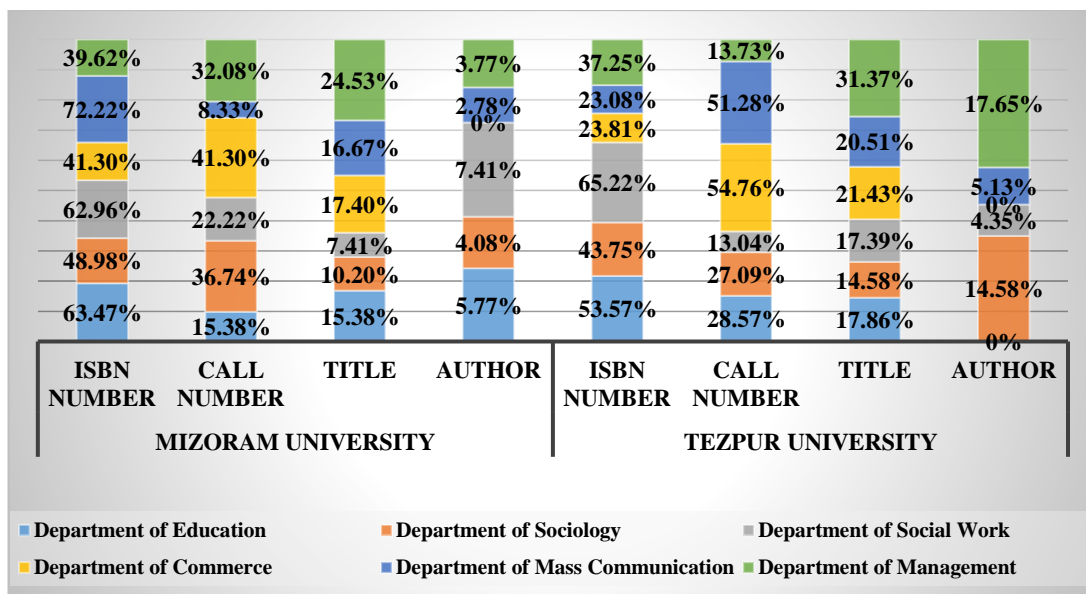


Figure- 4.18: Awareness of shelving (Arrangement) the books in the library

4.23 MOST EFFICIENT SOURCE FOR FINDING OTHER RELATED ARTICLES

Table 4.20 and figure 4.19 depicts the most efficient source for finding other related articles by the PG students of the Social Sciences departments in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, a total of 52 respondents were consulting various sources to find the related articles, the maximum 42.31% of students consulted the bibliography from the article for finding other related articles in the particular topic, followed by 40.38%, 15.38% and 7.69% of students were searching the database, consult library catalogue, and other issues/volumes of journals respectively by the students of the Mizoram University. However, out of a total of 56 respondents, a large number of 53.57% of students were consulting the bibliography from the article for finding other related articles, followed by 19.64% of students were consulting the other issues/volumes of journals and 16.07% of each student were consulting the library catalogue and searching the database in the department of Education in Tezpur University. In the department of Sociology, a total of 49 respondents were consulting different types of sources for finding the related articles and out of the total 51 students, the maximum 42.86% of students were searching the database for finding other related articles, followed by 22.45% of each student were consulting the bibliography from the article and other issues/volumes of journals and only 16.33% of students from the respondents consult the library

catalogue in the Mizoram University. However, out of a total 48 respondents, a large number of 52.08% of students consulted the bibliography from the article for finding other related articles, followed by 25%, 22.92% and 12.50% of students were searching the database, consulting the library catalogue and other issues/volumes of journals respectively in the department of Sociology in Tezpur University. In the department of Social Work, a total of 27 respondents were consulting different types of sources for finding the related articles, the maximum 44.44% of students searching the database for finding other related articles, followed by 29.63%, 25.93% and 22.22% of students were consulting the bibliography from the article, other issues/volumes of journals and library catalogue respectively in Mizoram University. However, out of a total 23 respondents, a large number 65.22% of students were consulting the bibliography from the article to find other related articles, followed by 17.29% of each student were consulting the library catalogue and other issues/volumes of journals while 8.70% of students were searching the database for finding other related articles by the respondents of the department of Social Work in Tezpur University. In the department of Commerce, a total of 46 respondents were consulting various sources for finding the related articles, the maximum 34.78% of each student was searching the database and consulting the library catalogue for finding other related articles while 23.91% of each student was consulting the other issues/volumes of journals and bibliography from the article by the respondents of the Mizoram University. However, out of a total 42 respondents, a large number of 42.86% of each student were consulting the library catalogue and search the database for finding other related articles, followed by 21.43% and 14.29% of students were consulting the other issues/volumes of journals and bibliography from the article respectively by the students of the Department of Commerce in Tezpur University. In the department of Mass Communication, a total of 36 respondents were consulting different types of sources for finding the related articles, the maximum 58.33% of students were searching the database for finding other related articles, followed by 30.56%, 22.22% and 16.67% of students were consulting the other issues/volumes of journals, bibliography from the article and library catalogue respectively in the Mizoram University. However, out of a total of 39 respondents, a large number 35.90% of each student were consulting the bibliography from the article and for consulting the other issues/volumes of journals and bibliography from the article, followed by 33.33% of each student were searching the database and consulting the library catalogue by the

respondents of the department of Mass Communication in Tezpur University. In the department of Management, a total of 53 respondents were consulting different types of sources to finding the related articles, the maximum 47.17% of students were consulting the bibliography from the article for finding other related articles, followed by 30.19%, 28.30% and 9.43% of students were searching the database, consulting the library catalogue, and consulting the other issues/volumes of journal respectively in the Mizoram University. However, out of a total of 51 respondents, a large number 49.02% of students were consulting the library catalogue for finding other related articles, followed by 27.45%, 15.69% and 9.80% of students were searching the database, the bibliography from the article and other issues/volumes of journal respectively in the department of Management in Tezpur University.

It is also found that a large number of respondents in the departments of Sociology, Social Work, Commerce and Mass Communication were consulting other options while the right answer has been chosen by the respondents of the Education and Management department in Mizoram University. However, in Tezpur University, the maximum number of respondents in the departments of Education, Sociology, Social Work and Mass Communication has been given the right answer while in the department of Commerce and Management has been chosen other option.

Table- 4.20: Most efficient source for finding other related articles

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Library catalogue	8 (15.38)	8 (16.33)	6 (22.22)	16 (34.78)	6 (16.67)	15 (28.30)	59 (22.43)
	Bibliography from the article	22 (42.31)	11 (22.45)	8 (29.63)	11 (23.91)	8 (22.22)	25 (47.17)	85 (32.32)
	Search the database	21 (40.38)	21 (42.86)	12 (44.44)	16 (34.78)	21 (58.33)	16 (30.19)	107 (40.68)
	Other issues/volume of journal	4 (7.69)	11 (22.45)	7 (25.93)	11 (23.91)	11 (30.56)	5 (9.43)	49 (18.63)
Tezpur University	Library catalogue	9 (16.07)	11 (22.92)	4 (17.39)	18 (42.86)	13 (33.33)	25 (49.02)	80 (30.89)
	Bibliography from the article	30 (53.57)	25 (52.08)	15 (65.22)	6 (14.29)	14 (35.90)	8 (15.69)	98 (37.84)
	Search the database	9 (16.07)	12 (25)	2 (8.70)	18 (42.86)	13 (33.33)	14 (27.45)	68 (26.25)
	Other issues/volume of journal	11 (19.64)	6 (12.50)	4 (17.39)	9 (21.43)	14 (35.90)	5 (9.80)	49 (18.92)

(Frequency exceeded because respondents choose more than one options)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

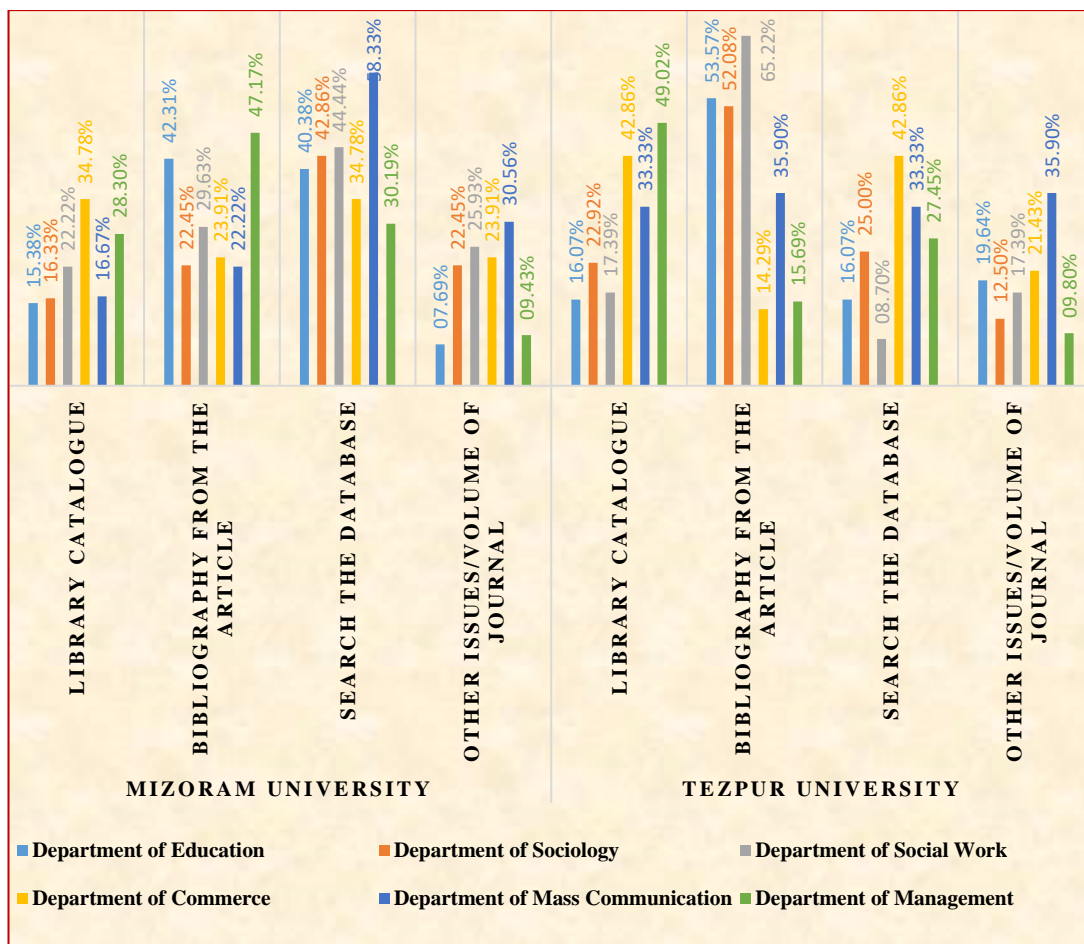


Figure- 4.19: Most efficient source for finding other related articles

4.24 AWARENESS ABOUT THE DIFFERENT PARTS OF BOOK AND KNOWLEDGE OF DIFFERENT PARTS OF BOOK BY THE RESPONDENTS

Table 4.21(a) and 4.21(b) shows the awareness about the different parts of the book and knowledge of different parts of the book by the PG students of Social Sciences departments in Mizoram University and Tezpur University.

4.24.1 Awareness about the different parts of book

Table 4.21(a) and figure 4.20 discussed the awareness about the different parts of the books by the PG students of both of the Universities. The table categorically represents the department wise data of the respondents from both Universities. By analysing the table, it has been shown that out of a total 52 respondents, the maximum 30(57.69%) of the respondents were aware of the parts of the book while the rest 22(42.31%) of respondents were not aware of the parts of the books in the Department of Education

in Mizoram University. However, out of a total of 56 respondents, a large number of 38(67.86%) of respondents were aware of the parts of the book and the rest 18(32.14%) of respondents were not aware of the department of Education in Tezpur University. In the department of Sociology, out of a total of 49 respondents, the maximum 28(57.14%) of respondents were aware with the parts of the book while the rest were not aware of it i.e. 21(42.86%) of respondents in Mizoram University. However, in Tezpur University, out of a total of 48 respondents, a large number of 34(70.83%) of respondents were aware with the parts of the book followed by the respondents who were not aware of it i.e. 14(29.17%) of respondents in the Sociology department. In the department of Social Work, out of a total of 27 respondents, the maximum 15(55.56%) of respondents were not aware with the parts of the book while the rest were aware of it i.e. 12(44.44%) of respondents in Mizoram University. However, in Tezpur University, out of a total of 23 respondents, a large number of 12(52.17%) of respondents were aware with the parts of the book while the rest were not aware of it i.e. 11(47.83%) of respondents in Social Work department. In the department of Commerce, out of a total of 46 respondents, the maximum 27(58.70%) of respondents were aware with the parts of the book while the rest were not aware of it i.e. 19(41.30%) of respondents in Mizoram University. However, out of a total of 42 respondents, a large number 27(64.29%) of respondents were aware with the parts of the book in the department of Commerce while the rest 15(35.71%) of respondents were not aware in Tezpur University. In Mizoram University, out of a total of 36 respondents, the maximum 21(58.33%) of respondents were not aware with the parts of the book while the rest were aware of it i.e. 15(41.67%) of respondents in the department of Mass Communication. However, out of a total of 39 respondents, a large number of 25(64.10%) respondents were aware with the parts of the book in the department of Mass Communication while the rest were not aware of it i.e. 14(35.90%) of respondents in Tezpur University. In the department of Management, out of a total of 53 respondents, the maximum 34(64.15%) of respondents were aware with the parts of the book while the rest were not aware of it i.e. 19(35.85%) of respondents in Mizoram University. However, out of a total of 51 respondents, a large number of 26(50.98%) respondents were aware with the parts of the book in the department of Management while the rest were not aware of it i.e. 25(49.02%) of respondents in Tezpur University.

Table- 4.21(a): Awareness about the different parts of book

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Yes	30 (57.69)	28 (57.14)	12 (44.44)	27 (58.70)	15 (41.67)	34 (64.15)	146 (55.51)
	No	22 (42.31)	21 (42.86)	15 (55.56)	19 (41.30)	21 (58.33)	19 (35.85)	117 (44.49)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Yes	38 (67.86)	34 (70.83)	12 (52.17)	27 (64.29)	25 (64.10)	26 (50.98)	162 (62.55)
	No	18 (32.14)	14 (29.17)	11 (47.83)	15 (35.71)	14 (35.90)	25 (49.02)	97 (37.45)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

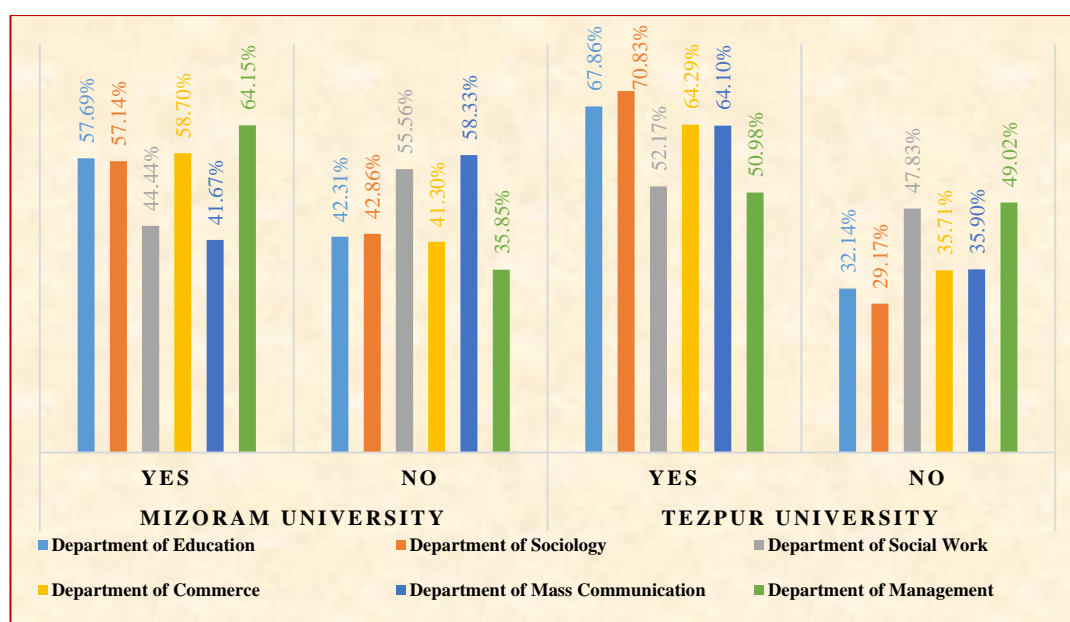


Figure- 4.20: Awareness about the different parts of book

4.24.2 Knowledge of different parts of book by the respondents

Table 4.21(b) depicts the knowledge of different parts of the book by the respondents of both of the Universities i.e. Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, a total of 52 respondents were knowing about the different parts of the book, the maximum 28.85% of students were aware of the table of content, followed by 21.15% and 19.23% of students were aware of the

text matter and the index respectively while 17.21% of each student was aware of the glossary and the bibliography by the respondents of Mizoram University. However, out a total 56 respondents, a large number 32.14% of students were aware of the table of content, followed by 21.43% of each student were aware of the index and the bibliography while 14.29% and 12.50% of students were aware of the glossary and the text matter respectively by the respondents of the department of Education in Tezpur University. In the department of Sociology, a total of 49 respondents were aware of the different parts of the book, the maximum 32.65% of students were aware of the table of content, followed by 28.57% and 26.53% of students for the index and the glossary respectively while 18.37% of each student were aware of the text matter and the bibliography respectively by the students of Mizoram University. However, out of a total 48 respondents, a large number 37.50% of students were aware of the table of content, followed by 35.42% and 33.33% of students were aware of the text matter and the index respectively while 25% of each student was aware of the glossary and the bibliography by the respondents of the department of Sociology in Tezpur University. In the department of Social Work, a total of 27 respondents were knowing about the different parts of the book, the maximum 44.44% of students were aware of the index, followed by 40.74% and 37.04% of students were aware of the table of content and the bibliography respectively and 22.22% of each student was aware of the text matter and the glossary by the students of Mizoram University. However, out of the total 23 respondents, a large number 43.48% of students were aware of the table of content, followed by 34.78% of each student were aware of the index and the bibliography while 21.74% and 17.39% of students were aware of the glossary and the text respectively by the students of the Department of Social Work in Tezpur University. In the department of Commerce, a total of 46 respondents were knowing about the different parts of the book, the maximum 28.26% of students were aware of the table of content, followed by 26.09% and 21.74% of students were aware of the text matter and the index respectively while 17.39% of each student was aware of the bibliography and the glossary in Mizoram University. However, out of the total 42 respondents, a large number 40.48% of students were aware of the table of content, followed by 30.95% of students were aware of the index, followed by 28.57% of each student with the text matter and the bibliography while 19.05% of students were aware of the glossary in the department of Commerce in Tezpur University. In the department of Mass Communication, a total of 36 respondents were knowing about the different

parts of the book, the maximum 30.56% of students were aware of the bibliography, followed by 27.78%, 22.22%, 13.89% and 8.33% of students were aware with the text matter, the table of content, the glossary and the index respectively in the Mizoram University. However, out of the total 39 respondents, a large number 41.03% of each student was aware with the table of content and the glossary followed by 38.46% of each student were aware with the text matter and the bibliography while the 33.33% of students were aware with the index in the department of Mass Communication in Tezpur University. In the department of Management, a total of 53 respondents were aware of the different parts of the book, the maximum 30.19% of students were aware of the table of content, followed by 26.42% with the text matter and 22.64% of each student with the index, the glossary and the bibliography in the Mizoram University. However, out of the total 51 respondents, a large number 43.14% of students were aware with the table of content, followed by 19.61% of students were aware with the bibliography and 17.65% of each student were aware with the text matter, index and about the glossary in the department of Management in Tezpur University.

Table- 4.21(b): Knowledge of different parts of book by the respondents

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	The table of content	15 (28.85)	16 (32.65)	11 (40.74)	13 (28.26)	8 (22.22)	16 (30.19)	79 (30.04)
	Text matter	11 (21.15)	9 (18.37)	6 (22.22)	12 (26.09)	10 (27.78)	14 (26.42)	62 (23.57)
	The Index	10 (19.23)	14 (28.57)	12 (44.44)	10 (21.74)	3 (8.33)	12 (22.64)	61 (23.19)
	The glossary	9 (17.31)	13 (26.53)	6 (22.22)	8 (17.39)	5 (13.89)	12 (22.64)	53 (20.15)
	The Bibliography	9 (17.31)	9 (18.37)	10 (37.04)	8 (17.39)	11 (30.56)	12 (22.64)	59 (22.43)
Tezpur University	The table of content	18 (32.14)	18 (37.50)	10 (43.48)	17 (40.48)	16 (41.03)	22 (43.14)	101 (39)
	Text matter	7 (12.50)	17 (35.42)	4 (17.39)	12 (28.57)	15 (38.46)	9 (17.65)	64 (24.71)
	The Index	12 (21.43)	16 (33.33)	8 (34.78)	13 (30.95)	13 (33.33)	9 (17.65)	71 (27.41)
	The glossary	8 (14.29)	12 (25)	5 (21.74)	8 (19.05)	16 (41.03)	9 (17.65)	58 (22.39)
	The Bibliography	12 (21.43)	12 (25)	8 (34.78)	12 (28.57)	15 (38.46)	10 (19.61)	69 (26.64)

(Frequency is exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

4.25 DECIDES A BOOK CONTAINS INFORMATION BY THE RESPONDENTS TO FULFIL THEIR NEEDS

Table 4.22 and figure 4.21 depicts the various steps taken by the PG students in deciding the book contains according to their needs. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, a total of 52 respondents were taking different steps to choose the book according to their needs, the maximum 44.23% of each student checked the table of content of the book and check all the above options to choose the book according to their needs, followed by 13.46% and 11.54% of respondents to check whether the title includes work of their topic and search the related words in an index of books respectively in the Mizoram University. However, out of total 56 respondents, a large number 71.21% of respondents were checking all the above options to choose about the book according to their needs followed by 17.86% and 10.71% of respondents were checking the table of content of the book and check whether the title includes work of their topic respectively while no respondents search the related words in an index of books in the Department of Education of the Tezpur University. In the department of Sociology, a total of 49 respondents were taking different steps to choose the book according to their needs, the maximum 48.98% of respondents were checking all the above options in deciding to the book according to the respondents' needs followed by 38.78%, 12.24% and 4.08% respondents were check the table of content in the book, check whether the title includes work of their topic and search the related words in an index of books respectively by the respondents of the Mizoram University. However, out of total 48 respondents, a large number 41.67% of respondents were checking all the above options in deciding about the book according to their needs followed by 33.33%, 18.75% and 16.67% of respondents checked the table of content of the book, search the related words in an index of books and check whether the title includes work of their topic respectively by the respondents in the department of Sociology of Tezpur University. In the department of Social Work, a total of 27 respondents were taking various steps in deciding about the book according to their needs, the maximum 40.74% of respondents were checking the table of content of the book in deciding about the book according to their needs, followed by 33.33%, 25.93% and 18.52% of respondents were choose all the above options, search the related words in an index of books and check whether the title includes work of their topic respectively in the Mizoram

University. However, out of total 23 respondents, a large number 60.87% of respondents were to check the table of content of the book in choose about the book according to their needs followed by 34.78%, 21.74% and 17.39% of respondents were check whether the title includes work of their topic, search the related words in an index of books and all the above options respectively in the department of Social Work of Tezpur University. In the department of Commerce, a total of 46 respondents were taking different steps to decide about the book according to their needs, the maximum 47.83% of respondents were all the above options to deciding about the book according to their needs, followed by 39.13% of respondents were check the table of content of the book while 13.04% of each student was checking whether the title includes work of their topic and search the related words in an index of books by the respondents of Mizoram University. However, out of total 42 respondents, a large number 42.86% of respondents were checking the table of content of the book to deciding about the book according to their needs, followed by 26.19%, 21.43% and 11.90% of respondents chooses all the above options, check whether the title includes work of their topic and search the related words in an index of books respectively by the respondents of the department of Commerce in Tezpur University. In the department of Mass Communication, a total of 36 respondents were taking different steps to decide about the book according to their needs, the maximum 30.56% of respondents were checking the table of content of the book to deciding about the book according to their needs, followed by 27.78%, 25% and 22.22% respondents were check whether the title includes work of their topic, search the related words in an index of books and all the above options respectively in the Mizoram University. However, out of total 39 respondents, a large number 41.03% of respondents were checking the table of content of the book to deciding about the book according to their needs, followed by 35.90%, 17.95% and 10.26% of respondents were check all the above options, check whether the title includes work of their topic and search the related words in an index of books respectively by the respondents of the department of Mass Communication in Tezpur University. In the department of Management, a total of 53 respondents were taking different steps to decide about the book according to their needs, the maximum 43.40% of respondents were checking the table of content of the book to decide about the book according to their needs, followed by 39.62% and 16.98% of respondents were checking all the above options and check whether the title includes work of their topic respectively while no respondents

searched the related words in an index of books in the Mizoram University. However, out of total 51 respondents, a large number 56.86% of respondents were checking the table of content of the book to deciding about the book according to their needs, followed by 19.61%, 17.65% and 13.73% of respondents were check all the above options, check whether the title includes work of their topic and search the related words in an index of books respectively by the respondents of the department of Management in Tezpur University.

Table- 4.22: Decides a book contains information by the respondents to fulfil their needs

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	The title includes the work of my topics	7 (13.46)	6 (12.24)	5 (18.52)	6 (13.04)	10 (27.78)	9 (16.98)	43 (16.35)
	Find the book and see that the table of contents lists are on my topic	23 (44.23)	19 (38.78)	11 (40.74)	18 (39.13)	11 (30.56)	23 (43.40)	105 (39.92)
	Search the related word in index of books	6 (11.54)	2 (4.08)	7 (25.93)	6 (13.04)	9 (25)	0 (0)	30 (11.41)
	All of the above	23 (44.23)	24 (48.98)	9 (33.33)	22 (47.83)	8 (22.22)	21 (39.62)	107 (40.68)
Tezpur University	The title includes the work of my topics	6 (10.71)	8 (16.67)	8 (34.78)	9 (21.43)	7 (17.95)	9 (17.65)	47 (18.15)
	Find the book and see that the table of contents lists are on my topic	10 (17.86)	16 (33.33)	14 (60.87)	18 (42.86)	16 (41.03)	29 (56.86)	103 (39.77)
	Search the related word in index of books	0 (0)	9 (18.75)	5 (21.74)	5 (11.90)	4 (10.26)	7 (13.73)	30 (11.58)
	All of the above	41 (73.21)	20 (41.67)	4 (17.39)	11 (26.19)	14 (35.90)	10 (19.61)	100 (38.61)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

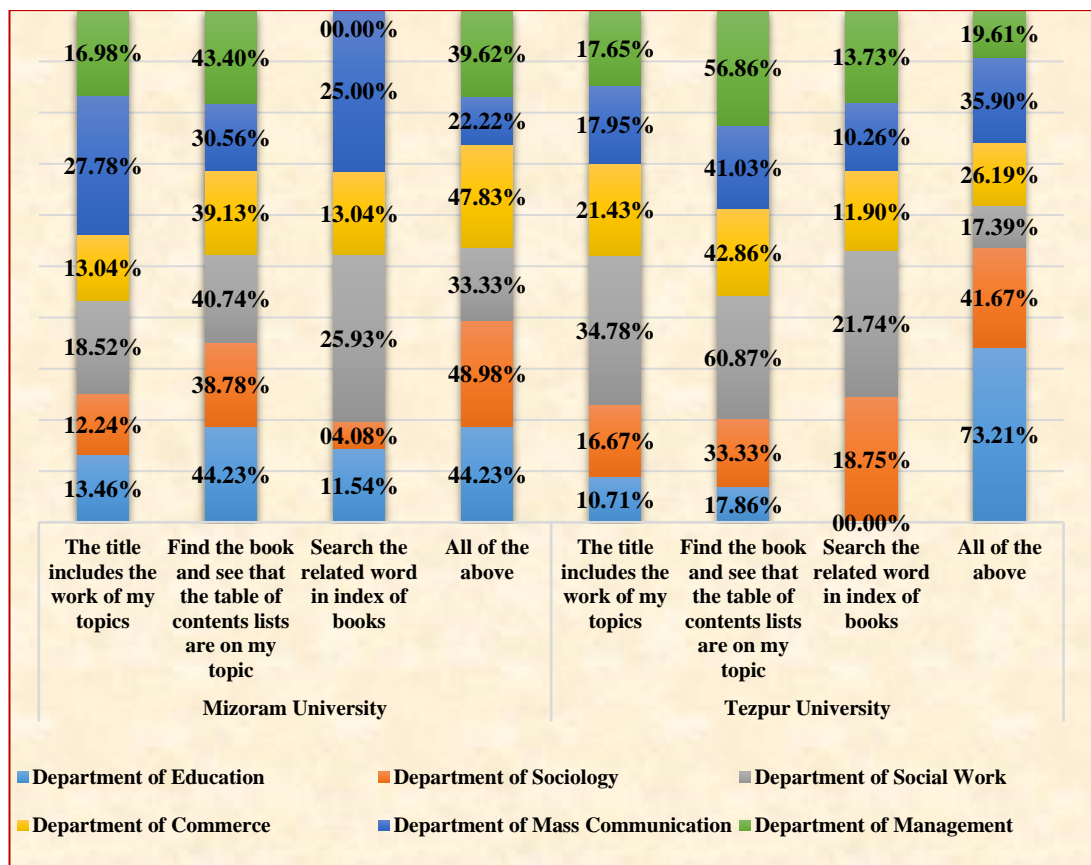


Figure- 4.21: Decides a book contains information by the respondents to their needs

4.26 THE DOCUMENTS CONTAINING MEANINGS OF THE WORDS

Table 4.23 characterize that which documents containing the meaning of the words chosen by the PG students of both the Universities i.e. Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, out of the total 52 respondents, the maximum 46(88.46%) of respondents consulted a dictionary to search the meaning of the words, followed by 4(7.69%) of students consulted directory and only 2(3.85%) of students consulted bibliography while not a single student consulted patent to search the word meaning in Mizoram University. However, in Tezpur University, out of total 56 respondents in the department of Education, a large number 54(96.43%) of students preferred dictionary to search the meaning of the words, followed by 2(3.57%) of student referred bibliography while no one consulted directory and patent to search word meaning. In the department of Sociology, out of total 49 respondents, the maximum 43(87.76%) of students consulted dictionary while the directory and bibliography are consulted by 3(6.12%) of students each and not a single student consulted patent in the Mizoram University. However in Tezpur

University, out of total 48 respondents, a large number 40(83.34%) of respondents referred dictionary while directory and bibliography are consulted by 4(8.33%) of students each, also no respondents consulted patent in the department of Sociology. In the department of Social Work, out of a total 27 respondents, all 27 students consulted a dictionary to find word meaning while not a single student referred to directory, bibliography or patents in Mizoram University. On the other hand, in Tezpur University out of total 23 respondents, the highest 22(95.65%) of students referred to the dictionary, followed by 1(4.35%) of participants who consulted bibliography while no student consulted directory and patents from the Department of Social Work. In the department of Commerce, out of a total 46 respondents, all 46of students consulted dictionaries while no student referred directory, bibliography or patents from Mizoram University. However in Tezpur University, out of total 42 respondents, the maximum 39(92.86%) of students consulted dictionary followed by 3(7.14%) of students consulted directory while no student consulted bibliography and patents from the Department of Commerce. In the department of Mass Communication, out of total 36 respondents, the highest 28(77.78%) of students consulted dictionary while directory and bibliography were consulted by 4(11.11%) of each student and also not a single student consulted patents in the Mizoram University. However in Tezpur University, out of total 39 respondents, a large number 36(92.31%) of students referred dictionary, followed by 3(7.69%) of respondents who consulted directory while bibliography and patents were not consulted by even a single respondent from the department of Mass Communication. In the department of Management, out of total 53 respondents, the maximum 49(92.46%) of students consulted dictionary while directory and bibliography were consulted by 2(3.77%) of students each and not a single respondent consulted patent from Mizoram University. However in Tezpur University, out of total 51 respondents, the maximum 48(94.12%) of students referred to the dictionary, followed by 3(5.88%) of students consulted directory while no student consulted the bibliography and patents in the department of Management.

It is also found that a large number of respondents in the departments of Education, Sociology, Social Work, Commerce, Mass Communication and Management were given the right answer to Mizoram University. However, at Tezpur University, the maximum number of respondents in various departments were given the right answer also.

Table- 4.23: The documents containing meanings of the words

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Dictionary	46 (88.46)	43 (87.76)	27 (100)	46 (100)	28 (77.78)	49 (92.46)	239 (90.88)
	Directory	4 (7.69)	3 (6.12)	0 (0)	0 (0)	4 (11.11)	2 (3.77)	13 (4.94)
	Bibliography	2 (3.85)	3 (6.12)	0 (0)	0 (0)	4 (11.11)	2 (3.77)	11 (4.18)
	Patents	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Dictionary	54 (96.43)	40 (83.34)	22 (95.65)	39 (92.86)	36 (92.31)	48 (94.12)	239 (92.28)
	Directory	0 (0)	4 (8.33)	0 (0)	3 (7.14)	3 (7.69)	3 (5.88)	13 (5.02)
	Bibliography	2 (3.57)	4 (8.33)	1 (4.35)	0 (0)	0 (0)	0 (0)	7 (2.70)
	Patents	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

4.27 SOURCES PREFERRED BY THE RESPONDENTS TO SEARCH THE INFORMATION ON A TOPIC

Table 4.24 and figure 4.22 represents the sources preferred by the PG students to search on a specific topic from both of the Universities i.e. Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education of Mizoram University, out of total 52 respondents, the maximum 33(63.46%) of respondents preferred encyclopaedia source to search the information on the specific topic, followed by 12(23.08%) of students preferred guide books source to search the information on the specific topic, 5(9.61%) of students preferred yearbook and only 2(3.85%) of students preferred dictionary source to search the information on the specific topic. However, in Tezpur University out of total 56 respondents, a large number 38(67.86%) of students preferred encyclopaedia sources to search the information on the specific topic, followed by 12(21.43%) of students preferred guide book, 6(10.71%) of respondents preferred dictionary and no one chooses yearbook source to search the information on the specific topic in the department of Education. In the department of Sociology, out of total 49 respondents, the maximum 27(55.10%) of students preferred encyclopaedia source to search the information on the specific

topic while years book and guide book preferred by 9(18.37%) of each student and the remaining 4(8.16%) of students preferred dictionary in the Mizoram University. However, in the Tezpur University, Department of Sociology, out of total 48 respondents, the highest 31(64.59%) of students preferred encyclopaedia source to search the information on the specific topic, followed by 9(18.75%) of students preferred guide book while dictionary and yearbook preferred by 4(8.33%) of each student in Tezpur University. In the department of Social Work, out of total 27 respondents, the highest 18(66.67%) of students preferred encyclopaedia source to search the information on the specific topic, followed by 7(25.93%) of students preferred guide book whereas dictionary and yearbook preferred by 1(3.70%) of each student from the Mizoram University. However, in Tezpur University out of total 23 respondents, a large number 14(60.87%) of students preferred guidebook source to search the information on the specific topic followed by 8(34.78%) of students preferred encyclopaedia, 1(4.35%) of respondents preferred dictionary and not a single respondent choose yearbook source to search the information on the specific topic in the department of Social Work. In the department of Commerce, out of total 46 respondents, the maximum 22(47.83%) of students preferred guidebook source to search the information on the specific topic, followed by 17(36.96%) of students preferred encyclopaedia, 5(10.87%) of students preferred dictionary and only 2(4.17%) of students preferred yearbook source to search the information on the specific topic in Mizoram University whereas, in the Tezpur University, department of Commerce, out of total 42 respondents, the maximum 35(83.33%) of students preferred encyclopaedia source to search the information on the specific topic whereas dictionary and yearbook preferred by 3(7.14%) of students each, and rest 1(2.39%) of students choose guide book source to search the information on the specific topic. In the department of Mass Communication, out of total 36 respondents, the highest 19(52.78%) of respondents preferred encyclopaedia source to search the information on the specific topic, followed by 10(27.78%) of students preferred guide book and 4(11.11%) of students preferred yearbook while 3(8.33%) of students preferred dictionary source to search the information on the specific topic in the Mizoram University. However, in the Tezpur University out of total 39 respondents, a large number 31(79.49%) of students preferred encyclopaedia source to search the information on the specific topic, followed by 4(10.26%) of students preferred guide book, 3(7.69%) of students preferred dictionary and only 1(2.56%) of respondents

preferred yearbook source to search the information on the specific topic in the department of Mass Communication. In the department of Management, out of total 53 respondents, the maximum 26(50.98%) of students preferred encyclopaedia source to search the information on the specific topic, followed by 13(25.49%) of students preferred guide book, 7(13.73%) of students preferred yearbook and rest 5(9.80%) of students preferred dictionary source to search the information on the specific topic from Mizoram University. However, in Tezpur University, out of total 51 respondents, the maximum 42(82.36%) of respondents preferred encyclopaedia source to search the information on the specific topic, followed by 5(9.82%) of students preferred guide books while dictionary and years book preferred by 2(3.92%) of respondents each from the Department of Management.

It is also found that the maximum number of respondents in the department of Education, Sociology, Social Work, Commerce, Mass Communication and Management has been given the right answer in Mizoram University. However, at Tezpur University, a large number of respondents in different departments has been given the right answer excluding the respondents in the department of Social Work.

Table- 4.24: Sources preferred by the respondents on a specific topic

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Encyclopaedia	33 (63.46)	27 (55.10)	18 (66.67)	17 (36.96)	19 (52.78)	27 (50.94)	141 (53.61)
	Dictionary	2 (3.85)	4 (8.16)	1 (3.70)	5 (10.87)	3 (8.33)	6 (11.32)	21 (7.98)
	Years book	5 (9.61)	9 (18.37)	1 (3.70)	2 (4.17)	4 (11.11)	7 (13.21)	28 (10.65)
	Guide Book	12 (23.08)	9 (18.37)	7 (25.93)	22 (47.83)	10 (27.78)	13 (24.53)	73 (27.76)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Encyclopaedia	38 (67.86)	31 (64.59)	8 (34.78)	35 (83.33)	31 (79.49)	42 (82.36)	185 (71.43)
	Dictionary	6 (10.71)	4 (8.33)	1 (4.35)	3 (7.14)	3 (7.69)	2 (3.92)	19 (7.34)
	Years book	0 (0)	4 (8.33)	0 (0)	3 (7.14)	1 (2.56)	2 (3.92)	10 (3.86)
	Guide Book	12 (21.43)	9 (18.75)	14 (60.87)	1 (2.39)	4 (10.26)	5 (9.82)	45 (17.37)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

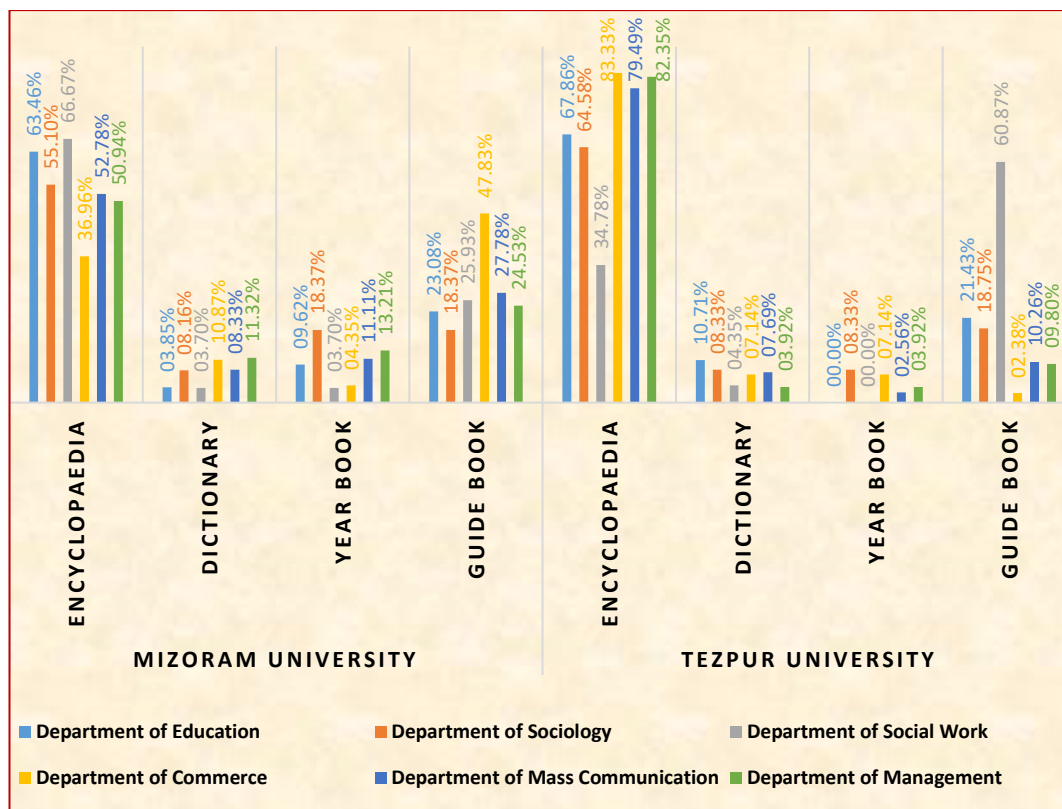


Figure- 4.22: Sources preferred by the respondents on a specific topic

4.28 TOOLS SELECTED BY THE RESPONDENTS FOR USING THE LIBRARY RESOURCES

Table 4.25 and figure 4.23 depicts the tools preferred by the PG students for using library resources in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, out of total 52 respondents, the maximum 17(32.68%) of students preferred the Internet for using library resources, followed by 15(28.85%) of respondents preferred library catalogue, 9(17.31%) of each student preferred books in print and don't know about the tools and remaining 2(3.85%) of students preferred bibliography in Mizoram University. However in Tezpur University, out of total 56 respondents, a large number 30(53.57%) of students preferred library catalogue, followed by 14(25%) of students don't know about the tools, 8(14.29%) of respondents preferred Internet, 4(7.14%) of students preferred books in print and not a single student preferred bibliography from the department of Education. In the department of Sociology, out of total 49 respondents, the highest 21(42.86%) of students preferred library catalogue, followed by 13(26.53%) of respondents who preferred Internet, 12(24.49%) of students can't say about tools,

3(6.12%) of students preferred books in print and not a single respondents preferred bibliography in the Mizoram University. However in Tezpur University, out of total 48 respondents, the maximum 24(50%) of students preferred library catalogue, followed by 10(20.83%) of students don't know about the tools, 9(18.75%) of respondents preferred books in print, 5(10.42%) of students preferred Internet and not a single person preferred bibliography from the department of Sociology. In the department of Social Work of Mizoram University, out of total 27 respondents, the maximum 11(40.74%) of students preferred library catalogue, followed by 7(25.93%) of students preferred books in print and 5(18.52%) of students preferred Internet, 3(11.11%) of students don't know the tools and only 1(3.70%) of student preferred bibliography by the respondents of the department of Social Work. However, in Tezpur University, out of total 23 respondents, a large number 11(47.83%) of students preferred library catalogue, followed by 5(21.74%) of students don't know about the tool, 4(17.39%) of students preferred books in print and 3(13.04%) of students preferred Internet whereas not a single student preferred bibliography in the department of Social Work. In the department of Commerce, out of total 46 respondents, the maximum 18(39.13%) of students preferred library catalogue, followed by 10(21.74%) students preferred Internet, 9(19.57%) students don't know, 6(13.04%) of students preferred books in print and remaining 3(6.52%) of respondents preferred bibliography in Mizoram University. However in Tezpur University, out of total 42 respondents, a large number 20(47.62%) of respondents preferred library catalogue, followed by 13(30.95%) of students preferred Internet, 6(14.29%) of respondents don't know the tools, 3(7.14%) of students preferred bibliography and not a single student preferred books in print from the department of Commerce. In the department of Mass Communication, out of total 36 respondents, the 19(52.78%) of students preferred library catalogue, followed by 7(19.44%) of students don't know about it, 6(16.67%) of students preferred books in print, 4(11.11%) of students preferred Internet and not a single student preferred bibliography in Mizoram University. However in Tezpur University, out of total 39 respondents, a large number 17(43.59%) of students preferred library catalogue, followed by 9(23.08%) of students preferred Internet, 8(20.51%) of respondents don't know about tools, 3(7.69%) of students preferred books in print and remaining 2(5.13%) of students preferred bibliography from the department of Mass Communication. In the department of Management from Mizoram University, out of total 53 respondents, the maximum

19(35.85%) of students preferred library catalogue, followed by 17(32.08%) of students don't know about it, 10(18.87%) of respondents preferred books in print, 7(13.21%) of students preferred internet and no student preferred bibliography. However in Tezpur University, the Department of Management, out of total 51 respondents, the highest 21(41.18%) of students preferred library catalogue, followed by 12(23.53%) of students preferred Internet, 9(17.65%) of each student preferred books in print and don't know about the tools for using library resources and no student preferred bibliography.

It is also found that the maximum number of respondents in the department of Education, Sociology, Social Work, Commerce, Mass Communication and Management has been given the right answer in Mizoram University. Also, at Tezpur University, a large number of respondents in various departments have been given the right answer.

Table- 4.25: Tools selected by the respondents for using the library resources

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Books in print	9 (17.31)	3 (6.12)	7 (25.93)	6 (13.04)	6 (16.67)	10 (18.87)	41 (15.59)
	Internet	17 (32.68)	13 (26.53)	5 (18.52)	9 (19.57)	4 (11.11)	7 (13.21)	55 (20.91)
	Library Catalogue	15 (28.85)	21 (42.86)	11 (40.74)	18 (39.13)	19 (52.78)	19 (35.85)	103 (39.16)
	Bibliography	2 (3.85)	0 (0)	1 (3.70)	3 (6.52)	0 (0)	0 (0)	6 (2.28)
	I don't know	9 (17.31)	12 (24.49)	3 (11.11)	10 (21.74)	7 (19.44)	17 (32.08)	58 (22.06)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Books in print	4 (7.14)	9 (18.75)	4 (17.39)	0 (0)	3 (7.69)	9 (17.65)	29 (11.20)
	Internet	8 (14.29)	5 (10.42)	3 (13.04)	13 (30.95)	9 (23.08)	12 (23.53)	50 (19.31)
	Library Catalogue	30 (53.57)	24 (50)	11 (47.83)	20 (47.62)	17 (43.59)	21 (41.18)	123 (47.49)
	Bibliography	0 (0)	0 (0)	0 (0)	3 (7.14)	2 (5.13)	0 (0)	5 (1.93)
	I don't know	14 (25)	10 (20.83)	5 (21.74)	6 (14.29)	8 (20.51)	9 (17.65)	52 (20.08)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

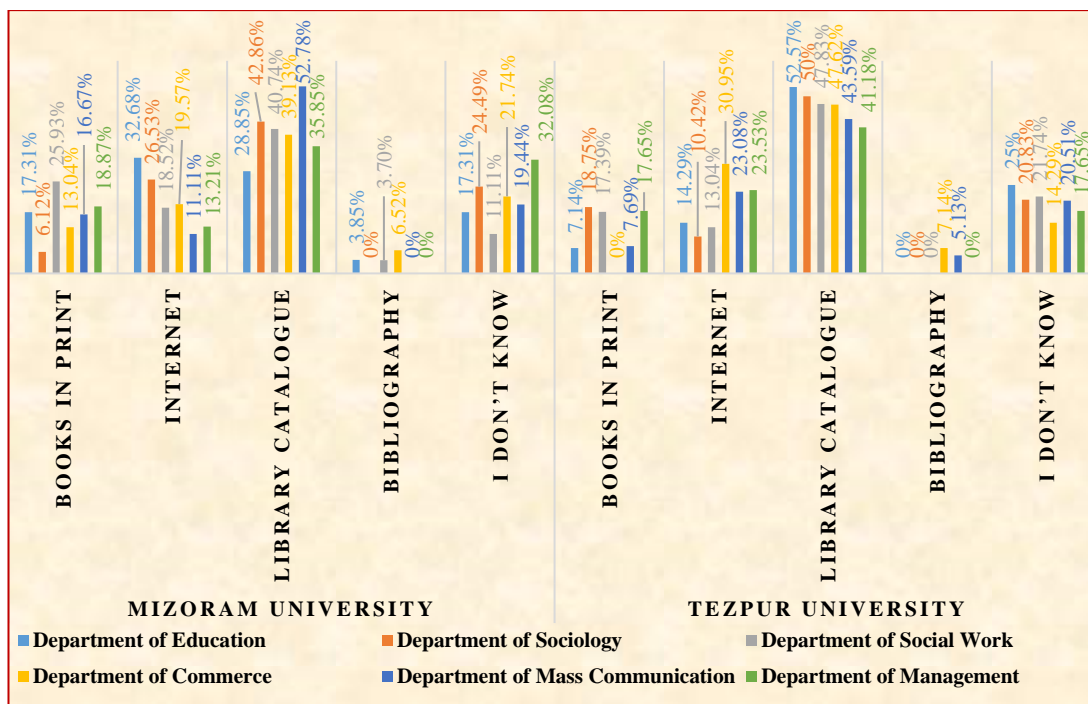


Figure- 4.23: Tools selected by the respondents for using the library resources

4.29 AWARENESS ABOUT THE DOCUMENT WHICH CAN'T ACCESS DIRECTLY IN THE LIBRARY CATALOGUE

Table 4.26 and figure 4.24 shows that the awareness about the document which can't access directly in the library catalogue by the PG students of Social Sciences departments in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. On the observation of table 4.26, it has been found that out of a total 52 respondents, the maximum 28(53.85%) of students believed that the videos can't access directly in the library catalogue, followed by I don't know, articles and books with 17(32.69%), 5(9.62%) and 2(3.85%) of students respectively and not a single student believed that the govt. publication can't access directly in the library catalogue in Mizoram University. However, out of a total 56 respondents, a large number 42(75%) of students believed that videos can't access directly in the library catalogue, followed by 14(25%) of students were don't know about it while not a single students believed that the govt. publication, books and articles can't access directly in the library catalogue in the Department of Education at Tezpur University. In the department of Sociology, out of a total 49 respondents, the maximum 30(61.22%) of students believed that videos can't access directly in the library catalogue, followed by I don't know, articles and books with 11(22.45%), 5(10.20%) and 3(6.12%) of students respectively while

not a single student believed that govt. publication can't access directly in the library catalogue at Mizoram University. However, out of a total 48 respondents, a large number 27(56.25%) of students believed that videos can't access directly in the library catalogue, followed by I don't know and books with 19(39.58%) and 2(4.17%) of students respectively while not a single student believed that govt. publication and article can't access directly in the library catalogue in the Department of Sociology at Tezpur University. In the department of Social Work, Out of a total 27 respondents, the maximum 18(66.67%) of students believed that videos can't access directly in the library catalogue, followed by I don't know, articles and govt. publication with 6(22.22%), 2(7.41%) and 1(3.70%) of students respectively while not a single student believed that books can't access directly in the library catalogue in Mizoram University. However, out of a total of 23 respondents, a large number 17(73.91%) of students believed that I don't know about it, followed by videos and govt. publication with 5(21.74%) and 1(4.35%) of students respectively while not a single students believed that books and articles can't access directly in the library catalogue in the Department of Social Work in Tezpur University. In the department of Commerce, out of a total 46 respondents, the maximum 35(76.09%) of students believed that videos can't access directly in the library catalogue, followed by I don't know with 7(15.22%) of students while books and articles with 2(4.35%) of each student and not a single student believed that govt. publication can't access directly in the library catalogue in Mizoram University. However, out of a total 42 respondents, a large number 16(38.10%) of students believed that videos can't access directly in the library catalogue, followed by I don't know, articles, govt. Publication and books with 14(33.33%), 7(16.67%), 3(7.14%) and 2(4.76%) of students respectively in the department of Commerce at Tezpur University. In the department of Mass Communication, out of a total 36 respondents, the maximum 20(55.56%) of students believed that videos can't access directly in the library catalogue, followed by I don't know and books with 10(27.78%) and 4(11.11%) of students respectively and 1(2.87%) of each student believed that govt. publication and articles can't access directly in the library catalogue in Mizoram University. However, out of a total 39 respondents, a large number 19(48.73%) of students believed that videos can't access directly in the library catalogue, followed by I don't know and articles with 15(38.46%) and 3(7.69%) of students respectively while 1(2.56%) of each student believed that govt. publication and books can't access directly in the library catalogue

in the Department of Mass Communication at Tezpur University. In the department of Management, out of a total 53 respondents, the maximum 34(64.15%) of students believed that videos can't access directly in the library catalogue, followed by I don't know with 15(28.30%) of students and 2(3.77%) of each student believed that govt. publication and articles while not a single student said that books can't access directly in the library catalogue in Mizoram University. However, out of a total of 51 respondents, a large number 22(43.14%) of students v that they don't know about it, followed by videos, govt. publication and articles with 19(37.25%), 7(13.73%) and 3(5.88%) of students respectively while not a single student believed that books can't access directly in the library catalogue in the department of Management in Tezpur University. It is also found that the maximum number of respondents in the department of Education, Sociology, Social Work, Commerce, Mass Communication and Management has been chosen other option in Mizoram University. Also, at Tezpur University, a large number of respondents in different departments have been not given the right answer.

Table- 4.26: Awareness about the document which can't access directly in the library catalogue

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Govt. publication	0 (0)	0 (0)	1 (3.70)	0 (0)	1 (2.78)	2 (3.77)	4 (1.52)
	Videos	28 (53.85)	30 (61.22)	18 (66.67)	35 (76.09)	20 (55.56)	34 (64.15)	165 (62.74)
	Books	2 (3.85)	3 (6.12)	0 (0)	2 (4.35)	4 (11.11)	0 (0)	11 (4.18)
	Articles	5 (9.62)	5 (10.20)	2 (7.41)	2 (4.35)	1 (2.78)	2 (3.77)	17 (6.46)
	I don't know	17 (32.69)	11 (22.45)	6 (22.22)	7 (15.22)	10 (27.78)	15 (28.30)	66 (25.10)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Govt. publication	0 (0)	0 (0)	1 (4.35)	3 (7.14)	1 (2.56)	7 (13.73)	12 (4.63)
	Videos	42 (75)	27 (56.25)	5 (21.74)	16 (38.10)	19 (48.73)	19 (37.25)	128 (49.42)
	Books	0 (0)	2 (4.17)	0 (0)	2 (4.76)	1 (2.56)	0 (0)	5 (1.93)
	Articles	0 (0)	0 (0)	0 (0)	7 (16.67)	3 (7.69)	3 (5.88)	13 (5.02)
	I don't know	14 (25)	19 (39.58)	17 (73.91)	14 (33.33)	15 (38.46)	22 (43.14)	101 (39)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

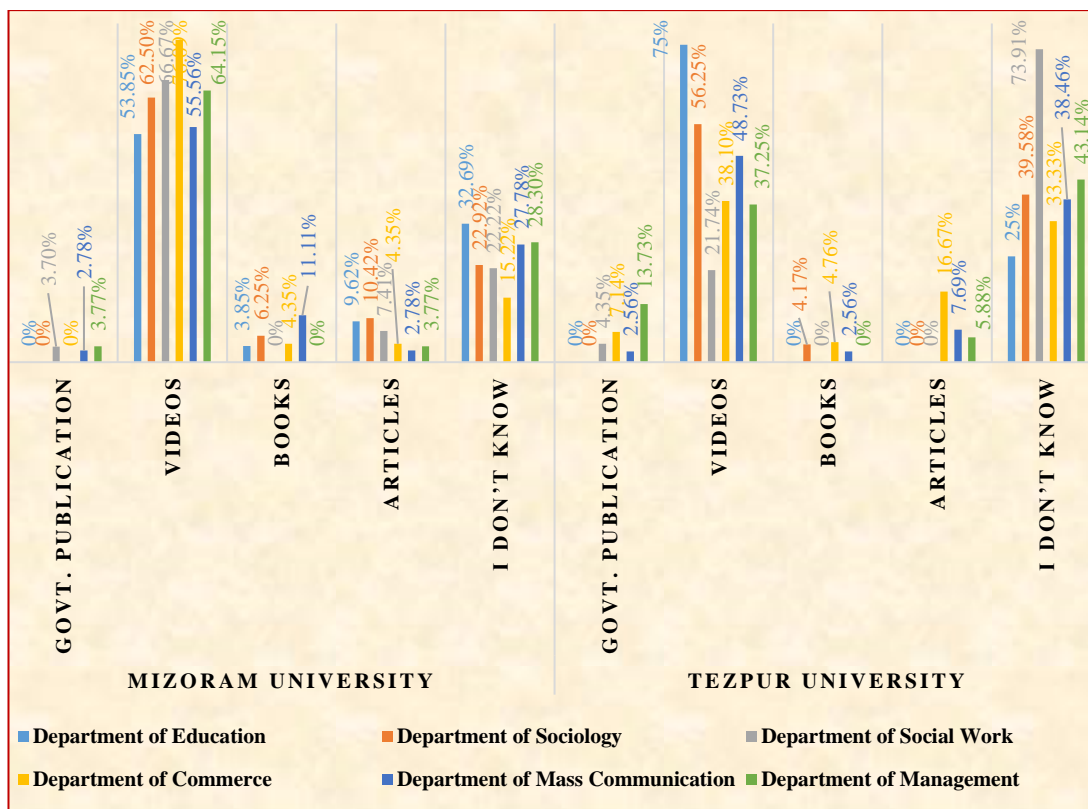


Figure- 4.24: Awareness about the document which can't access directly in the library catalogue

4.30 BOOK SECTION TO FIND THE RELATED DOCUMENT BY THE RESPONDENTS

Table 4.27 and figure 4.25 reveals that the book section to find the related document in a particular topic by the PG students of the Social Sciences department in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. On the observation of the particular table, it has been found that in the department of Education, out of a total 52 respondents, the maximum 26(50%) of students were consulted table of content, followed by an index, bibliography and glossary with 15(28.84%), 6(11.54%) and 5(9.62%) respectively consulted book section to find the related document by the respondents of the Mizoram University. However, in the Tezpur University, out of a total 56 respondents, a large number 32(57.14%) of students have consulted bibliography in the book to find the related document, followed by a table of content, glossary and index with 16(28.57%), 6(10.71%) and 2(3.57%) of students respectively. In the department of Sociology, out of a total 49 respondents, the maximum 21(42.86%) of students consulted the table of content to find the related document, followed by bibliography, index and glossary with 17(34.69%), 9(18.75%)

and 2(4.17%) respectively in the Mizoram University. However, in the Tezpur University, out of a total 48 respondents, a large number 21(43.75%) of students consulted the bibliography section in the book to find the related document, followed by the table of content with 13(27.08%) of students while glossary and index consulted by 7(14.58%) of each student in the department of Sociology in Tezpur University. In the department of Social Work, out of a total 27 respondents, the maximum 11(40.74%) of students consulted table of the content section in a book to find others document on the same topic, followed by an index, bibliography and glossary with 10(37.04%), 4(14.81%) and 2(7.41%) of students respectively in Mizoram University. However, out of a total 23 respondents, a large number 12(52.17%) of students were consulted bibliography in the book for searching other documents, followed by the table of content, index and glossary with 5(21.74%), 4(17.39%) and 2(8.70%) respectively by the respondents of Social Work department in Tezpur University. In the department of Commerce, out of a total 46 respondents, the maximum 29(63.04%) of students consulted the table of content to search the other documents of the same topic, followed by index and bibliography with 8(17.39%) of each student and 1(2.18%) of student consulted glossary to find the others document on the topic by the respondents of Mizoram University. however, out of a total 42 respondents, a large number of 20(47.62%) of students consulted table of content to find the other document on the topic, followed by an index, bibliography and glossary with 9(21.43%), 7(16.67%) and 6(14.29%) respectively by the respondents of the department of Commerce in Tezpur University. In the department of Mass Communication, out of a total 36 respondents, the maximum 21(58.33%) of students consulted index to search the others document on the same topic, followed by a bibliography, table of content and glossary with 8(22.23%), 4(11.11%) and 3(8.33%) respectively consulted to find other documents on the same topic by the respondents of Mizoram University. However, out of a total 39 respondents, a large number 18(46.15%) of students were consulted the table of content to find the other documents on the same topic, followed by index and bibliography with 8(20.51%) of each student and 5(12.82%) of students were consulted glossary to find the others documents on the same topic by the respondents of the department of Mass Communication in Tezpur University. In the department of Management, out of total 53 respondents, a large number 28(52.83%) of students consulted table of content, followed by each student i.e. 10(18.87%) consulted Index and Bibliography and rest 5(9.43%) consulted

the glossary in the Mizoram University. However, out of 51 respondents, the maximum 19(37.25%) of students consulted the table of content, followed by 16(31.37%) of students consulted Index, 9(17.65%) of students consulted the glossary and rest 7(13.73%) consulted bibliography in the department of Management in Tezpur University.

It is also found that a large number of respondents in the department of Education, Social Work, Commerce, Mass Communication and Management has been chosen other answer while the students in the department of Sociology has given the right answer in Mizoram University. However, in Tezpur University, in the Department of Education, Sociology and Social Work respondents has given the right answer while in the department of Commerce, Mass Communication and Management respondents have been chosen other options.

Table- 4.27: Book section to find the other related document by the respondents

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Glossary	5 (9.62)	2 (4.17)	2 (7.41)	1 (2.18)	3 (8.33)	5 (9.43)	18 (6.84)
	The Index	15 (28.84)	9 (18.75)	10 (37.04)	8 (17.39)	21 (58.33)	10 (18.87)	73 (27.76)
	The Bibliography	6 (11.54)	17 (34.69)	4 (14.81)	8 (17.39)	8 (22.23)	10 (18.87)	53 (20.15)
	The Table of Content	26 (50)	21 (42.86)	11 (40.74)	29 (63.04)	4 (11.11)	28 (52.83)	119 (45.25)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Glossary	6 (10.71)	7 (14.58)	2 (8.70)	6 (14.29)	5 (12.82)	9 (17.65)	35 (13.51)
	The Index	2 (3.57)	7 (14.58)	4 (17.39)	9 (21.43)	8 (20.51)	16 (31.37)	46 (17.76)
	The Bibliography	32 (57.14)	21 (43.75)	12 (52.17)	7 (16.67)	8 (20.51)	7 (13.73)	87 (33.59)
	The Table of Content	16 (28.57)	13 (27.08)	5 (21.74)	20 (47.62)	18 (46.15)	19 (37.25)	91 (35.14)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

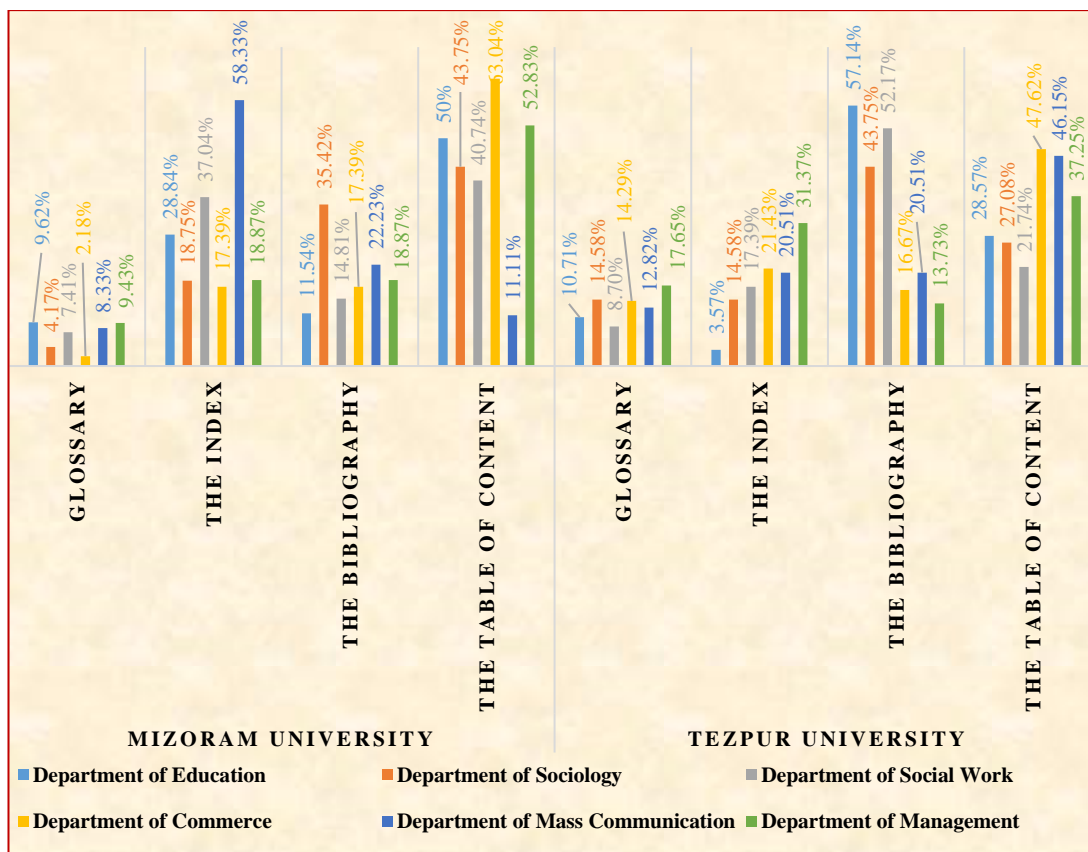


Figure- 4.25: Book section to find the other related document by the respondents

4.31 IDENTIFY THE MEANING OF PEER REVIEW ARTICLE BY THE RESPONDENTS

Table 4.28 depicts identify the meaning of the peer review articles by the PG students of the Social Sciences departments in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. On the observation of the particular table, it has been found that out of a total 52 respondents, the maximum 34(65.38%) of students were aware of the meaning of peer review with an article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication, followed by aware with an article that was presented at a conference with a group of fellow and an article that has been posted on the personal website for other researchers to read and review with 10(19.23%) and 8(15.38%) of students respectively in the department of Education in Mizoram University. However, it has been found that out of a total 56 respondents, the maximum 42(75%) of students were aware of the meaning of peer review with an article that has been evaluated by other researchers in the same related field for assessment of scientific being accepted for publication, followed by an article

that has been posted on the personal website for other researchers to read and review and an article that was presented at a conference with a group of the fellow with 9(16.07%) and 5(8.93%) of students respectively in the department of Education in Tezpur University. In the department of Sociology, out of a total 49 respondents, the maximum 33(67.35%) of students were aware with the meaning of peer review with an article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication, followed by aware with an article that was presented at a conference with a group of fellow and an article that has been posted on the personal website for other researchers to read and review with 11(22.45%) and 5(10.20%) of students respectively in Mizoram University. However, out of a total 48 respondents, the maximum 36(75%) of students were aware with the meaning of peer review with an article that has been evaluated by other researchers in the same of related field for assessment of scientific being accepted for publication, followed by aware with an article that was presented at a conference with a group of fellow and an article that has been posted on the personal website for other researchers to read and review with 6(12.50%) of each student in the department of Sociology in Tezpur University. In the department of Social Work, out of a total 27 respondents, the maximum 13(48.15%) of students were aware with the meaning of peer review with an article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication, followed by aware with an article that was presented at a conference with a group of fellow and an article that has been posted on the personal website for other researchers to read and review with 8(29.63%) and 6(22.22%) of students respectively in Mizoram University. however, out of a total 23 respondents, a large number 11(47.83%) of students were aware with the meaning of peer review with an article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication, followed by aware with an article that was presented at a conference with a group of fellow and an article that has been posted on the personal website for other researchers to read and review with 9(39.13%) and 3(13.04%) of students respectively in the department of Social Work in Tezpur University. In the department of Commerce, out of a total 46 respondents, the maximum 32(69.57%) of students were aware with the meaning of peer review with an article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication, followed by aware with an article that has been posted on the

personal website for other researchers to read and review and an article that was presented at a conference with a group of the fellow with 8(17.39%) and 6(13.04%) of students respectively in Mizoram University. However, out of a total 42 respondents, a large number of 35(83.34%) students were aware with the meaning of peer review with an article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication, followed by aware with an article that has been posted on the personal website for other researchers to read and review and an article that was presented at a conference with a group of the fellow with 4(9.52%) and 3(7.14%) of students respectively in the department of Commerce in Tezpur University. In the department of Mass Communication, out of a total 36 respondents, the maximum 20(55.56%) of students were aware with the meaning of peer review with an article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication, followed by aware with an article that was presented at a conference with a group of fellow and an article that has been posted on the personal website for other researchers to read and review with 8(22.22%) of students each in Mizoram University. however, out of a total 39 respondents, a large number 31(79.48%) of students were aware with the meaning of peer review with an article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication, followed by aware with an article that was presented at a conference with a group of fellow and an article that has been posted on the personal website for other researchers to read and review with 4(10.26%) of students each in the department of Mass Communication in Tezpur University. In the department of Management, out of a total 53 respondents, the maximum 37(69.82%) of students were aware with the meaning of peer review with an article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication, followed by aware with an article that was presented at a conference with a group of fellow and an article that has been posted on the personal website for other researchers to read and review with 8(15.09%) of students each in Mizoram University. However, out of a total 51 respondents, a large number 35(68.62%) of students were aware with the meaning of peer review with an article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication, followed by aware with an article that was presented at a conference with a group of fellow and an article that has been posted on the personal website for other

researchers to read and review with 8(15.69%) of students each in the department of Management in Tezpur University.

It is also found that a large number of respondents in the various departments i.e. Education, Sociology, Social Work, Commerce, Mass Communication and Management have given the right answer in Mizoram University. However, at Tezpur University, the maximum number of respondents have also given the right answer in different departments.

Table- 4.28: Identify the meaning of peer review article by the respondents

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	An article that was presented at a conference with a group of fellow	10 (19.23)	11 (22.45)	8 (29.63)	6 (13.04)	8 (22.22)	8 (15.09)	51 (19.39)
	An article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication	34 (65.38)	33 (67.35)	13 (48.15)	32 (69.57)	20 (55.56)	37 (69.82)	169 (64.26)
	An article that has been posted on the personal website for other researchers to read and review	8 (15.38)	5 (10.20)	6 (22.22)	8 (17.39)	8 (22.22)	8 (15.09)	43 (16.35)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	An article that was presented at a conference with a group of fellow	5 (8.93)	6 (12.50)	9 (39.13)	3 (7.14)	4 (10.26)	8 (15.69)	35 (13.51)
	An article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication	42 (75)	36 (75)	11 (47.83)	35 (83.34)	31 (79.48)	35 (68.62)	190 (73.36)

An article that has been posted on the personal website for other researchers to read and review	9 (16.07)	6 (12.50)	3 (13.04)	4 (9.52)	4 (10.26)	8 (15.69)	34 (13.13)
Total	56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

4.32 PREFERENCE OF THE SEARCHING TECHNIQUE TO FIND OUT “DR. B.R. AMBEDKAR” RELATED DOCUMENTS

Table 4.29 and figure 4.26 presents the preferred searching technique to find out the documents in their library on “Dr. B.R. Ambedkar” by the students of both Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, out of total 52 respondents, the maximum 35(67.30%) of respondents preferred author wise search, followed by 13(25%) of students preferred title wise searching technique while publisher wise and subject wise searching technique preferred by 2(3.85%) of each student in the Mizoram University. However in Tezpur University, out of total 56 respondents from the department of Education, a large number 28(50%) of students preferred title wise search, followed by 18(32.14%) of respondents preferred author wise search and remaining 10(17.86%) of students preferred subject wise search while no student preferred publisher wise search. In the department of Sociology, out of total 49 respondents, the highest 29(59.18%) of respondents preferred author wise search, followed by 15(30.61%) of students preferred title wise search, 4(8.16%) of students preferred subject wise search technique while remaining 1(2.05%) of student preferred publisher wise search in the Mizoram University. However in the Tezpur University, out of total 48 respondents, a large number 17(35.42%) of students preferred subject wise search, followed by 16(33.33%) of students preferred author wise search, 12(25%) of students preferred title wise search while only 3(6.25%) of respondents preferred publisher wise search in the department of Sociology. In the department of Social Work, out of total 27 respondents, the highest 13(48.15%) of students preferred title wise search, followed by 9(33.33%) of students preferred author wise search, 3(11.11%) of students preferred subject wise search while only 2(7.41%) of student preferred publisher wise search in Mizoram University. However, in Tezpur University, Department of Social Work have total 23 respondents, out of which a

maximum 9(39.13%) of students preferred title wise search, followed by 6(26.09%) of students preferred publisher wise search, 5(21.74%) of respondents preferred author wise search while 3(13.04%) of students preferred subject wise search in documents. In the department of Commerce, out of total 46 respondents, the maximum 23(50%) of students preferred author wise document search, and 14(30.43%) of students preferred title wise search followed by 5(10.87%) of students preferred publisher wise search and remaining 4(8.70%) of students preferred subject wise search of documents in the Mizoram University. However in Tezpur University, out of total 42 respondents in the department of Commerce, the highest 22(52.38%) of students preferred author wise search, followed by 18(42.86%) of respondents preferred title wise search, 2(4.76%) of student preferred subject wise search while no student preferred publisher wise search technique. In the department of Mass Communication, out of total 36 respondents, the highest 20(55.56%) of respondents preferred author wise search, followed by 12(33.33%) of students preferred title wise search technique, 4(11.11%) of students preferred publisher wise search while not a single student preferred subject wise search in Mizoram University. However in Tezpur University, out of total 39 respondents, a large number 16(41.03%) of students preferred title wise search, followed by 13(33.33%) of students preferred subject wise search, while 9(23.08%) of students prefer author wise search of documents and remaining 1(2.56%) of student prefer publisher wise search in the department of Mass Communication. In the department of Management, out of total 53 respondents, the maximum 40(75.47%) of students preferred author wise search, followed by 6(11.33%) of respondents preferred publisher wise search while 5(9.43%) of students preferred subject wise search and remaining 2(3.77%) of student preferred title wise search of documents in Mizoram University. However in Tezpur University, out of total 51 respondents, a large number 23(45.10%) of respondents preferred author wise document search, followed by 19(37.25%) of students preferred title wise search, 6(11.77%) of students preferred subject wise search while remaining 3(5.88%) of respondents preferred publisher wise search of documents on “Dr. B.R. Ambedkar” from the Department of Management.

Table- 4.29: Preference of the searching technique to find out “Dr. B.R. Ambedkar” documents

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	By Title	13 (25)	15 (30.61)	13 (48.15)	14 (30.43)	12 (33.33)	2 (3.77)	69 (26.24)
	By Author	35 (67.30)	29 (59.18)	9 (33.33)	23 (50)	20 (55.56)	40 (75.47)	156 (59.32)
	By Publisher	2 (3.85)	1 (2.05)	2 (7.41)	5 (10.87)	4 (11.11)	6 (11.33)	20 (7.60)
	By Subject	2 (3.85)	4 (8.16)	3 (11.11)	4 (8.70)	0 (0)	5 (9.43)	18 (6.84)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	By Title	28 (50)	12 (25)	9 (39.13)	18 (42.86)	16 (41.03)	19 (37.25)	102 (39.38)
	By Author	18 (32.14)	16 (33.33)	5 (21.74)	22 (52.38)	9 (23.08)	23 (45.10)	93 (35.91)
	By Publisher	0 (0)	3 (6.25)	6 (26.09)	0 (0)	1 (2.56)	3 (5.88)	13 (5.02)
	By Subject	10 (17.86)	17 (35.42)	3 (13.04)	2 (4.76)	13 (33.33)	6 (11.77)	51 (19.69)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

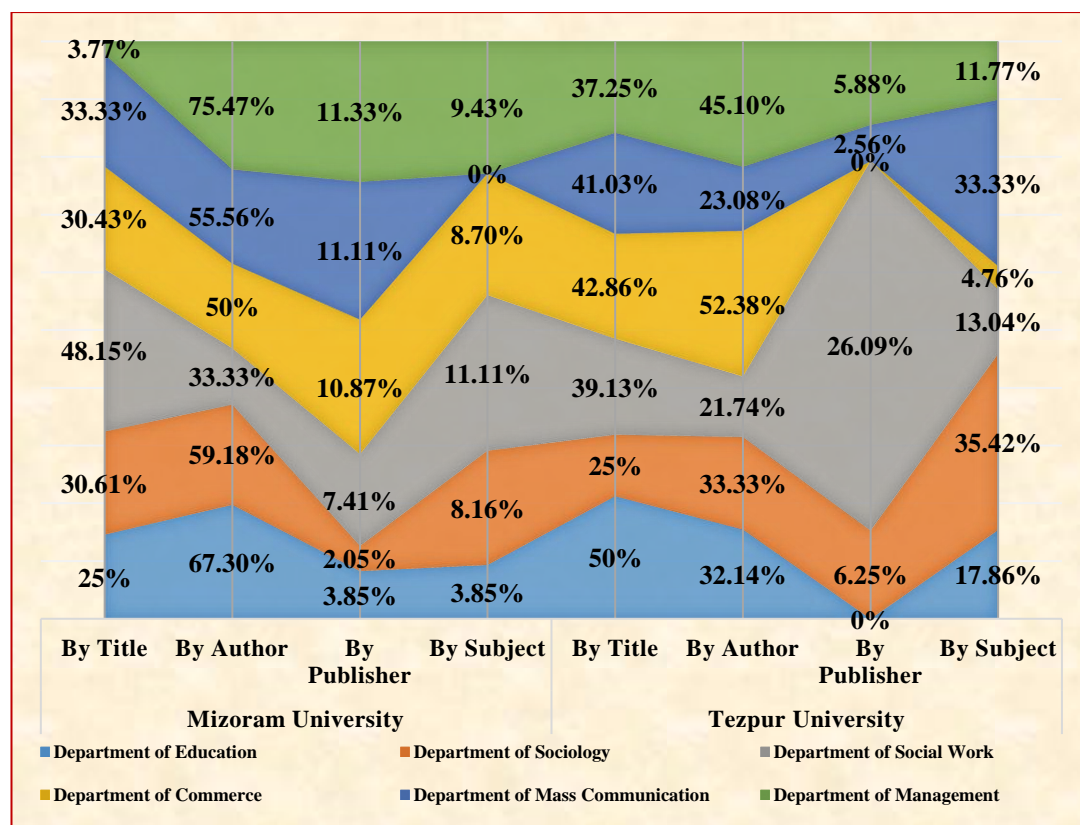


Figure- 4.26: Preference of the searching technique to find out “Dr. B.R. Ambedkar” documents

4.33 RATING THEIR SKILLS ON ACCESSING, SEARCHING, EVALUATING AND USING THE INFORMATION BY THE RESPONDENTS OF MIZORAM UNIVERSITY AND TEZPUR UNIVERSITY

Table 4.30(a) and 4.30(b) illustrates the rating on accessing, searching, evaluating and using the information by the PG students of Social Sciences departments in Mizoram University and Tezpur University.

4.33.1 Rating their skills on accessing, searching, evaluating and using the information by the respondents of Mizoram University

On the observation of table 4.30(a) and figure 4.27, the PG students of the Social Sciences department were rating their skills on accessing information, searching information, evaluating information and using information with 5 for Excellent, 4, 3, 2 and 1 for very poor by the respondents of Mizoram University. In *accessing information* the maximum 135(51.33%) of students were rating their skills 3, followed by 4, 2, 5 and 1 with 56(21.29%), 31(11.79%), 25(9.51%) and 16(6.08%) of students respectively. In *searching information*, a large number of 134 (50.95%) of respondents were rating their skills as a 3, followed by 4, 5, 2 and 1 with 55(20.91%), 31(11.79%), 29(11.03%) and 14(5.32%) of students respectively. In *evaluating information*, the maximum 130(49.43%) of students were rating their skill as 3, followed by 4, 2, 5 and 1 with 48(18.25%), 42(15.97%), 23(8.75%) and 20(7.60%) of students respectively. However, in *using information*, a large number 129(49.05%) of students were rating their skill as a 3, followed by 4, 5, 2 and 1 with 55(20.91%), 34(12.93%), 30(11.41%) and 15(5.70%) of students respectively. It is also found that in all the skills, the maximum number of respondents were rating their skills as a 3, followed by 4.

Table- 4.30(a): Rating their skills on accessing, searching, evaluating and using the information by the respondents of Mizoram University

Skills/ competences	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Total (%)
Accessing information	25 (9.51)	56 (21.29)	135 (51.33)	31 (11.79)	16 (6.08)	263 (100)
Searching information	31 (11.79)	55 (20.91)	134 (50.95)	29 (11.03)	14 (5.32)	263 (100)
Evaluating information	23 (8.75)	48 (18.25)	130 (49.43)	42 (15.97)	20 (7.60)	263 (100)
Using information	34 (12.93)	55 (20.91)	129 (49.05)	30 (11.41)	15 (5.70)	263 (100)

Note: Data collected on 5 points continuous scale, where 5: for Excellent and 1: for Very Poor, respondents were allowed to give the response in decimal value as well.

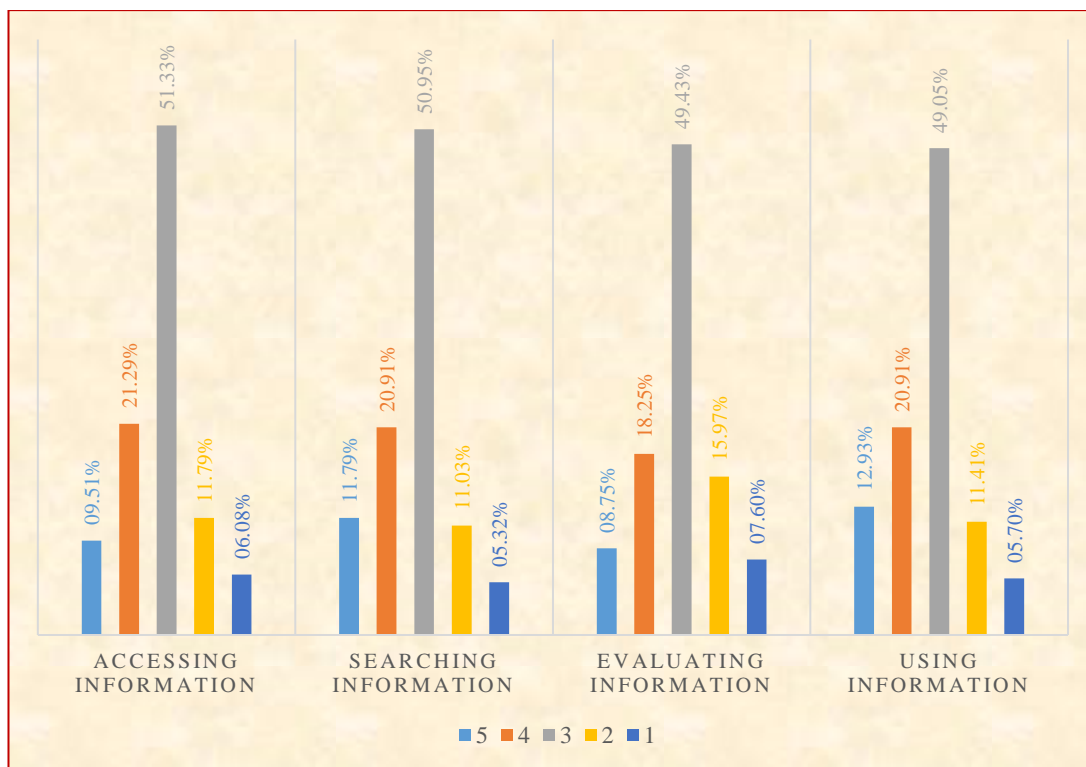


Figure- 4.27: Rating their skills on accessing, searching, evaluating and using the information by the respondents of Mizoram University

4.33.2 Rating their skills on accessing, searching, evaluating and using the information by the respondents of Tezpur University

On the observation of table 4.30(b) and figure 4.28, the PG students of the Social Sciences department were rating their skills on accessing information, searching information, evaluating information and using the information in the level of 5, 4, 3, 2 and 1 by the respondents of Tezpur University. In the skills of *accessing information* by the respondents, the maximum 137(52.90%) of respondents were rating their skill as a 3, followed by 4, 5, 2 and 1 with 60(23.16%), 32(12.36%), 16 (6.17%) and 14 (5.41%) of respondents respectively while in *searching information*, a large number 126 (48.65%) of respondents were rating their skill as a 3, followed by 4, 5, 2 and 1 with 64(24.71%), 38(14.67%), 17(6.56%) and 14(5.41%) of respondents respectively and in *evaluating information skills*, the maximum 140(54.05%) of respondents were rating their skill with 3, followed by 4, 2, 5 and 1 with 58(22.39%), 33(12.74%), 18(6.95%) and 10(3.87%) of respondents respectively. however, in *using information skills*, the maximum 136(52.51%) of respondents were rating their skill as a 3, followed by 4 and 5 with 60(23.16%) and 37(14.29%) of respondents respectively while 16(6.18%) of respondents were rating their *using of information skill* as 2 and

10(3.86%) 1. It is also found that a large number of respondents were rating their skills as a 3, followed by 4.

Table- 4.30(b): Rating their skills on accessing, searching, evaluating and using the information by the respondents of Tezpur University

Skills/ competences	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Total (%)
Accessing information	32 (12.36)	60 (23.16)	137 (52.90)	16 (6.17)	14 (5.41)	259 (100)
Searching information	38 (14.67)	64 (24.71)	126 (48.65)	17 (6.56)	14 (5.41)	259 (100)
Evaluating information	18 (6.95)	58 (22.39)	140 (54.05)	33 (12.74)	10 (3.87)	259 (100)
Using information	37 (14.29)	60 (23.16)	136 (52.51)	16 (6.18)	10 (3.86)	259 (100)

Note: 5: for Excellet and 1: for Very Poor (Respondents can give the respns in point value also)

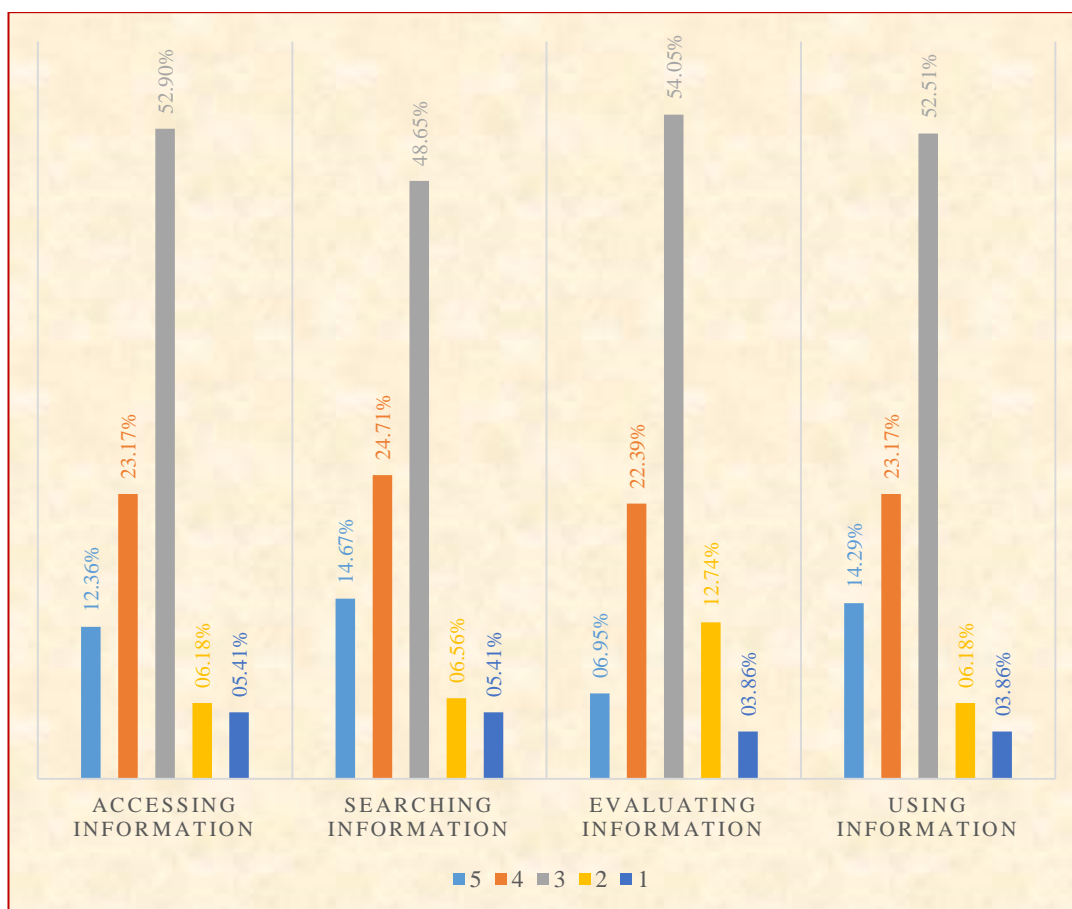


Figure- 4.28: Rating their skills on accessing, searching, evaluating and using the information by the respondents of Tezpur University

4.34 PREFERENCE THE PARAMETERS TO EVALUATE THE INFORMATION

Table 4.31 and figure 4.29 depicts the preference of the parameters to evaluate the information by the respondents of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, a total of 52 respondents were knowing the different parameters to evaluate the information, the maximum 36.54% of each student were checking the usability and reliability to evaluate the information, followed by 25% and 23.08% of respondents were checking the accessibility and authenticity respectively while 11.54% and 3.85% respondents were checking the current-ness and coverage respectively in the Mizoram University. However, out a total 56 respondents, a large number 41.07% of respondents were checking the usability to evaluate the information, followed by 37.50%, 32.14% and 17.86% respondents were check the authenticity, reliability and accessibility respectively while no respondents were checking the current-ness and coverage respectively in the department of Education in Tezpur University. In the department of Sociology, a total of 49 respondents were knowing the different parameters to evaluate the information, the maximum 34.69% of respondents were checking the reliability to evaluate the information, followed by 32.65%, 30.61% and 16.33% of respondents were check the accessibility, usability and authenticity respectively while 14.29% and 12.24% of respondents were checking the current-ness and coverage respectively in the Mizoram University. However, out a total 48 respondents, a large number 43.75% of respondents were checking the accessibility to evaluate the information, followed by 39.58%, 37.50% and 35.42% of respondents were check the authenticity, reliability and usability respectively while no respondents were checking the coverage and current-ness respectively in the department of Sociology in Tezpur University. In the department of Social Work, a total of 27 respondents were knowing the different parameters to evaluate the information, the maximum 59.26% of respondents were checking the reliability to evaluate the information followed by 55.56% and 51.81% of respondents were checking the usability and accessibility respectively and 29.63% of each student were checking the coverage and current-ness while 18.52% of respondents were checking the authenticity to evaluate the information in the Mizoram University. However, out of the total 23 respondents, a large number 73.91% of respondents were checking the authenticity to evaluate the information

followed by 47.83%, 30.43% and 26.09% of respondents were check the reliability, usability and current-ness respectively while 21.74% and 17.39% of respondents were checking the accessibility and coverage respectively by the respondents of the department of Social Work of Tezpur University. In the department of Commerce, a total of 46 respondents were knowing the different parameters to evaluate the information, the maximum 52.17% of respondents were checking the usability to evaluate the information, followed by 45.65% and 39.13% of respondents were checking the reliability and accessibility respectively, followed by 23.91% of each student were check the authenticity and coverage while 10.87% of respondents were checking the current-ness by the respondents of the Mizoram University. However, out of the total 42 respondents, a large number 38.10% of respondents were checking the accessibility to evaluate the information, followed by 33.33% and 30.95% of respondents were checking the current-ness and usability respectively while and 23.81% of each respondent were checking the authenticity, coverage and reliability respectively by the respondents of the department of Commerce in Tezpur University. In the department of Mass Communication, a total of 36 respondents were knowing the different parameters to evaluate the information, the maximum 30.56% of respondents were checking the authenticity to evaluate the information, followed by 27.78% of respondents were check the reliability and 25% of each student were check the accessibility and usability while 19.44% and 11.11% respondents were checking the current-ness and coverage respectively in the Mizoram University. However, out of the total 39 respondents, a large number 64.10% of respondents were checking the authenticity to evaluate the information, followed by 56.41%, 20.51% and 12.82% of respondents were check the reliability, coverage and current-ness respectively while not a single respondents were checked accessibility and usability in the department of Mass Communication in Tezpur University. In the department of Management, a total of 53 respondents were knowing the different parameters to evaluate the information, the maximum 37.34% of respondents were checking the reliability to evaluate the information, followed by 26.42% of each student check the authenticity and usability while 16.98%, 13.21% and 7.55% of respondents were checking the accessibility, coverage and current-ness respectively in the Mizoram University. However, out of the total 51 respondents, a large number 39.22% of respondents were checking the accessibility to evaluate the information, followed by 29.41% of each student were check the authenticity and reliability while 23.53%, 17.56% and 7.24%

of respondents were checking the usability, current-ness and coverage respectively in the department of Management at Tezpur University.

Table- 4.31: Preference of the parameters to evaluate the information

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Authenticity	12 (23.08)	8 (16.33)	5 (18.52)	11 (23.91)	11 (30.56)	14 (26.42)	61 (23.19)
	Accessibility	13 (25)	16 (32.65)	14 (51.85)	18 (39.13)	9 (25)	9 (16.98)	79 (30.04)
	Coverage	2 (3.85)	6 (12.24)	8 (29.63)	11 (23.91)	4 (11.11)	7 (13.21)	38 (14.45)
	Usability	19 (36.54)	15 (30.61)	15 (55.56)	24 (52.17)	9 (25)	14 (26.42)	96 (36.50)
	Reliability	19 (36.54)	17 (34.69)	16 (59.26)	21 (45.65)	10 (27.78)	20 (37.34)	103 (39.16)
	Current-ness	6 (11.54)	7 (14.29)	8 (29.63)	5 (10.87)	7 (19.44)	4 (7.55)	37 (14.07)
Tezpur University	Authenticity	21 (37.50)	19 (39.58)	17 (73.91)	10 (23.81)	25 (64.10)	15 (29.41)	107 (41.31)
	Accessibility	10 (17.86)	21 (43.75)	5 (21.74)	16 (38.10)	0 (0)	20 (39.22)	72 (27.80)
	Coverage	0 (0)	0 (0)	4 (17.39)	10 (23.81)	8 (20.51)	4 (7.84)	26 (10.04)
	Usability	23 (41.07)	17 (35.42)	7 (30.43)	13 (30.95)	0 (0)	12 (23.53)	72 (27.80)
	Reliability	18 (32.14)	18 (37.50)	11 (47.83)	10 (23.81)	22 (56.41)	15 (29.41)	94 (36.29)
	Current-ness	0 (0)	0 (0)	6 (26.09)	14 (33.33)	5 (12.82)	9 (17.65)	34 (13.13)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

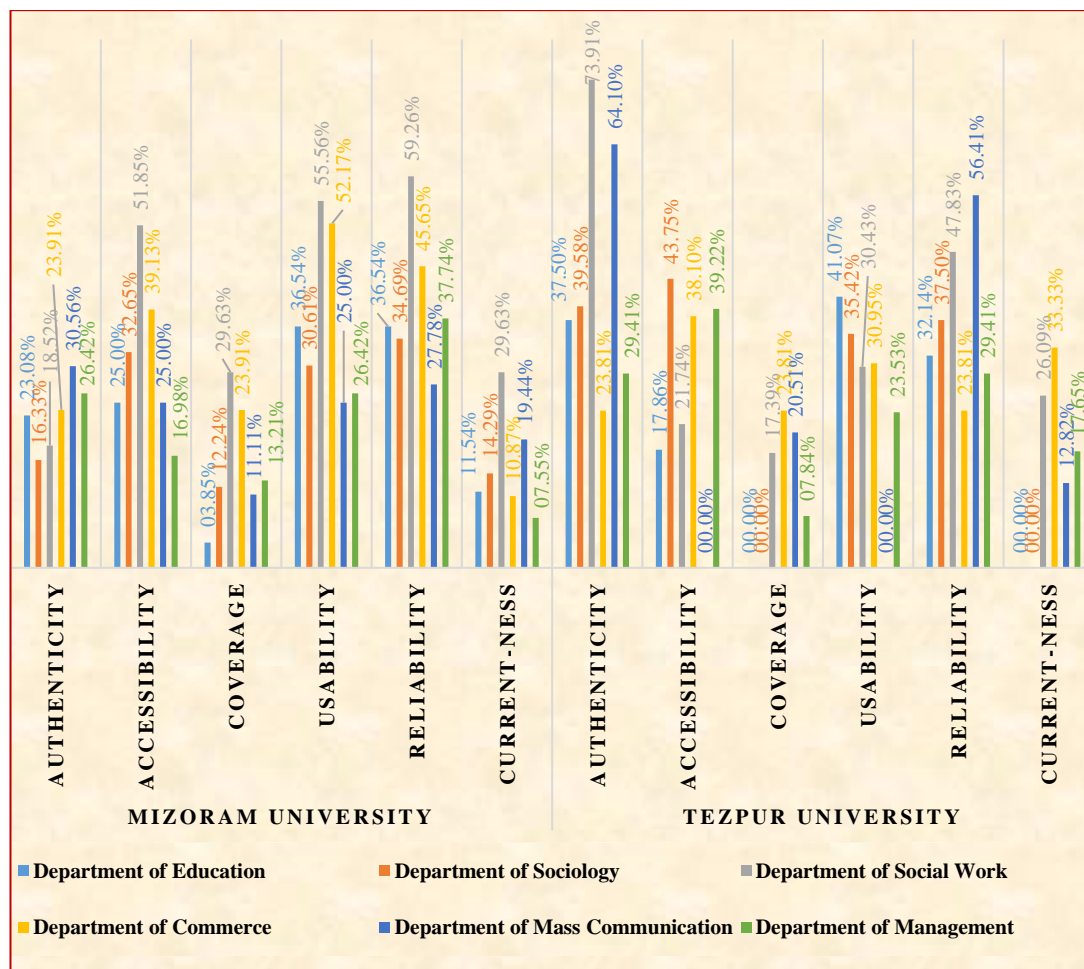


Figure- 4.29: Preference of the parameters to evaluate the information

4.35 THE NEXT STEP AFTER GETTING THE REQUIRED INFORMATION

Table 4.32 and figure 4.30 depicts the next step after finding the required information of the PG students of Mizoram and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, out of a total of 52 respondents, the maximum 69.23% of respondents were evaluate and select the most relevant one, followed by 23.08% of each respondent were use the information as it is and organize the information in a required format while no respondent take any other step in the Mizoram University. However, out of a total 56 respondents, a large number 71.43% of students were evaluated and select the most relevant one, followed by 23.21% and 7.14% of students organize the information in a required format and use the information as it is respectively and 3.57% of students took any other step in the department of Education in Tezpur University. In the department of Sociology, a total of 49 respondents, the maximum 65.31% of students evaluate and select the most relevant one, followed by

26.53% and 24.49% of students organize the information in a required format and use the information as it is respectively while no students took any other step in the Mizoram University. However, out of a total 48 respondents, a large number 52.08% of students evaluate and select the most relevant one, followed by 35.42% and 16.67% of students organize the information in a required format and use the information as it is respectively while 4.17% of students took any other step by the students of the department of Sociology of the Tezpur University. In the department of Social Work, out of a total of 27 respondents, the maximum 85.19% of students were evaluate and select the most relevant one followed by 40.74% and 37.04% of students were use the information as it is and organize the information in a required format respectively while no students took any other step in the Mizoram University. However, out of a total 23 respondents, a large number 95.65% of students evaluate and select the most relevant one, followed by 52.17% and 17.39% of students organized the information in a required format and use the information as it is respectively while no students took any other step in the Department of Social Work in the Tezpur University. In the department of Commerce, out of a total of 46 respondents, the maximum 50% of students were evaluate and select the most relevant one followed by 28.26% and 26.09% of students were use the information as it is and organize the information in a required format respectively while 8.70% of students took any other step in the Mizoram University. However, out of a total 42 respondents, a large number 50% of students were evaluated and select the most relevant one, followed by 45.24% and 21.43% of students organized the information in a required format and use the information as it is respectively while 7.14% of students take any other step in the department of Commerce in Tezpur University. In the department of Mass Communication, out of a total of 36 respondents, the maximum 61.11% of students were evaluate and select the most relevant one, followed by 44.44% and 25% of students were using the information as it is and organize the information in a required format respectively while no respondents took any other step in the Mizoram University. However, out of a total 39 respondents, a large number 87.18% of students were evaluated and select the most relevant one followed by 33.33% and 21.51% of students were organize the information in a required format and use the information as it is respectively while 5.13% of students took any other step in the department of Mass Communication in Tezpur University. In the department of Management, out of a total of 53 respondents, the maximum 75.47% of students were evaluate and select the most

relevant one followed by 22.64% and 11.32% of students were organize the information in a required format and use the information as it is respectively while no students take any other step in the Mizoram University. However, out of a total 51 respondents, a large number 45.10% of students organized the information in a required format followed by 31.37% and 23.53% of students were evaluated and select the most relevant one and use the information as it is respectively while 3.92% of students took any other step in the department of Management in Tezpur University.

Table- 4.32: The next step after found the required information

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Use the information as it is	12 (23.08)	12 (24.49)	11 (40.74)	13 (28.26)	16 (44.44)	6 (11.32)	70 (26.62)
	Organize the information in a required format	12 (23.08)	13 (26.53)	10 (37.04)	12 (26.09)	9 (25)	12 (22.64)	68 (25.86)
	Evaluate and Select the most relevant one	36 (69.23)	32 (65.31)	23 (85.19)	23 (50)	22 (61.11)	40 (75.47)	176 (66.92)
	Any Other	0 (0)	0 (0)	0 (0)	4 (8.70)	0 (0)	0 (0)	4 (1.52)
Tezpur University	Use the information as it is	4 (7.14)	8 (16.67)	4 (17.39)	9 (21.43)	8 (20.51)	12 (23.53)	45 (17.37)
	Organize the information in a required format	13 (23.21)	17 (35.42)	12 (52.17)	19 (45.24)	13 (33.33)	23 (45.10)	97 (37.45)
	Evaluate and Select the most relevant one	40 (71.43)	25 (52.08)	22 (95.65)	21 (50)	34 (87.18)	16 (31.37)	158 (61)
	Any Other	2 (3.57)	2 (4.17)	0 (0)	3 (7.14)	2 (5.13)	2 (3.92)	11 (4.25)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

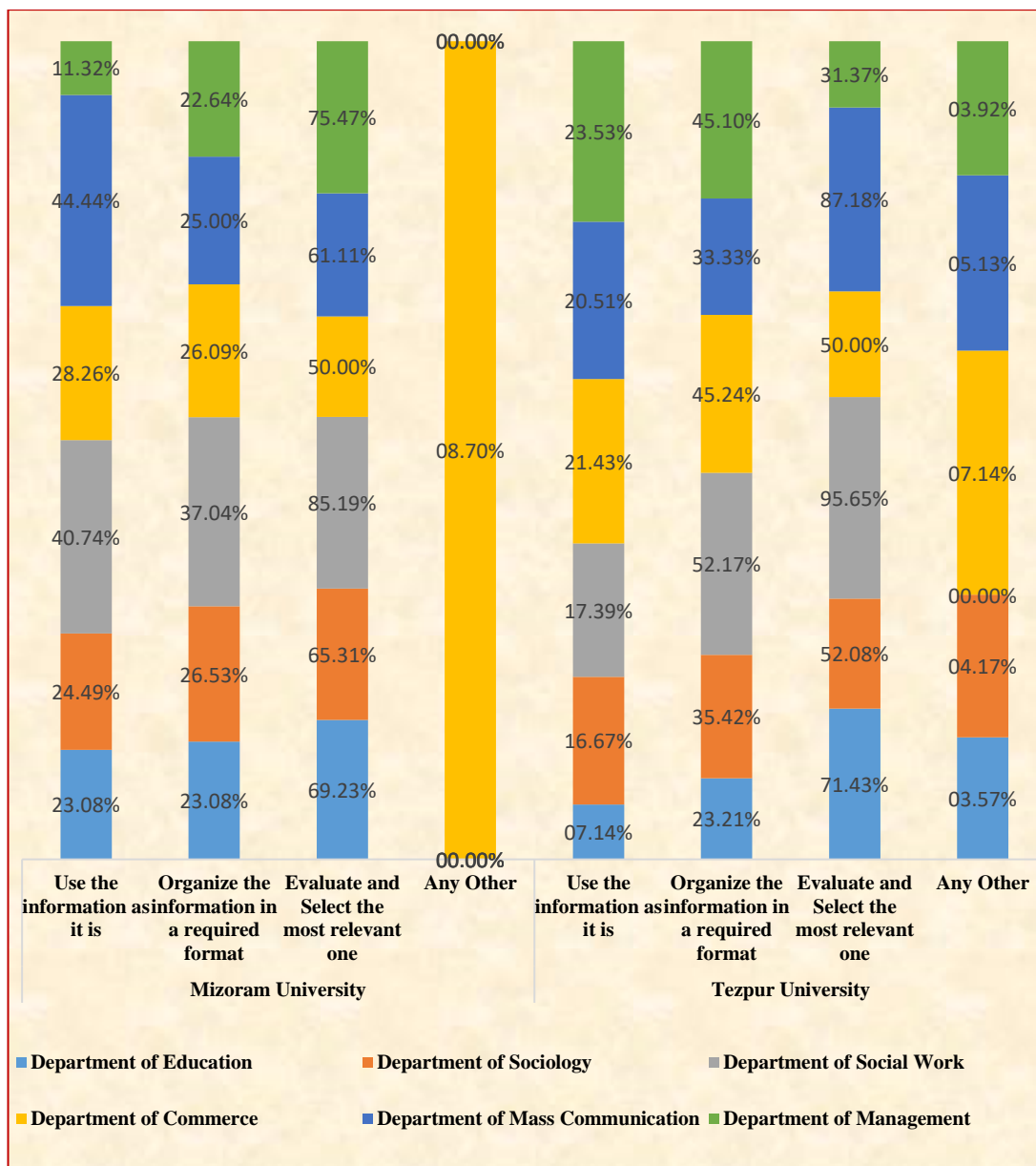


Figure- 4.30: The next step after found the required information

FAMILIARITY WITH COPYRIGHT AND FAIR USE

4.36 AWARENESS ABOUT THE FAIR USE OF INFORMATION AND PLAGIARISM

Table 4.33 and figure 4.31 shows the awareness about the fair use of information and plagiarism by the PG students of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. On the observation of the table, it has been shown that out of a total 52 respondents, the maximum 37(71.15%) of the respondents were aware with fair use of information and plagiarism while the rest 15(28.85%) of the respondents were not

aware in the department of Education of Mizoram University. However, out of a total of 56 respondents, a large number 44(78.57%) of respondents were aware of the fair use of information and plagiarism, and the rest 12(21.43%) of respondents were not aware of the department of Education of Tezpur University. In the department of Sociology, out of a total of 49 respondents, the maximum 34(69.39%) of respondents were aware with fair use of information and plagiarism while the rest 15(30.61%) of respondents were not aware in Mizoram University. However, in Tezpur University, out of a total of 48 respondents, a large number 38(79.17%) of respondents were aware with fair use of information and plagiarism and the respondents 10(20.83%) were not aware of it in the Sociology department. In the department of Social Work, out of a total of 27 respondents, the maximum 19(70.37%) of respondents were aware with fair use of information and plagiarism while the rest were not aware of it i.e. 8(29.63%) of respondents in Mizoram University. However, in Tezpur University, out of a total of 23 respondents, a large number of 19(82.61%) of respondents were aware with fair use of information and plagiarism while the rest were not aware of it i.e. 4(17.39%) of respondents in Social Work department. In the Department of Commerce, out of a total of 46 respondents, the maximum 38(82.61%) of respondents were aware with fair use of information and plagiarism while the rest were not aware of it i.e. 8(17.39%) of respondents in Mizoram University. However, out of a total of 42 respondents, a large number of 36(85.71%) respondents were aware with fair use of information and plagiarism in the department of Commerce while the rest 6(14.29%) of respondents were not aware in Tezpur University. In Mizoram University, out of a total of 36 respondents, the maximum 27(75%) of respondents were aware with fair use of information and plagiarism while the rest were not aware of it i.e. 9(25%) of respondents in the department of Mass Communication. However, out of a total of 39 respondents, a large number of 36(92.31%) respondents were aware with fair use of information and plagiarism in the department of Mass Communication while the rest were not aware of it i.e. 3(7.69%) of respondents in Tezpur University. In the department of Management, all the 53 respondents were aware of the fair use of information and plagiarism in Mizoram University. However, out of a total of 51 respondents, a large number 46(90.20%) of respondents were aware with fair use of information and plagiarism in the department of Management while the rest were not aware of it i.e. 5(9.80%) of respondents in Tezpur University.

Table- 4.33: Awareness about the fair use of information and plagiarism

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Yes	37 (71.15)	34 (69.39)	19 (70.37)	38 (82.61)	27 (75)	53 (100)	208 (79.09)
	No	15 (28.85)	15 (30.61)	8 (29.63)	8 (17.39)	9 (25)	0 (0)	55 (20.91)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Yes	44 (78.57)	38 (79.17)	19 (82.61)	36 (85.71)	36 (92.31)	46 (90.20)	219 (84.56)
	No	12 (21.43)	10 (20.83)	4 (17.39)	6 (14.29)	3 (7.69)	5 (9.80)	40 (15.44)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

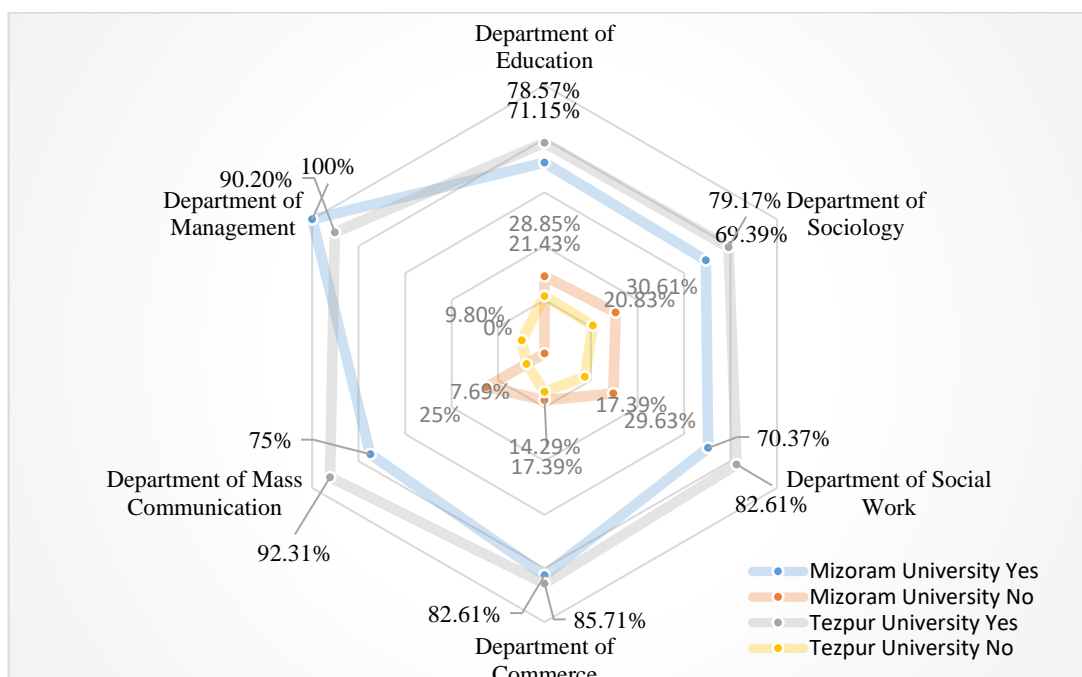


Figure- 4.31: Awareness about the fair use of information and plagiarism

4.37 RESPONDENTS CONSIDER THE ACTIVITY LEGAL BINDING WHILE DOWNLOADING THE WEB CONTENT

Table 4.34 depicts the opinion of the PG students regarding the process of legal binding while they access the information on the web by the respondents of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. On the observation of the table, it has been shown that out of a total 52 respondents, the maximum 31 (59.62%) of the

students considered the legal binding while downloading the web content from the Internet while the rest 21(40.38%) of students didn't consider the legal binding while downloading the content from the web in the Department of Education in Mizoram University. However, out of a total 56 respondents, a large number 40(71.43%) of students considers the legal binding while downloading the web content from the Internet and rest 16(28.57%) of respondents didn't consider it in the Department of Education in Tezpur University. In the department of Sociology, out of a total 49 respondents, the maximum 27(55.10%) of students didn't consider the legal binding while downloading the web content from the Internet while the rest 22(44.90%) of students considers it in Mizoram University. However, in Tezpur University, out of a total 48 respondents, a large number 37(77.08%) of students considered the legal binding while downloading the web content from the Internet followed by the students who didn't consider i.e. 11(22.92%) of students in the Sociology department. In the department of Social Work, out of a total 27 respondents, the maximum 18(66.67%) of students consider the activity of legal binding while downloading the content from the web while the rest didn't consider it i.e. 9(33.33%) of respondents in Mizoram University. However, in Tezpur University, out of a total 23 respondents, a large number 20(86.96%) of students considered the legal binding while downloading the web content from the Internet while the rest didn't consider it i.e. 3(13.04%) of students in Social Work department. In the department of Commerce, out of a total 46 respondents, the maximum 32(69.57%) of students considered the legal binding while downloading the web content from the Internet while the rest didn't consider it i.e. 14(30.43%) of students in Mizoram University. However, out of a total 42 respondents, a large number of 39(92.85%) students considers the activity of legal binding while downloading the content from the web in the department of Commerce while the rest 3(7.15%) of students didn't in Tezpur University. In Mizoram University, out of a total of 36 respondents, the maximum 24(66.67%) of students considered the legal binding while downloading the web content from the Internet while the rest i.e. 12(33.33%) of students didn't consider it in the department of Mass Communication. However, out of a total 39 respondents, a large number of 34(87.18%) of students considered the legal binding while downloading the web content from the Internet in the department of Mass Communication while the rest didn't consider it i.e. 5(12.82%) of students in Tezpur University. In the department of Management, out of a total 53 respondents, the maximum 35(66.04%) of students

considered the legal binding while downloading the web content from the Internet while the rest didn't consider the activity of legal binding while downloading the content from web i.e. 18(33.96%) of students in Mizoram University. However, out of a total 51 respondents, a large number 33(64.71%) of students considered the legal binding while downloading the web content from the Internet in the department of Management while the rest didn't consider the activity of legal binding while downloading the content from web i.e. 18(35.29%) of respondents in Tezpur University.

Table- 4.34: Respondents consider the activity legal binding while downloading the web content

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Yes	31 (59.62)	22 (44.90)	18 (66.67)	32 (69.57)	24 (66.67)	35 (66.04)	162 (61.60)
	No	21 (40.38)	27 (55.10)	9 (33.33)	14 (30.43)	12 (33.33)	18 (33.96)	101 (38.40)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Yes	40 (71.43)	37 (77.08)	20 (86.96)	39 (92.85)	34 (87.18)	33 (64.71)	203 (78.38)
	No	16 (28.57)	11 (22.92)	3 (13.04)	3 (7.15)	5 (12.82)	18 (35.29)	56 (21.62)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

4.38 DEPENDENCE ON THE INTERNET FOR WRITING DISSERTATION/RESEARCH PAPER

Table 4.35 depicts the dependency on the Internet for writing dissertation/research papers by the PG students of the Social Sciences department of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. On the observation of the particular table, it has been found that out of a total 52 respondents, the maximum 26(50%) of students were frequently dependent on the Internet for writing dissertation/research paper, followed by occasionally dependent, highly dependent and rarely dependent with 13(25%), 11(21.15%) and 2(3.85%) of respondents respectively in the department of Education in Mizoram University. however, in the Tezpur University, out of a total 56 respondents, a large number of 22(39.29%) of students were highly dependent on the

Internet for writing dissertation/research papers, followed by frequently dependent, occasionally dependent and rarely dependent with 18(32.14%), 14(25%) and 2(3.57%) of students respectively in the Department of Education. In the department of Sociology, out of a total 49 respondents, the maximum 29(59.18%) of students were frequently dependent on the Internet for writing dissertation/research paper, followed by occasionally dependent, highly dependent and rarely dependent with 10(20.41%), 8(16.33%) and 2(4.08%) of students respectively in Mizoram University. however, in the Tezpur University, out of a total 48 respondents, a large number of 19(39.58%) of students were frequently dependent on the Internet for writing dissertation/research paper, followed by occasionally dependent and highly dependent with 16(33.34%) and 13(27.08%) of students respectively while not a single student was rarely dependent on the Internet for writing dissertation/research paper in the department of Sociology. In the department of Social Work, out of a total 27 respondents, the maximum 14(51.85%) of students were frequently dependent on the Internet for writing dissertation/research paper, followed by highly dependent and occasionally dependent with 6(22.22%) of students each while 1(3.70%) of student rarely dependent on the Internet for writing dissertation/research paper in Mizoram University. however, in the Tezpur University, out of a total 23 respondents, a large number of 8(34.78%) of each student were highly dependent and frequently dependent on the Internet for writing dissertation/research paper, followed by occasionally dependent and rarely dependent with 6(26.09%) and 1(4.35%) respectively by the respondents of the department of Social Work in Tezpur University. In the department of Commerce, out of a total 46 respondents, the maximum 20(43.48%) of students were frequently dependent on the Internet for writing dissertation/research paper, followed by occasionally dependent, highly dependent and rarely dependents with 15(32.61%), 8(17.39%) and 3(6.52%) of students respectively in Mizoram University. However, in the Tezpur University, out of a total 42 respondents, a large number 18(42.86%) of respondents were highly dependent on the Internet for writing dissertation/research paper, followed by frequently dependents and occasionally dependent with 16(38.10%) and 8(19.05%) of students respectively while not a single student was rarely dependent on the Internet for writing dissertation/research paper in the department of Commerce. In the department of Mass Communication, out of a total 36 respondents, the maximum 14(38.89%) of students were frequently dependent on the Internet for writing dissertation/research paper, followed by highly dependent, rarely dependent and

occasionally dependent with 11(30.56%), 10(27.78%) and 1(2.78%) of students respectively in Mizoram University. however, in the Tezpur University, out of a total 39 respondents, a large number 22(56.41%) of students were frequently dependent on the Internet for writing dissertation/research paper, followed by highly dependent and occasionally dependent with 8(20.51%) of students each while rarely dependent on the Internet for writing dissertation/research paper with 1(2.56%) of students in Mass Communication department. In the department of Management, out of a total 53 respondents, the maximum 27(50.94%) of students were frequently dependent on the Internet for writing dissertation/research paper, followed by highly dependent, occasionally dependent and rarely dependent with 19(35.85%), 5(9.43%) and 2(3.77%) of students respectively in Mizoram University. however, in Tezpur University, out of a total 51 respondents, a large number 26(50.98%) of students were highly dependent on the Internet for writing dissertation/research paper, followed by frequently dependent, occasionally dependent and rarely dependent with 14(27.45%), 7(13.73%) and 4(7.84%) of students respectively in the department of Management in Tezpur University.

Table- 4.35: Dependency on the Internet for writing dissertation/research paper

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Highly Depended	11 (21.15)	8 (16.33)	6 (22.22)	8 (17.39)	11 (30.56)	19 (35.85)	63 (23.95)
	Frequently depended	26 (50)	29 (59.18)	14 (51.85)	20 (43.48)	14 (38.89)	27 (50.94)	130 (49.44)
	Occasionally depended	13 (25)	10 (20.41)	6 (22.22)	15 (32.61)	1 (2.78)	5 (9.43)	50 (19.01)
	Rarely depended	2 (3.85)	2 (4.08)	1 (3.70)	3 (6.52)	10 (27.78)	2 (3.77)	20 (7.60)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Highly Depended	22 (39.29)	13 (27.08)	8 (34.78)	18 (42.86)	8 (20.51)	26 (50.98)	95 (36.68)
	Frequently depended	18 (32.14)	19 (39.58)	8 (34.78)	16 (38.10)	22 (56.41)	14 (27.45)	97 (37.45)
	Occasionally depended	14 (25)	16 (33.34)	6 (26.09)	8 (19.05)	8 (20.51)	7 (13.73)	59 (22.78)
	Rarely depended	2 (3.57)	0 (0)	1 (4.35)	0 (0)	1 (2.56)	4 (7.84)	8 (3.09)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

4.39 REFERENCES GIVEN BY THE RESPONDENTS WHEN THEY REPRODUCING OTHERS WORK OR IDEAS

Table 4.36 shows that the references given by the PG students of the Social Sciences department when they are reproducing other work or ideas in both of the University i.e. Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, out of a total 52 respondents, the maximum 20(38.45%) of students were mostly giving references when they reproduce the others work or ideas, followed by occasionally and always with 15(28.85%) and 13(25%) of students respectively while rarely and never with 2(3.85%) of each student were given the references when they reproducing the others work or ideas in Mizoram University. However, out of a total 56 respondents, a large number of 52(92.86%) of students were always giving references when they reproduce others work or ideas, followed by mostly and occasionally with 2(3.57%) of each student while not a single student rarely and never given the references when they reproduce the other work or ideas in the department of Education in Tezpur University. In the department of Sociology, out of a total 49 respondents, the maximum 20(40.82%) of students were mostly giving when they reproducing others work or ideas, followed by always, occasionally and rarely with 17(34.69%), 10(20.41%) and 2(4.08%) of students respectively while not a single student giving references when they reproduce others work or ideas in Mizoram University. However, out of a total 48 respondents, a large number 25(52.08%) of students were always giving references when they reproduce others work or ideas, followed by mostly and occasionally with 11(22.92%) of students each while rarely with 1(2.08%) of student and not a single student was giving references when they reproduce others work or ideas in the department of Sociology in Tezpur University. In the department of Social Work, out of a total 27 respondents, the maximum 14(51.86%) of students were always giving references when they reproduce others work or ideas, followed by occasionally, mostly, rarely and never with 5(18.52%), 4(14.81%), 3(11.11%) and 1(3.70%) of students respectively in the Mizoram University. However, out of a total 23 respondents, a large number 14(60.87%) of students were always giving references when they reproduce others work or ideas, followed by mostly and occasionally with 4(17.39%) of students each while 1(4.35%) of the student with rarely and not a single student was never giving references when they reproducing others work or ideas in the Department of Social Work in Tezpur

University. In the department of Commerce, out of a total 46 respondents, the maximum 22(47.83%) of students were mostly giving references when they reproduce others work or ideas, followed by always and occasionally with 19(41.30%) and 5(10.87%) of students respectively while not a single student rarely and never given the references when they reproduce the other work or ideas in Mizoram University. However, out of a total 42 respondents, a large number of 21(50%) of students were always giving references when they reproduce others work or ideas, followed by mostly and occasionally with 16(38.10%) and 5(11.90%) of students respectively while not a single student rarely and never given the references when they reproduce the other work or ideas in the department of Commerce in Tezpur University. In the department of Mass Communication, out of a total 36 respondents, the maximum 14(38.89%) of students were mostly giving references when they reproduce others work or ideas, followed by occasionally and always with 9(25%) and 8(22.22%) of students respectively, while 5(13.89%) of students were rarely giving references when they reproducing others work or ideas and not a single student was never giving references when they reproduce others work or ideas in Mizoram University. However, out of a total 39 respondents, a large number of 19(48.72%) of students were mostly giving references when they reproduce others work or ideas, followed by always and occasionally with 16(41.03%) and 4(10.25%) of students respectively, while not a single student rarely and never given the references when they reproduce the other work or ideas in the department of Mass Communication in Tezpur University. In the department of Management, out of a total 53 respondents, the maximum 23(43.40%) of students were mostly giving references when they reproduce others work or ideas, followed by always, occasionally and rarely with 13(24.53%), 12(22.64%) and 5(9.43%) of students respectively while not a single student was never giving references when they reproduce others work or ideas in Mizoram University. However, out of a total 51 respondents, a large number 21(41.18%) of students were always giving references when they reproduce others work or ideas, followed by mostly and occasionally with 19(37.25%) and 11(21.57%) of students respectively while not a single student was rarely and never given the references when they reproduce the other work or ideas in the department of Management in Tezpur University.

Table- 4.36: References given by the respondents when they reproducing others work or ideas

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Always	13 (25)	17 (34.69)	14 (51.86)	19 (41.30)	8 (22.22)	13 (24.53)	84 (31.94)
	Mostly	20 (38.45)	20 (40.82)	4 (14.81)	22 (47.83)	14 (38.89)	23 (43.40)	103 (39.16)
	Occasionally	15 (28.85)	10 (20.41)	5 (18.52)	5 (10.87)	9 (25)	12 (22.64)	56 (21.29)
	Rarely	2 (3.85)	2 (4.08)	3 (11.11)	0 (0)	5 (13.89)	5 (9.43)	17 (6.46)
	Never	2 (3.85)	0 (0)	1 (3.70)	0 (0)	0 (0)	0 (0)	3 (1.14)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Always	52 (92.86)	25 (52.08)	14 (60.87)	21 (50)	16 (41.03)	21 (41.18)	149 (57.53)
	Mostly	2 (3.57)	11 (22.92)	4 (17.39)	16 (38.10)	19 (48.72)	19 (37.25)	71 (27.41)
	Occasionally	2 (3.57)	11 (22.92)	4 (17.39)	5 (11.90)	4 (10.25)	11 (21.57)	37 (14.29)
	Rarely	0 (0)	1 (2.08)	1 (4.35)	0 (0)	0 (0)	0 (0)	2 (0.77)
	Never	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

4.40 OPINION OF THE RESPONDENTS ON THE STATEMENT “PLAGIARISM SHOULD BE AVOIDED”

Table 4.37 and figure 4.32 illustrates the opinion of the PG students of the Social Sciences department on the statement “Plagiarism should be avoided” in Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. On the observation of the particular table, it has been found that out of a total 52 respondents, the maximum 24(46.15%) of students agreed with the statement “plagiarism should be avoided”, followed by strongly agree and undecided with 9(17.31%) of each student while disagree and strongly disagree with 6(11.54%) and 4(7.69%) of students respectively in the department of Education in Mizoram University. However, out of a total 56 respondents, a large number 16(28.57%) of students agreed with the statement “plagiarism should be avoided”, followed by strongly agree and disagree with 14(25%) of each student respectively while 12(21.43%) of students were undecided with the statement “plagiarism should be avoided”, and not a single student strongly disagreed

with the statement “plagiarism should be avoided”, in the Tezpur University. In the department of Sociology, out of a total 49 respondents, the maximum 25(51.02%) of students agreed with the statement “plagiarism should be avoided”, followed by undecided and strongly agree with 22(44.90%) and 2(4.08%) of students respectively while not a single student disagreed and strongly disagree with the statement “plagiarism should be avoided” in the Mizoram University. However, out of a total 48 respondents, a large number 16(33.33%) of students strongly agreed with the statement “plagiarism should be avoided”, followed by 12(25%) of students were agree with the statement “plagiarism should be avoided”, followed by disagree and strongly disagree with 8(16.67%) of each student respectively while 4(8.33%) of students were undecided with the statement “plagiarism should be avoided” in the department of Sociology in Tezpur University. In the department of Social Work, out of a total 27 respondents, the maximum 14(51.85%) of students agreed with the statement “plagiarism should be avoided”, followed by strongly agree and undecided with 6(22.22%) and 3(11.11%) of students respectively while 2(7.41%) of each student disagreed and strongly disagree with the statement “plagiarism should be avoided” in Mizoram University. However, out of a total 23 respondents, a large number 11(47.83%) of students strongly agreed with the statement “plagiarism should be avoided”, followed by agree with 5(21.74%), disagree and strongly disagree with 3(13.04%) of each student respectively while 1(4.35%) of students were undecided with the statement “plagiarism should be avoided” in the department of Social Work in Tezpur University. In the department of Commerce, out of a total 46 respondents, the maximum 23(50%) of students agreed with the statement “plagiarism should be avoided”, followed by strongly agree, undecided and disagree with 13(28.26%), 8(17.39%) and 2(4.35%) of students respectively while not a single student strongly disagreed with the statement “plagiarism should be avoided” in Mizoram University. However, out of a total 42 respondents, a large number 25(59.52%) of students strongly agreed with the statement “plagiarism should be avoided”, followed by agree and undecided with 9(24.44%) and 4(9.52%) of students respectively while disagree and strongly disagree with 2(4.76%) of each student in the department of Commerce in Tezpur University. In the department of Mass Communication, out of a total 36 respondents, the maximum 19(52.78%) of students strongly agreed with the statement “plagiarism should be avoided”, followed by agreed and undecided with 7(19.44%) of each student while strongly disagree with 3(8.34%) of students and not a single

students disagree with the statement “plagiarism should be avoided” in Mizoram University. however, out of a total 39 respondents, a large number 23(58.97%) of students strongly agreed with the statement “plagiarism should be avoided”, followed by agreed, undecided and disagree with 12(30.78%), 3(7.69%) and 1(2.56%) of students respectively while not a single student strongly disagreed with the statement “plagiarism should be avoided” in the department of Mass Communication in Tezpur University. In the department of Management, out of a total 53 respondents, the maximum 24(45.28%) of students agreed with the statement “plagiarism should be avoided”, followed by undecided and strongly disagree with 10(18.87%) of students each while 5(9.43%) of students strongly agreed, 4(7.55%) of students disagreed with the statement “plagiarism should be avoided” in Mizoram University. however, out of a total 51 respondents, a large number 21(41.18%) of each student strongly agreed and agree with the statement “plagiarism should be avoided”, followed by disagreed with 5(9.80%) of students while undecided and strongly disagree with 2(3.92%) of each student respectively in the department of Management in Tezpur University.

Table- 4.37: Opinion of the respondents on the statement “Plagiarism should be avoided”

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Strongly Agree	9 (17.31)	2 (4.08)	6 (22.22)	13 (28.26)	19 (52.78)	5 (9.43)	54 (20.53)
	Agree	24 (46.15)	25 (51.02)	14 (51.85)	23 (50)	7 (19.44)	24 (45.28)	117 (44.49)
	Undecided	9 (17.31)	22 (44.90)	3 (11.11)	8 (17.39)	7 (19.44)	10 (18.87)	59 (22.44)
	Disagree	6 (11.54)	0 (0)	2 (7.41)	2 (4.35)	0 (0)	4 (7.55)	14 (5.32)
	Strongly disagree	4 (7.69)	0 (0)	2 (7.41)	0 (0)	3 (8.34)	10 (18.87)	19 (7.22)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Strongly Agree	14 (25)	16 (33.33)	11 (47.83)	25 (59.52)	23 (58.97)	21 (41.18)	110 (42.47)
	Agree	16 (28.57)	12 (25)	5 (21.74)	9 (24.44)	12 (30.78)	21 (41.18)	75 (28.96)
	Undecided	12 (21.43)	4 (8.33)	1 (4.35)	4 (9.52)	3 (7.69)	2 (3.92)	26 (10.04)
	Disagree	14 (25)	8 (16.67)	3 (13.04)	2 (4.76)	1 (2.56)	5 (9.80)	33 (12.74)
	Strongly disagree	0 (0)	8 (16.67)	3 (13.04)	2 (4.76)	0 (0)	2 (3.92)	15 (5.79)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

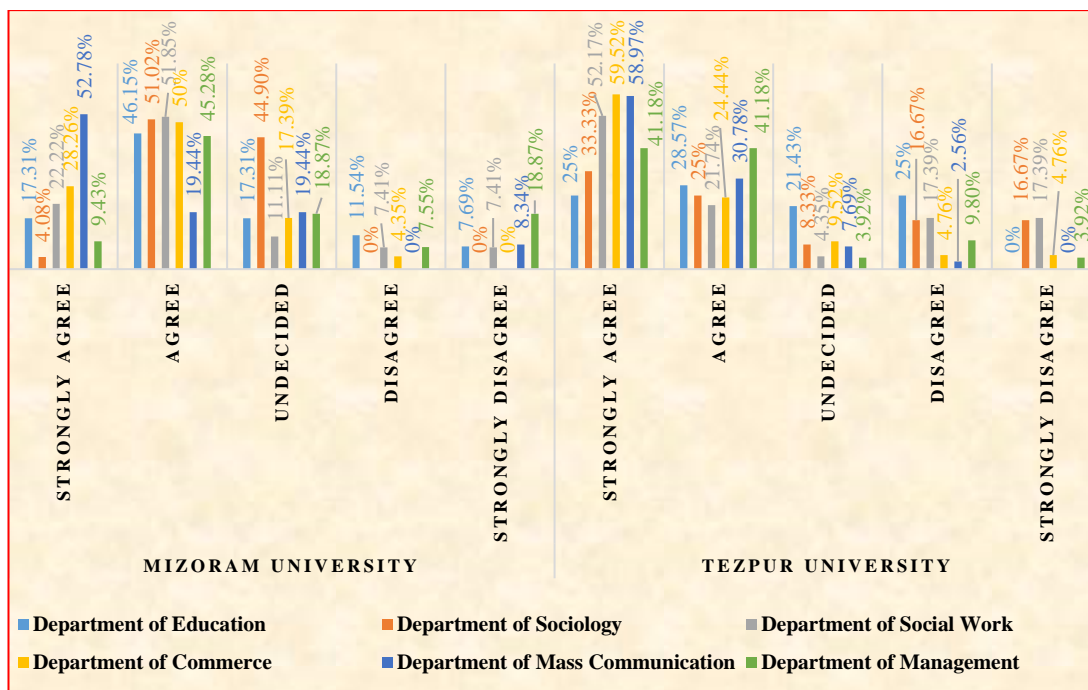


Figure- 4.32: Opinion of the respondents on the statement “Plagiarism should be avoided”

SEARCH TECHNIQUE AND ACCESS

4.41 PREFERENCE OF SEARCHING TECHNIQUES IN ELECTRONIC ENVIRONMENT

Table 4.38 depicts the preference of search techniques for searching electronic information by the PG students of Mizoram and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, a total of 52 respondents were using various search techniques to search the electronic information, the maximum 57.69% of students preferred the simple keyword search technique to search the electronic information, followed by 50% of students who preferred the field search technique while 3.85% each student preferred the Boolean operators and truncation techniques in the Mizoram University. However, out of a total 56 respondents, a large number 53.57% of students preferred the field search (Title, Author, URL, etc.) technique to search the electronic information followed by 48.21%, 7.14% and 3.57% of students preferred the simple keyword, Boolean operators and truncation search technique respectively in the department of Education in Tezpur University. In the department of Sociology, a total of 49 respondents were using various search techniques to search for electronic information, the maximum 55.10% of students preferred the simple keyword technique to search the electronic information, followed by 44.90%, 14.29%

and 4.08% of students preferred the field search, Boolean operators and truncation search techniques respectively in the Mizoram University. However, out of a total 48 respondents, a large number 60.42% of students preferred the simple keyword technique to search the electronic information followed by 54.17% of students preferred the field search (Title, Author, URL, etc.) Technique while 4.17% of each student preferred the Boolean operators and truncation search techniques in the department of Education at Tezpur University. In the department of Social Work, a total of 27 respondents were using different types of search techniques to search the electronic information, the maximum 85.19% of students preferred to use the field search (Title, Author, URL, etc.) technique to search the electronic information followed by 66.67% of students preferred to uses the simple keyword search technique while no respondents preferred the Boolean operators and truncation search techniques respectively in the Mizoram University. However, out of a total 23 respondents, a large number 65.22% of students preferred to use the field search (Title, Author, URL, etc.) technique to search the electronic information, followed by 43.48% and 4.35% of students preferred to use the simple keyword and Boolean operators techniques respectively while no respondents preferred the truncation search technique in the department of Social Work in Tezpur University. In the department of Commerce, a total of 46 respondents were using different types of search techniques to search the electronic information, the maximum 56.52% of students preferred the simple keyword search technique to search the electronic information, followed by 34.78%, 13.04% and 4.35% of students preferred the field search, truncation and Boolean operators search techniques respectively in Mizoram University. However, out of a total 42 respondents, a large number 83.33% of students preferred the simple keyword search technique to search the electronic information, followed by 23.81% of students preferred the field search (Title, Author, URL, etc.) while not a single respondents preferred the Boolean operators and truncation search techniques in the department of Commerce in Tezpur University. In the department of Mass Communication, a total of 36 respondents were using various search techniques to search the electronic information, the maximum 97.22% of students preferred the simple keyword search technique to search the electronic information followed by 11.11% and 5.56% of students preferred the field search and Boolean operators search techniques respectively while not a single respondents preferred the truncation search in the Mizoram University. However, out of a total 39

respondents, a large number 76.92% of students preferred the simple keyword search technique to search the electronic information followed by 35.90% students preferred the field search while 10.26% of each student preferred the Boolean operators and truncation search technique of the department of Mass Communication in Tezpur University. In the department of Management, a total of 53 respondents were using different types of search techniques to search the electronic information, the maximum 79.25% of students preferred the simple keyword technique to search the electronic information, followed by 49.06% of students preferred the field (Title, Author, URL, etc.) search technique while not a single respondents preferred the Boolean operators and truncation search techniques in the Mizoram University. However, out of a total 51 respondents, a large number 70.59% of students preferred the simple keyword search technique to search the electronic information, followed by 39.22% and 7.84% of students preferred the field search (Title, Author, URL, etc.) and Boolean operators search technique respectively while no one preferred the truncation search technique by the respondents of the department of Management in Tezpur University.

Table- 4.38: Preference of searching techniques in electronic environment

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Simple Keyword	30 (57.69)	27 (55.10)	18 (66.67)	26 (56.52)	35 (97.22)	42 (79.25)	178 (67.68)
	Boolean Operators (AND, OR, NOT)	2 (3.85)	7 (14.29)	0 (0)	2 (4.35)	2 (5.56)	0 (0)	13 (4.94)
	Truncation	2 (3.85)	2 (4.08)	0 (0)	6 (13.04)	0 (0)	0 (0)	10 (3.80)
	Field Search (Title, Author, URL, etc.)	26 (50)	22 (44.90)	23 (85.19)	16 (34.78)	4 (11.11)	26 (49.06)	117 (44.49)
Tezpur University	Simple Keyword	27 (48.21)	29 (60.42)	10 (43.48)	35 (83.33)	30 (76.92)	36 (70.59)	167 (64.48)
	Boolean Operators (AND, OR, NOT)	4 (7.14)	2 (4.17)	1 (4.35)	0 (0)	4 (10.26)	4 (7.84)	15 (5.79)
	Truncation	2 (3.57)	2 (4.17)	0 (0)	0 (0)	4 (10.26)	0 (0)	8 (3.09)
	Field Search (Title, Author, URL, etc.)	30 (53.57)	26 (54.17)	15 (65.22)	10 (23.81)	14 (35.90)	20 (39.22)	115 (44.40)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (EDU.); Sociology (SOC.); Social Work (SW); Commerce (COM.); Mass Communication (MCO.); Management (MAN.).

4.42 PREFERENCE OF SEARCH ENGINE TO SEARCH THE INFORMATION

Table 4.39 and figure 4.33 depicts the preference of a search engine to search the information by the PG students of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, a total of 52 respondents were using various search engines to search the information, the maximum 94.23% of students preferred Google search engine to search the information followed by 17.31% of students preferred yahoo search engine while 5.77% of each student preferred the Bing and ask.com search engines by the respondents of the Mizoram University. However, out of a total 56 respondents, a large number 85.71% of students preferred the google search engine to search the information followed by 16.07% students preferred the Bing search engine while 7.14% of each student preferred the yahoo and ask.com search engines by the respondents of the department of Education of Tezpur University. In the department of Sociology, a total of 49 respondents were using different search engines to search the information, the maximum 95.92% of student's preferred Google search engine, followed by 14.29% of student's preferred Bing search engine while not a single respondents prefer yahoo and ask.com search engine in the Mizoram University. However, out of a total 48 respondents, a large number 100% of students preferred to Google search engine followed by 8.33% of students preferred the yahoo search engine while 4.17% of each student preferred the Bing and ask.com search engine by the respondents of the department of Sociology in Tezpur University. In the department of Social Work, a total of 27 respondents were using different search engines to search the information, the maximum 96.30% of students preferred Google search engine followed by 14.81% of students preferred ask.com search engine while no one preferred Yahoo and Bing search engines in the Mizoram University. However, out of a total 23 respondents, a large number 95.65% of students preferred the google search engine followed by 17.39% and 8.70% of students preferred ask.com and yahoo while not a single respondent preferred Bing search engine in the department of Social Work of Tezpur University. In the department of Commerce, a total of 46 respondents were using various search engines to search the information, the maximum 76.09% of students preferred Google search engine followed by 19.57% of students preferred ask.com search engine while 6.52% of each student preferred Yahoo and Bing search engines in the Mizoram University.

However, out of a total 42 respondents, a large number 100% of students preferred Google search engine followed by 11.19% and 4.76% of students preferred Yahoo and Bing search engines respectively while not a single respondent preferred ask.com search engine in the department of Commerce in Tezpur University. In the department of Mass Communication, a total of 36 respondents were using different search engines to search the information, the maximum 91.67% of student's preferred Google search engine followed by 8.33% of each student preferred Yahoo and Bing search engines while not a single respondents preferred ask.com search engine in the Mizoram University. However, out of a total 39 respondents, a large number 97.44% of students' preferred Google search engine followed by 10.26% of students preferred Bing search engine while 5.13% of each student preferred yahoo and ask.com search engines in the department of Mass Communication in Tezpur University. In the department of Management, a total of 53 respondents were using various search engines to search the information, the maximum 88.68% of students' preferred Google search engine followed by 5.66% of each student preferred Yahoo, Bing, and ask.com search engines in the Mizoram University. However, out of a total 51 respondents, a large number 90.20% of students' preferred Google search engine followed by 11.76% of students preferred yahoo search engine while not a single respondents prefer Bing and ask.com search engines in the department of Management in Tezpur University.

Table- 4.39: Preference of search engine to search the information

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Google	49 (94.23)	47 (95.92)	26 (96.30)	35 (76.09)	33 (91.67)	47 (88.68)	237 (90.11)
	Yahoo	9 (17.31)	0 (0)	0 (0)	3 (6.52)	3 (8.33)	3 (5.66)	18 (6.84)
	Bing	3 (5.77)	7 (14.29)	0 (0)	3 (6.52)	3 (8.33)	3 (5.66)	19 (7.22)
	Ask.com	3 (5.77)	0 (0)	4 (14.81)	9 (19.57)	0 (0)	3 (5.66)	19 (7.22)
Tezpur University	Google	48 (85.71)	48 (100)	22 (95.65)	42 (100)	38 (97.44)	46 (90.20)	244 (94.21)
	Yahoo	4 (7.14)	4 (8.33)	2 (8.70)	5 (11.19)	2 (5.13)	6 (11.76)	23 (8.88)
	Bing	9 (16.07)	2 (4.17)	0 (0)	2 (4.76)	4 (10.26)	0 (0)	17 (6.56)
	Ask.com	4 (7.14)	2 (4.17)	4 (17.39)	0 (0)	2 (5.13)	0 (0)	12 (4.63)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

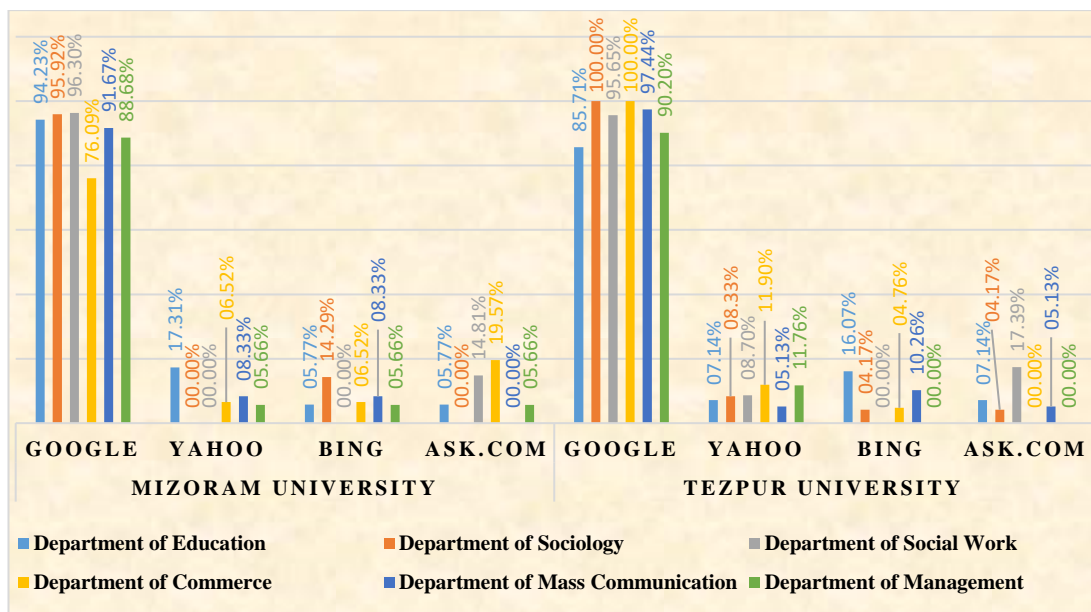


Figure- 4.33: Preference of search engine to search the information

4.43 PREFERENCE OF RESOURCES TO SEARCH THE INFORMATION FROM THE INTERNET

Table 4.40 and figure 4.34 shows the preference of resources to search the information through the Internet by the PG students of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, a total of 52 respondents were using various resources to search the information from the Internet, the maximum 44.23% of respondents preferred the website to search the information from the Internet, followed by 34.62% of respondents preferred search engine while 23.08%, 9.62% and 5.77% of respondents preferred the open-access journal directories, databases and publisher’s websites respectively in the Mizoram University. However, out of a total 56 respondents, a large number 33.93% of respondents preferred the website to search the information from the Internet, followed by 30.36% of respondents preferred the search engine and 17.86% of each student preferred the open-access journal directories and databases while 12.50% of respondents preferred the publisher's website in the department of Education in Mizoram University. In the department of Sociology, a total of 49 respondents were using different resources to search the information from the Internet, the maximum 42.86% of respondents preferred the website to search the information from the Internet, followed by 34.69% of respondents preferred the search engine and 10.20% of each student preferred the open-access journal directories and databases while

6.12% of respondents preferred the publisher's website in the Mizoram University. However, out of a total 48 respondents, a large number 37.50% of respondents preferred the website to search the information from the Internet, followed by 33.33%, 25%, 16.67% and 14.58% respondents preferred the search engine, open-access journal directories, publisher's websites and databases respectively in the department of Sociology in Tezpur University. In the department of Social Work, a total of 27 respondents were using various resources to search the information from the Internet, the maximum 74.07% of respondents preferred the website to search the information from the Internet, followed by 48.15%, 25.93%, 14.81% and 11.11% of respondents preferred the search engine, publisher's websites, open-access journal directories and databases respectively in the Mizoram University. However, out of a total 23 respondents, a large number 69.57% of respondents preferred the search engine to search the information from the Internet, followed by 34.78%, 26.09%, 8.70% and 4.35% of respondents preferred the website, open-access journal directories, publisher's websites and databases respectively in the department of Social Work in Tezpur University. In the department of Commerce, a total of 46 respondents were using different resources to search the information from the Internet, the maximum 43.48% of respondents preferred the search engine to search the information from the Internet, followed by 32.61%, 19.57%, 13.04% and 10.87% of respondents preferred the website, publisher's websites, open-access journal directories and databases respectively in the Mizoram University. However, out of a total 42 respondents, a large number 57.14% of respondents preferred the search engine to search the information from the Internet, followed by 30.95%, 16.67%, 14.29% and 7.14% of respondents preferred the website, open-access journal directories, databases and publisher's websites respectively in the department of Commerce in Tezpur University. In the department of Mass Communication, a total of 36 respondents were using different resources to search the information from the Internet, the maximum 69.44% of respondents preferred the search engine to search the information from the Internet, followed by 33.33% respondents preferred the website and 16.67% of each student preferred the databases and publisher's websites while 13.89% of respondents preferred the open-access journal directories in the Mizoram University. However, out of a total 39 respondents, a large number 46.15% of respondents preferred the search engine to search the information from the Internet, followed by 38.46% and 25.64% respondents preferred the website and publisher's

websites respectively while 20.51% of each student preferred the open-access journal directories and databases in the department of Mass Communication in Tezpur University. In the department of Management, a total of 53 respondents were using various resources to search the information from the Internet, the maximum 49.06% of respondents preferred the search engine to search the information from the Internet, followed by 35.85% and 15.09% of respondents preferred the website and open access journal directories respectively while 9.43% of each student preferred the databases and publisher's websites in the Mizoram University. However, out of a total 51 respondents, a large number 49.02% of respondents preferred the search engine to search the information from the Internet, followed by 39.22%, 15.69% and 3.92% of respondents preferred the website, open-access journal directories and databases respectively while not a single respondents preferred the publisher's websites in the department of Management in Tezpur University.

Table- 4.40: Preference of resources to search the information from the Internet

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Search Engine	18 (34.62)	17 (34.69)	13 (48.15)	20 (43.48)	25 (69.44)	26 (49.06)	119 (45.25)
	Open Access Journal Directories	12 (23.08)	5 (10.20)	4 (14.81)	6 (13.04)	5 (13.89)	8 (15.09)	40 (15.21)
	Website	23 (44.23)	21 (42.86)	20 (74.07)	15 (32.61)	12 (33.33)	19 (35.85)	110 (41.83)
	Databases (e-Shodhsindhu)	5 (9.62)	5 (10.20)	3 (11.11)	5 (10.87)	6 (16.67)	5 (9.43)	29 (11.03)
	Publisher's Websites	3 (5.77)	3 (6.12)	7 (25.93)	9 (19.57)	6 (16.67)	5 (9.43)	33 (12.55)
Tezpur University	Search Engine	17 (30.36)	16 (33.33)	16 (69.57)	24 (57.14)	18 (46.15)	25 (49.02)	116 (44.79)
	Open Access Journal Directories	10 (17.86)	12 (25)	6 (26.09)	7 (16.67)	8 (20.51)	8 (15.69)	51 (19.69)
	Website	19 (33.93)	18 (37.50)	8 (34.78)	13 (30.95)	15 (38.46)	20 (39.22)	93 (35.91)
	Databases (e-Shodhsindhu)	10 (17.86)	7 (14.58)	1 (4.35)	6 (14.29)	8 (20.51)	2 (3.92)	34 (13.13)
	Publisher's Websites	7 (12.50)	8 (16.67)	2 (8.70)	3 (7.14)	10 (25.64)	0 (0)	30 (11.58)

(Frequency exceeded because respondents choose more than one options)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

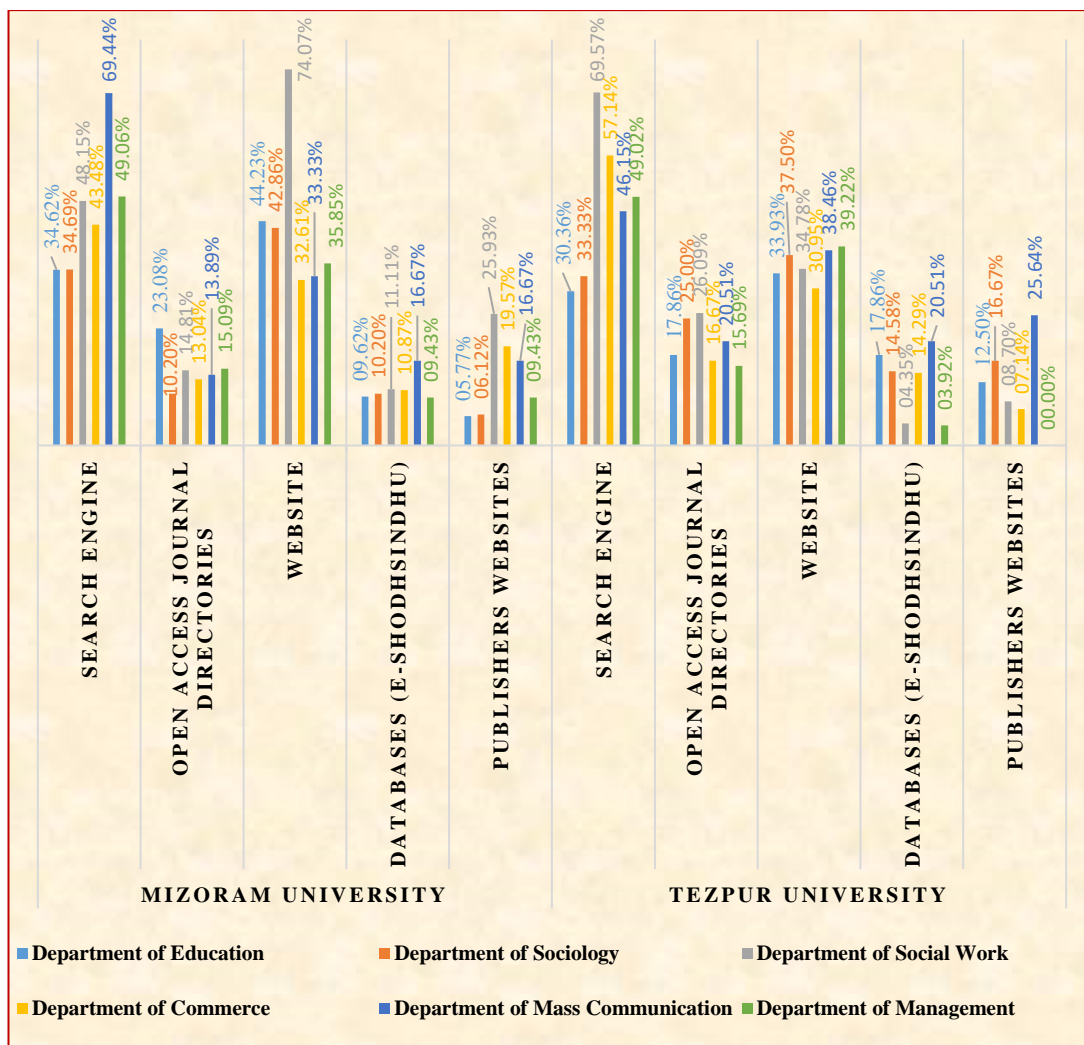


Figure- 4.34: Preference of resources to search the information from the Internet

4.44 EVALUATE THE RELIABILITY AND THE AUTHENTICITY OF WEB INFORMATION BY THE RESPONDENTS

Table 4.41 depicts the various ways by which the PG students were evaluating the reliability and the authenticity of web information. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, a total of 52 respondents were using various ways to evaluate the reliability and the authenticity of web information, the maximum 26.92% of students preferred to check the source recommended by faculties and librarians to evaluate the reliability and the authenticity of web information, followed by 21.15% of students preferred to check the author status and affiliation followed by 15.38% of each student preferred to check the institutional reputation and hyperlink link in a library/institutional sites and 11.54% of each student preferred to check institution publisher’s credibility and frequency of updating while 9.62% of students preferred to

check the aesthetic aspects of websites in the Mizoram University. However, out of a total 56 respondents, a large number 35.71% of students preferred to check the source recommended by faculty and librarian to evaluate the reliability and the authenticity of web information, followed by 28.57%, 21.43% and 19.64% of students preferred to check author status and affiliation, institution publisher's credibility and hyperlink link in a library/institutional sites respectively while 12.50% and 7.14% of students preferred to check institution reputation and aesthetic aspects of websites respectively and no respondent check the frequency of updating in the department of Education in Tezpur University. In the department of Sociology, a total of 49 respondents were using different ways to evaluate the reliability and the authenticity of web information, the maximum 40.82% of students preferred to check source recommended by faculties and librarian to evaluate the reliability and the authenticity of web information, followed by 30.61%, 16.33% and 12.24% students preferred to check institution reputation, author status and affiliation and hyperlink link in a library/institutional sites respectively while 10.20% of each student preferred to check institution publisher's credibility and frequency of updating and 4.08% students preferred to check aesthetic aspects of websites in the Mizoram University. However, out of a total 48 respondents, a large number 47.92% students preferred to check the source recommended by faculties and librarian to evaluate the reliability and the authenticity of web information, followed by 33.33%, 10.42%, 8.33% and 4.17% students preferred to check author status and affiliation, hyperlink link in a library/institutional sites, frequency of updating and aesthetic aspects of websites respectively while no respondent check institution reputation and institution publisher's credibility in the department of Sociology in Tezpur University. In the department of Social Work, a total of 27 respondents were using different ways to evaluate the reliability and the authenticity of web information, the maximum 55.56% of students preferred to check author status and affiliation, followed by 51.85%, 40.74% and 22.22% students preferred to check sources recommended by faculties and librarian, institution publisher's credibility and institution reputation respectively while 18.52% of each student preferred to check hyperlink link in a library/institutional sites, frequency of updating and aesthetic aspects of websites to evaluate the reliability and the authenticity of web information in the Mizoram University. However, out a total 23 respondents, a large number 60.87% of students preferred to check source recommended by faculties and librarian to evaluate the reliability and the authenticity

of web information, followed by 43.48%, 34.78% and 13.43% students preferred to check author status and affiliation, institution reputation and institution publisher's credibility respectively while 21.74%, 17.39% and 4.35% students preferred to check the frequency of updating, aesthetic aspects of websites and hyperlink link in a library/institutional sites respectively in the department of Social Work in Tezpur University. In the department of Commerce, a total of 46 respondents were using different ways to evaluate the reliability and the authenticity of web information, the maximum 45.65% of students preferred to check sources recommended by faculties and librarian, followed by 23.91% and 19.57% of students preferred to check author status and affiliation and hyperlink link in a library/institutional sites respectively while 15.22% of each student check institution publisher's credibility and frequency of updating and 8.70% of each student check institution reputation and aesthetic aspects of websites in the Mizoram University. However, out of a total 42 respondents, a large number 47.62% students preferred to check source recommended by faculties and librarian to evaluate the reliability and the authenticity of web information, followed by 42.86%, 35.71%, 14.29% and 7.14% of students preferred to check author status and affiliation, institution publisher's credibility, frequency of updating and aesthetic aspects of websites respectively while no respondent check the institution reputation and hyperlink given in a library/institutional sites in the department of Commerce in Tezpur University. In the department of Mass Communication, a total of 36 respondents were using various ways to evaluate the reliability and the authenticity of web information, the maximum 41.67% of students preferred to check hyperlink link in a library/institutional sites followed by 36.11% and 33.33% of students preferred to check author status and affiliation and sources recommended by faculties and librarian respectively while 27.78% and 25% of students preferred to check institution publisher's credibility and institution reputation respectively and 13.89% of each student preferred to check the frequency of updating and aesthetic aspects of websites in the Mizoram University. However, out a total 39 respondents, a large number 35.90% students preferred to check institution publisher's credibility to evaluate the reliability and the authenticity of web information, followed by 25.64% of each student preferred to check sources recommended by faculties and librarian, the hyperlink is given in a library/institutional sites and frequency of updating while 23.08% and 15.38% of students preferred to check institution reputation and aesthetic aspects of websites respectively while no respondents check the author status and

affiliation in the department of Mass Communication in Tezpur University. In the department of Management, a total of 53 respondents were using different ways to evaluate the reliability and the authenticity of web information, the maximum 28.30% of each student preferred to check sources recommended by faculties and librarian and author status and affiliation, followed by 18.87% and 16.98% of students preferred to check institution publisher's credibility and institution reputation respectively while 11.32% of each student preferred to check hyperlink link in a library/institutional sites and frequency of updating and 5.66% students preferred to check aesthetic aspects of websites in the Mizoram University. However, out a total 51 respondents, a large number 37.25% and 35.29% of students preferred to check author status and affiliation and institution reputation respectively to evaluate the reliability and the authenticity of web information, followed by 19.61% of each student's preferred institution publisher's credibility, hyperlink link in a library/institutional sites, and aesthetic aspects of websites respectively and 17.65% of students with the frequency of updating while no respondent checks the sources recommended by faculties and librarian in the department of Management in Tezpur University.

Table- 4.41: Evaluate the reliability and the authenticity of web information by the respondents

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Sources recommended by faculties and Librarian	14 (26.92)	20 (40.82)	14 (51.85)	21 (45.65)	12 (33.33)	15 (28.30)	96 (36.50)
	Institution reputation	8 (15.38)	15 (30.61)	6 (22.22)	4 (8.70)	9 (25)	9 (16.98)	51 (19.39)
	Author status and affiliation	11 (21.15)	8 (16.33)	15 (55.56)	11 (23.91)	13 (36.11)	15 (28.30)	73 (27.76)
	Institution publisher's credibility	6 (11.54)	5 (10.20)	11 (40.74)	7 (15.22)	10 (27.78)	10 (18.87)	49 (18.63)
	Hyperlink link given in a Library/Institutional sites	8 (15.38)	6 (12.24)	5 (18.52)	9 (19.57)	15 (41.67)	6 (11.32)	49 (18.63)
	Frequency of updating (periodically updated sites)	6 (11.54)	5 (10.20)	5 (18.52)	7 (15.22)	5 (13.89)	6 (11.32)	34 (12.93)
	Aesthetic aspects of	5 (9.62)	2 (4.08)	5 (18.52)	4 (8.70)	5 (13.89)	3 (5.66)	24 (9.13)

	websites (colourful and attractive)							
Tezpur University	Sources recommended by faculties and Librarian	20 (35.71)	23 (47.92)	14 (60.87)	20 (47.62)	10 (25.64)	0 (0)	87 (33.59)
	Institution reputation	7 (12.50)	0 (0)	8 (34.78)	0 (0)	9 (23.08)	18 (35.29)	42 (16.22)
	Author status and affiliation	16 (28.57)	16 (33.33)	10 (43.48)	18 (42.86)	0 (0)	19 (37.25)	79 (30.50)
	Institution publisher's credibility	12 (21.43)	0 (0)	7 (30.43)	15 (35.71)	14 (35.90)	10 (19.61)	58 (22.39)
	Hyperlink link given in a Library/Institutional sites	11 (19.64)	5 (10.42)	1 (4.35)	0 (0)	10 (25.64)	10 (19.61)	37 (14.29)
	Frequency of updating (periodically updated sites)	0 (0)	4 (8.33)	5 (21.74)	6 (14.29)	10 (25.64)	9 (17.65)	34 (13.13)
	Aesthetic aspects of websites (colourful and attractive)	4 (7.14)	2 (4.17)	4 (17.39)	3 (7.14)	6 (15.38)	10 (19.61)	29 (11.20)

(Frequency exceeded because respondents choose more than one options)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

4.45 AWARENESS ABOUT THE LATEST ONLINE CONTENT IN THEIR FIELD

Table 4.42 depicts the PG student's awareness about the latest online content in their field of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, a total of 52 respondents were preferring different opinions about the latest online content in their field, the maximum 42.31% of respondents preferred to search content according to their requirement on search engine followed by 23.08%, 17.31%, 11.56% and 9.62% of respondents preferred to browse the table of content of online journals regularly, check discussion list/forum, go through indexing & abstracting services and go through email alert services respectively in the Mizoram University. However, out a total 56 respondents, a large number of respondents 48.27% preferred to search content according to their requirement on search engine followed by 23.21%, 14.29%, 12.50% and 8.93% of respondents preferred to browse

the table of content of online journals regularly, check discussion list/forum, go through email alert services and go through indexing & abstracting services respectively by the respondents of the department of Education in Tezpur University. In the department of Sociology, a total of 49 respondents were preferring different opinions about the latest online content in their field, the maximum 61.22% of respondents preferred to search content according to their requirement on search engine followed by 26.53% and 10.20% of respondents preferred to check discussion list/forum and browse the table of content of online journals regularly respectively while 4.08% of each student preferred to go through indexing & abstracting services and go through email alert services respectively by the respondents of the Mizoram University. However, out of a total 49 respondents, a large number 47.92% of respondents preferred to search content according to their requirement on the search engine, followed by 20.83%, 16.67%, 14.58% and 6.25% of respondents preferred to go through email alert services, browse the table of content of online journals regularly, check discussion list/forum, and go through indexing & abstracting services respectively by the respondents of the department of Sociology of the Tezpur University. In the department of Social Work, a total of 27 respondents were aware of the latest online content in their field, the maximum 77.78% of respondents preferred to search content according to their requirement on the search engine, followed by 33.33% of respondents preferred to check discussion list/forum while 18.52% of each student preferred to browse the table of content of online journals regularly and go through indexing & abstracting services and 14.81% respondents preferred to go through email alert services by the respondents of the Mizoram University. However, out of a total 23 respondents, a large number 73.91% of respondents preferred to search content according to their requirement on the search engine, followed by 26.09%, 17.39%, 13.04% and 8.70% respondents preferred to browse the table of content of online journals regularly, go through email alert services, check discussion list/forum and go through indexing & abstracting services respectively by the respondents of the department of Social Work in Tezpur University. In the department of Commerce, a total of 46 respondents were aware with the latest online content in their field, the maximum 50% of respondents preferred to search content according to their requirement on search engine followed by 19.57%, 17.39%, 8.70% and 6.52% respondents preferred to browse the table of content of online journals regularly, check discussion list/forum, go through email alert services and go through indexing &

abstracting services respectively in the Mizoram University. However, out of a total 42 respondents, a large number 47.62% of respondents preferred to search content according to their requirement on the search engine, followed by 28.57%, 14.29%, 11.90% and 9.52% respondents preferred to browse the table of content of online journals regularly, check discussion list/forum, go through email alert services and go through indexing & abstracting services respectively by the respondents of the department of Commerce of in Tezpur University. In the department of Mass Communication, a total of 36 respondents were preferring different opinions about the latest online content in their field, the maximum 55.56% of respondents preferred to search content according to their requirement on the search engine, followed by 25% of respondents preferred to check discussion list/forum while 16.67% of each student preferred to browse the table of content of online journals regularly and go through email alert services and 11.11% of respondents preferred to go through indexing & abstracting services in the Mizoram University. However, out a total 39 respondents, a large number 64.10% of respondents preferred to search content according to their requirement on the search engine, followed by 28.21% of respondents preferred to check discussion list/forum while 20.51% of each student preferred to browse the table of content of online journals regularly and go through email alert services and 12.82% of respondents preferred to go through indexing & abstracting services by the respondents of the department of Mass Communication in Tezpur University. In the department of Management, a total of 53 respondents were preferring different opinions about the latest online content in their field, the maximum 52.83% of respondents preferred to search content according to their requirement on the search engine, followed by 18.87%, 16.98%, 13.21% and 9.43% respondents preferred to browse the table of content of online journals regularly, check discussion list/forum, go through email alert services and go through indexing & abstracting services respectively in the Mizoram University. However, out of a total 51 respondents, a large number 45.10% of respondents preferred to search content according to their requirement on the search engine, followed by 21.57%, 15.69%, 11.76% and 9.80% of respondents preferred to browse the table of content of online journals regularly, go through indexing & abstracting services, go through email alert services and check discussion list/forum respectively in the department of Management in Tezpur University.

Table- 4.42: Awareness about the latest online content in their field

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	I search content according to my requirement on search engine	22 (42.31)	30 (61.22)	21 (77.78)	23 (50)	20 (55.56)	28 (52.83)	144 (54.75)
	Browse table of content of online journals regularly	12 (23.08)	5 (10.20)	5 (18.52)	9 (19.57)	6 (16.67)	10 (18.87)	47 (17.87)
	I received table of content through email-alert services	5 (9.62)	2 (4.08)	4 (14.81)	4 (8.70)	6 (16.67)	7 (13.21)	28 (10.65)
	Through indexing & abstracting services	6 (11.56)	2 (4.08)	5 (18.52)	3 (6.52)	4 (11.11)	5 (9.43)	25 (9.51)
	Through discussion list/forum	9 (17.31)	13 (26.53)	9 (33.33)	8 (17.39)	9 (25)	9 (16.98)	57 (21.67)
Tezpur University	I search content according to my requirement on search engine	27 (48.21)	23 (47.92)	17 (73.91)	20 (47.62)	25 (64.10)	23 (45.10)	135 (52.12)
	Browse table of content of online journals regularly	13 (23.21)	8 (16.67)	6 (26.09)	12 (28.57)	8 (20.51)	11 (21.57)	58 (22.39)
	I received table of content through email-alert services	7 (12.50)	10 (20.83)	4 (17.39)	5 (11.90)	8 (20.51)	6 (11.76)	40 (15.44)
	Through indexing & abstracting services	5 (8.93)	3 (6.25)	2 (8.70)	4 (9.52)	5 (12.82)	8 (15.69)	27 (10.42)
	Through discussion list/forum	8 (14.29)	7 (14.58)	3 (13.04)	6 (14.29)	11 (28.21)	5 (9.80)	40 (15.44)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

4.46 RESPONDENTS RATING THEIR ABILITY TO ACCESS THE CORRECT INFORMATION IN PRINT AND ELECTRONIC FORMATS

Table 4.43(a) and 4.43(b) illustrates that the PG students of the Social Sciences department were rating their ability to access the correct information in print and electronic formats in Mizoram University and Tezpur University.

4.46.1 Respondents rating their ability to access the correct information in print and electronic formats in Mizoram University

On the observation of table 4.43(a) and figure 4.35, the maximum 103(39.16%) of students were rating their ability high to access the correct information in print format, followed by average with 89(33.84%) of students and 60(22.81%) of students were rating their ability very high while the minimum 11(4.19%) of students with low ability. However, in the electronic format, a large number of 118(44.87%) of students were rating their ability average to access the correct information, followed by high with 93(35.36%) of students and very high with 45(17.11%) of students while the minimum 7(2.66%) of students were rating their ability low to access the correct information in Mizoram University. It is also found that in the print format the maximum students were rating their ability high while in the electronic format a large number of students were rating their ability to average.

Table- 4.43(a): Respondents rating their ability to access the correct information in print and electronic formats in Mizoram University

Format	Very High (%)	High (%)	Average (%)	Low (%)	Total (%)
Print	60 (22.81)	103 (39.16)	89 (33.84)	11 (4.19)	263 (100)
Electronic	45 (17.11)	93 (35.36)	118 (44.87)	7 (2.66)	263 (100)

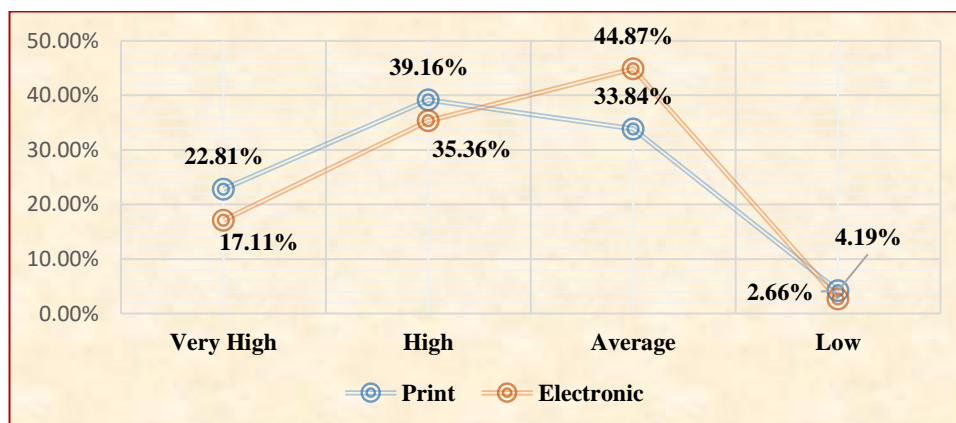


Figure- 4.35: Respondents rating their ability to access the correct information in print and electronic formats in Mizoram University

4.46.2 Respondents rating their ability to access the correct information in print and electronic formats in Tezpur University

On the observation of table 4.43(b) and figure 4.36, it has been found that the maximum 135(52.12%) of students were rating their ability high to access the correct information, followed by average with 60(23.17%) of students and 58(22.39%) of students have the very high ability while the rest 6(2.32%) of students have rated their ability low to access the correct information in print formats. However, in the electronic format, a large number of 110(42.47%) of students were rating their ability high to access the correct information, followed by average ability with 80(30.89%) of students and 63(24.32%) of students were rating their ability to access the correct information in electronic format with very high ability while 6(2.32%) of students were rating low ability to access the correct information in electronic formats. It is also found that in both of the formats (print and electronic) a large number of students were high ability to access the correct information by the respondents of Tezpur University.

Table- 4.43(b): Respondents rating their ability to access the correct information in print and electronic formats in Tezpur University

Format	Very High (%)	High (%)	Average (%)	Low (%)	Total (%)
Print	58 (22.39)	135 (52.12)	60 (23.17)	6 (2.32)	259 (100)
Electronic	63 (24.32)	110 (42.47)	80 (30.89)	6 (2.32)	259 (100)

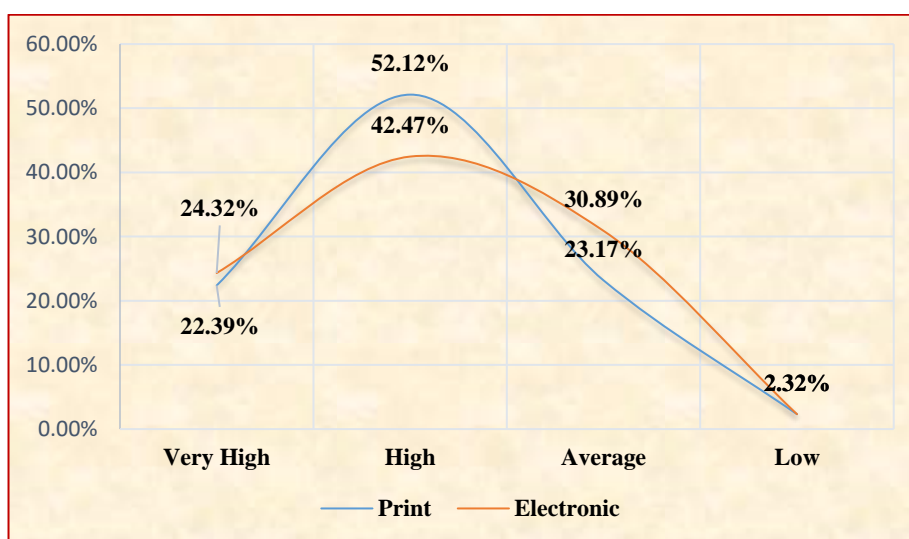


Figure- 4.36: Respondents rating their ability to access the correct information in print and electronic formats in Tezpur University

4.47 RESPONDENTS RATING THEIR ABILITY TO EVALUATE THE INFORMATION IN PRINT AND ELECTRONIC FORMATS

Table 4.44(a) and 4.44(b) depicts the rating of the PG students of the Social Sciences department ability to evaluate the information in print and electronic formats by both of the University respondents.

4.47.1 Respondents rating their ability to evaluate the information in print and electronic formats in Mizoram University

On the observation of table 4.44(a) and figure 4.37, it has been found that the maximum 110(41.83%) of students have average ability to evaluate the information in print format, followed by high ability with 98(37.26%) of students and very high with 47(17.87%) of students while the minimum 8(3.04%) of students have low ability to evaluate the information in print format. However, a large number 114(43.35%) of students have average ability to evaluate the information in electronic formats, followed by high ability with 102(38.78%) of students and very high ability with 28(10.65%) of students while the minimum 19(7.22%) of students have low ability to evaluate the information in electronic format. It is also found that the maximum number of students have average ability to evaluate the information in print and electronic formats, followed by high ability while the minimum low ability to evaluate the information in both of the formats by the respondents of Mizoram University.

Table- 4.44(a): Respondents rating their ability to evaluate the information in print and electronic formats in Mizoram University

Format	Very High (%)	High (%)	Average (%)	Low (%)	Total (%)
Print	47 (17.87)	98 (37.26)	110 (41.83)	8 (3.04)	263 (100)
Electronic	28 (10.65)	102 (38.78)	114 (43.35)	19 (7.22)	263 (100)

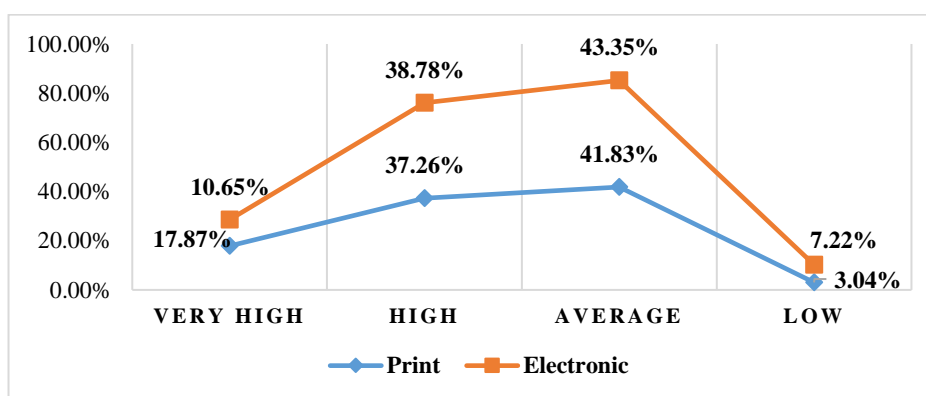


Figure- 4.37: Respondents rating their ability to evaluate the information in print and electronic formats in Mizoram University

4.47.2 Respondents rating their ability to evaluate the information in print and electronic formats in Tezpur University

By the observation of table 4.44(b) and figure 4.38, it has been found that the maximum 140(54.05%) of students have high ability to evaluate the information in print format, followed by average ability with 72(27.80%) of students and very high ability with 42(16.22%) of students while 5(1.93%) of students have low ability to evaluate the information in print format. However, a large number 116(44.79%) of students have high ability to evaluate the information in electronic format, followed by 102(39.38%) of students have the average ability and 36(13.90%) of students have very high ability while 5(1.93%) of students have low ability to evaluate the information in electronic format. It is also found that the maximum number of students have high ability to evaluate the information in print and electronic formats, followed by average ability by the students of Tezpur University.

Table- 4.44(b): Respondents rating their ability to evaluate the information in print and electronic formats in Tezpur University

Format	Very High (%)	High (%)	Average (%)	Low (%)	Total (%)
Print	42 (16.22)	140 (54.05)	72 (27.80)	5 (1.93)	259 (100)
Electronic	36 (13.90)	116 (44.79)	102 (39.38)	5 (1.93)	259 (100)

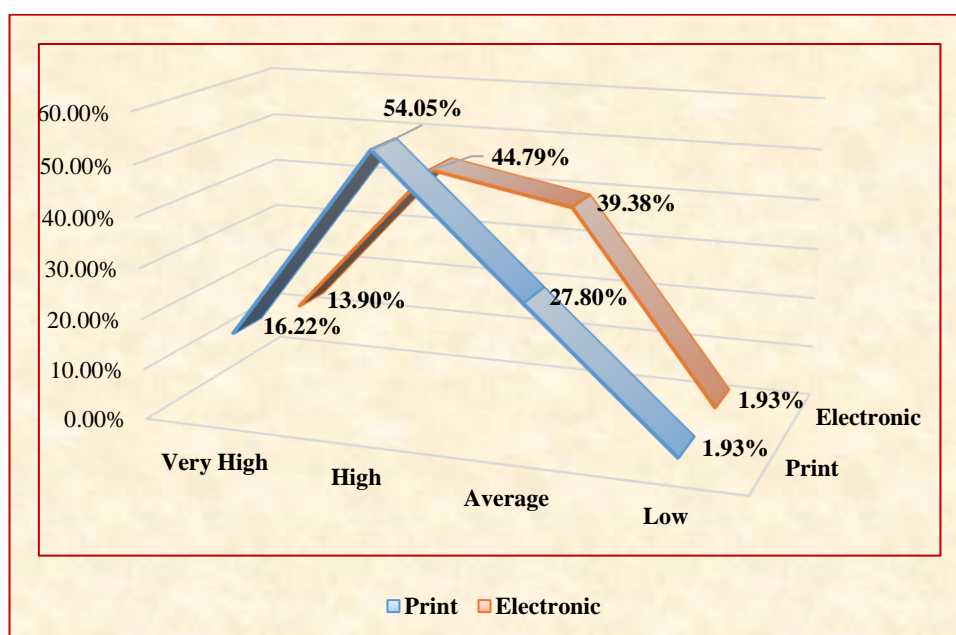


Figure- 4.38: Respondents rating their ability to evaluate the information in print and electronic formats in Tezpur University

4.48 RESPONDENTS FACED THE DIFFICULTIES WHILE ACCESSING THE REQUIRED INFORMATION IN PRINT SOURCES AND ELECTRONIC SOURCES

Table 4.45(a) and 4.45(b) shows the problem faced by the respondents of both University while accessing the required information in print and electronic sources. The table categorically represents the department wise data of the respondents from both Universities.

4.48.1 Respondents faced difficulties while accessing the required information in print sources

Table 4.45(a) depicts the difficulties faced while accessing the required information in print sources by both of the University students. Out of total 263 respondents of Mizoram University, In the department of Education, Out of a total 52 respondents, the maximum 57.69% of students were facing difficulties while accessing the required information in print sources i.e. lack of knowledge about the arrangement of books on shelves in the library, followed by 42.31% and 19.23% students with lack of knowledge about the use of library catalogue and lack of assistance from library staff respectively. However, out of a total 56 respondents, a large number 51.79% of students have faced difficulties when they access the needed information in print sources i.e. lack of knowledge about arrangements of books on shelves in the library, followed by 46.43% and 14.29% students with lack of knowledge about the use of library catalogue and lack of assistance from library staff respectively by the Department of Education students in Tezpur University. In the department of Sociology, out of a total 49 respondents, a maximum 53.06% of students faced the problem i.e. lack of knowledge about the arrangement of books on shelves in the library, followed by lack of knowledge about the use of the library catalogue and lack of assistance from library staff with 30.61% and 28.57% of students respectively. However, out of a total 48 respondents, a large number of students 68.75% were facing difficulty with lack of knowledge about the arrangement of books on shelves in the library, followed by lack of knowledge about the use of library catalogue and lack of assistance from library staff with 31.26% and 20.83% of students respectively in the department of Sociology in Tezpur University. In the department of Social Work, out of a total 27 respondents, the maximum 59.26% of students each were facing lack of knowledge about the use of library catalogue and lack of knowledge about the

arrangement of books on shelves in the library, followed by 40.74% of students with lack of assistance from library staff by the Mizoram University students. However, out of a total 23 respondents, a large number 69.57% of students faced the problem with lack of knowledge about the use of library catalogue, followed by lack of knowledge about the arrangement of books on shelves in the library and lack of assistance from library staff with 47.83% and 13.04% of students respectively by the department of Social Work students in Tezpur University. In the department of Commerce, out of a total 46 respondents, the maximum 56.52% of students were facing difficulties in lack of knowledge about the arrangement of books on shelves in the library, followed by lack of knowledge about use of library catalogue and lack of assistance from library staff with 39.13% and 34.78% of students respectively in Mizoram University. However, out of a total 42 respondents, a large number 50% of students faced problem in lack of knowledge about the use of library catalogue, followed by lack of knowledge about the arrangement of books on shelves in the library and lack of assistance from the library staff with 47.62% and 40.48% of students respectively by the students of Commerce department of Tezpur University. In the department of Mass Communication, out of a total 36 respondents, the maximum 69.44% of students were facing difficulties in lack of knowledge about the use of library catalogue, followed by lack of knowledge about the arrangement of books on shelves in the library and lack of assistance from library staff with 50% and 22.22% of students were recorded respectively by the respondents of Mizoram University. However, out of a total 39 respondents, a large number 51.28% of students were facing difficulty by lack of knowledge about the arrangement of books on shelves in the library, followed by lack of knowledge about the use of library catalogue and lack of assistance from library staff with 41.03% and 33.33% students respectively recorded by the students of Mass Communication department in Tezpur University. In the department of Management, out of a total 53 respondents, the maximum students were facing problem by lack of knowledge about the use of library catalogue and lack of knowledge about the arrangement of books on shelves in the library with 43.40% of each student, followed by 39.62% of students with lack of assistance from library staff by the Mizoram University students. However, out of a total 51 respondents, a large number 50.98% of each student was facing a lack of knowledge about the use of library catalogue and lack of knowledge about the arrangement of books on shelves in the library, followed

by a lack of assistance from library staff with 21.57% of students by the students of Management in Tezpur University.

Table- 4.45(a): Respondents faced difficulties while accessing the required information in print sources

Univ.	Printed Sources	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Lack of knowledge about use of library catalogue	22 (42.31)	15 (30.61)	16 (59.26)	18 (39.13)	25 (69.44)	23 (43.40)	119 (45.25)
	Lack of knowledge about arrangement of books on shelves in library	30 (57.69)	26 (53.06)	16 (59.26)	26 (56.52)	18 (50)	23 (43.40)	139 (52.85)
	Lack of Assistance from library staff	10 (19.23)	14 (28.57)	11 (40.74)	16 (34.78)	8 (22.22)	21 (39.62)	80 (30.42)
Tezpur University	Lack of knowledge about use of library catalogue	26 (46.43)	15 (31.25)	16 (69.57)	21 (50)	16 (41.03)	26 (50.98)	120 (46.33)
	Lack of knowledge about arrangement of books on shelves in library	29 (51.79)	33 (68.75)	11 (47.83)	20 (47.62)	20 (51.28)	26 (50.98)	139 (53.67)
	Lack of Assistance from library staff	8 (14.29)	10 (20.83)	3 (13.04)	17 (40.48)	13 (33.33)	11 (21.57)	62 (23.94)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

4.48.2 Respondents faced difficulties while accessing the required information in electronic sources

Table 4.45(b) illustrates the difficulties faced while accessing the required information in electronic sources by the PG students of Mizoram University and Tezpur University. Out of total 52 respondents in the department of Education of Mizoram University, the maximum 30.77% of students were facing difficulty while accessing the required information in electronic sources i.e. slow Internet speed, followed by virus problems for accessing information and unfamiliarity with search methods with 19.23% of students each and too much time consuming for searching the information, unorganized elements/contents in a search page and any other with 19.31%, 15.38% and 7.69% of students respectively in the Education department of Mizoram

University. However, out of a total 56 respondents, a large number 28.57% of students were facing difficulty due to unfamiliarity with search methods, followed by 21.43% of students facing too much time consuming for search the information while virus problem for accessing information, unorganized elements/contents in a search page and slow Internet speed were faced by the students with 19.64% of each student recorded by the department of Education respondents in Tezpur University. In the department of Sociology, out of a total 49 respondents, the maximum 40.82% of students were facing problem due to the slow speed of the Internet, followed by too much time consuming for searching the information, unorganized elements/contents in a search page, unfamiliarity with search methods and virus problem for accessing information with 26.53%, 22.45%, 16.33% and 6.12% of students respectively while not a single student was facing any other problem to accessing the information in electronic sources by the Mizoram University students. However, out of a total 48 students, a large number 33.33% of students were facing the problem in slow speed of the Internet, followed by too much time consuming for searching the information, unfamiliarity with search methods and virus problem for accessing the information with 25%, 22.92% and 16.67% of students respectively while 14.58% of students were facing the problem with unorganized elements/contents in a search page by the department of Sociology students in Tezpur University. In the department of Social Work, out of a total 27 respondents, the maximum 40.74% of students facing the problem with too much time consuming for searching the information, followed by 37.04% of students facing difficulty with unfamiliarity with search methods while unorganized elements/contents in a search page and slow speed of the Internet with 33.33% of each student while virus problem for accessing information and any other with 18.52% and 7.41% of students respectively in Mizoram University. However, out of a total 23 respondents, a large number 34.78% of students were facing difficulty with too much time consuming for searching the information, followed by unorganized elements/contents in a search page and slow speed of the Internet with 30.43% of each student while unfamiliarity with search methods and virus problem for accessing information with 21.74% and 17.39% of students respectively in the department of Social Work in Tezpur University. In the department of Commerce, out of a total 46 respondents, the maximum 39.13% of students facing the problem with the slow speed of the Internet, followed by unfamiliarity with search methods and unorganized elements/contents in a search page with 28.26% of each student while 21.74% of each

student were facing the difficulty with virus problem for accessing information and too much time consuming for searching the information by the students and 8.70% of students facing any other problem within the Mizoram University. However, out of a total 42 respondents, a large number 28.57% of students were facing difficulty with unfamiliarity with search methods, followed by virus problem for accessing information unorganized elements/contents in a search page and too much time consuming for searching the information with 23.81%, 19.05% and 14.29% of students respectively while the slow speed of the Internet and any other with 11.90% and 4.76% of students respectively in the department of Commerce in Tezpur University. In the department of Mass Communication, out of a total 36 respondents, the maximum 52.78% of students facing difficulty with virus problem for accessing information, followed by unfamiliarity with search methods and too much time consuming for searching the information with 22.22% of each student while unorganized elements/contents in a search page and slow speed of the Internet with 16.67% of students each were facing difficulty while accessing the required information in electronic sources and not a single student was facing any other problem by the respondents of Mizoram University. However, out of a total 39 respondents, a large number 35.90% of students recorded with unorganized elements/contents in a search page, followed by the slow speed of the Internet with 30.77% of students while virus problem for accessing information, unfamiliarity with search methods and too much time consuming for searching the information with 23.08% of each student and 15.38% of students were facing any other problem in the Mass Communication department of Tezpur University. In the department of Management, out of a total 53 respondents, the maximum 28.30% of students were facing difficulty with unfamiliarity with search methods, followed by the slow speed of the Internet with 24.53% of students while virus problem for accessing information, unorganized elements/contents in a search page and too much time consuming for searching the information with 13.21% of each student was facing the difficulties while accessing the needed information in electronic sources by the students and 11.32% of students were any other reason to face the problem by the respondents of Mizoram University. However, out of a total 51 respondents, a large number of 31.37% of students recorded facing problem with virus for accessing information, followed by unfamiliarity with search methods and slow speed of the Internet with 29.41% and 21.57% of students recorded respectively while unorganized elements/contents in a search page and too

much time consuming for searching the information with 15.69% of each student recorded and not a single students face any other problem while accessing the information in electronic sources in the department of Management in Tezpur University.

Table-4.45(b): Respondents faced difficulties while accessing the required information in electronic sources

Univ.	Electronic Sources	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Virus problem for accessing information	10 (19.23)	3 (6.12)	5 (18.52)	10 (21.74)	19 (52.78)	7 (13.21)	54 (20.53)
	Unfamiliarity with search methods	10 (19.23)	8 (16.33)	10 (37.04)	13 (28.26)	8 (22.22)	15 (28.30)	64 (24.33)
	Unorganized elements/contents in a search page	8 (15.38)	11 (22.45)	9 (33.33)	13 (28.26)	6 (16.67)	7 (13.21)	54 (20.53)
	Too much time consuming for searching the information	9 (17.31)	13 (26.53)	11 (40.74)	10 (21.74)	8 (22.22)	7 (13.21)	58 (22.05)
	Slow Internet speed to access	16 (30.77)	20 (40.82)	9 (33.33)	18 (39.13)	6 (16.67)	13 (24.53)	82 (31.18)
	Any Other	4 (7.69)	0 (0)	2 (7.41)	4 (8.70)	0 (0)	6 (11.32)	16 (6.08)
Tezpur University	Virus problem for accessing information	11 (19.64)	8 (16.67)	4 (17.39)	10 (23.81)	9 (23.08)	16 (31.37)	58 (22.39)
	Unfamiliarity with search methods	16 (28.57)	11 (22.92)	5 (21.74)	12 (28.57)	9 (23.08)	15 (29.41)	68 (26.25)
	Unorganized elements/contents in a search page	11 (19.64)	7 (14.58)	7 (30.43)	8 (19.05)	14 (35.90)	8 (15.69)	55 (21.24)
	Too much time consuming for searching the information	12 (21.43)	12 (25)	8 (34.78)	6 (14.29)	9 (23.08)	8 (15.69)	55 (21.24)
	Slow Internet speed to access	11 (19.64)	16 (33.33)	7 (30.43)	5 (11.90)	12 (30.77)	11 (21.57)	62 (23.94)
	Any Other	0 (0)	0 (0)	0 (0)	2 (4.76)	6 (15.38)	0 (0)	8 (3.09)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

LIBRARY ORIENTATION/ INFORMATION LITERACY PROGRAMME

4.49 RESPONDENTS ATTENDED THE LIBRARY ORIENTATION/ INFORMATION LITERACY PROGRAMME ORGANIZED BY THEIR LIBRARY

Table 4.46 and figure 4.39 depicts whether the PG students of Mizoram University and Tezpur University have attended the library orientation/information literacy programme organized by their library or not the particular table also categorically represents the department wise data of the respondents from both Universities. On the observation of the table, it has been shown that out of a total 52 respondents, the maximum 39(75%) of students attended the library orientation/information literacy programme which was organised by the library while the rest 13(25%) of the students have not attended the library orientation programme in the Department of Education of Mizoram University. However, out of a total 56 respondents, a large number 33(58.93%) of students attended the library orientation/information literacy programme and the rest 23(41.07%) of respondents have not attended any library orientation or information literacy programme which was organised by the Department of Education in Tezpur University. In the department of Sociology, out of a total 49 respondents, the maximum 46(93.88%) of students attended the library orientation/information literacy programme while the rest 3(6.12%) of students have not attended the library orientation programme which was organised by the library in Mizoram University. However, in Tezpur University, out of a total of 48 respondents, a large number 34(70.83%) of students have not attended the information literacy programme followed by 14(29.17%) of students who attended the library orientation programme in the Sociology department. In the department of Social Work, out of a total of 27 respondents, the maximum 26(96.30%) of students attended the library orientation/information literacy programme which was organised by the library while the rest have not attended the library orientation programme i.e. 1(3.70%) of students in Mizoram University. However, in Tezpur University, out of a total of 23 respondents, a large number 17(73.91%) of students attended the library orientation/information literacy programme which was organised by the library while the rest have not attended any information literacy programme which was organised by the library i.e. 6(26.09%) of students in Social Work department. In the Department

of Commerce, all the 46 respondents attended the library orientation/information literacy programme at Mizoram University. However, out of a total of 42 respondents, a large number 36(85.71%) of students attended the library orientation/information literacy programme in the Department of Commerce while the rest 6(14.29%) of students have not attended the library orientation programme which was organised by the library in Tezpur University. In Mizoram University, out of a total of 36 respondents, the maximum 33(91.67%) of students attended the library orientation/information literacy programme which was organised by the library while the rest have not attended the library orientation programme i.e. 3(8.33%) of students in the department of Mass Communication. However, out of a total of 39 respondents, a large number of 36(92.31%) of students attended the library orientation/information literacy programme in the department of Mass Communication while the rest have not attended the library orientation programme i.e. 3(7.69%) of students in Tezpur University. In the department of Management, out of a total of 53 respondents, the maximum 39(73.58%) of students attended the library orientation/information literacy programme which was organised by the library while the rest have not attended the library orientation programme i.e. 14(26.42%) of students in Mizoram University. However, out of a total of 51 respondents, a large number 26(50.98%) of students have not attended the library orientation programme in the department of Management while the rest have attended the library orientation/information literacy programme which was organised by the library i.e. 25(49.02%) of students in Tezpur University.

Table- 4.46: Respondents attended the library orientation/information literacy programme organized by their library

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Yes	39 (75)	46 (93.88)	26 (96.30)	46 (100)	33 (91.67)	39 (73.58)	229 (87.07)
	No	13 (25)	3 (6.12)	1 (3.70)	0 (0)	3 (8.33)	14 (26.42)	34 (12.93)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)
Tezpur University	Yes	33 (58.93)	14 (29.17)	17 (73.91)	36 (85.71)	36 (92.31)	25 (49.02)	161 (62.16)
	No	23 (41.07)	34 (70.83)	6 (26.09)	6 (14.29)	3 (7.69)	26 (50.98)	98 (37.84)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

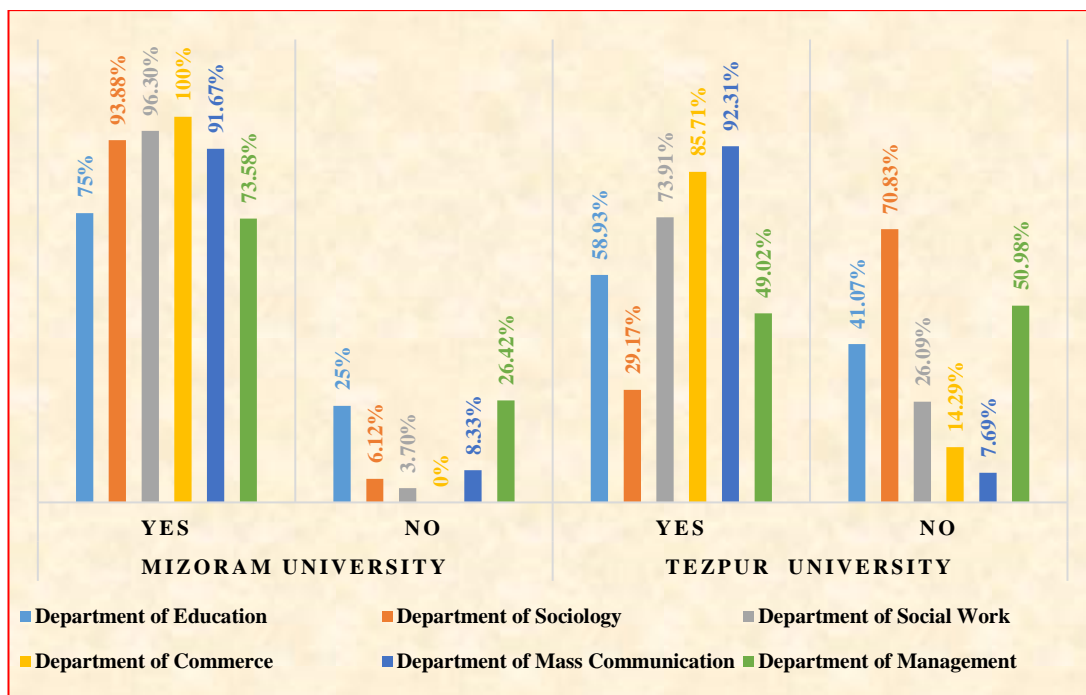


Figure- 4.39: Respondents attended the library orientation/information literacy programme organized by their library

4.50 RESPONDENTS' SATISFACTION WITH PROGRAMME/ INSTRUCTION OR TRAINING PROVIDED BY THE LIBRARY IN THE USE OF LIBRARY RESOURCES AND SERVICES

Table 4.47 shows that the satisfaction with programme/instruction or training provided by the library in the use of library resources and services by the PG students of Social Sciences in both of the Universities i.e. Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities and Data collected on 5 points continuous scale, where 5: for Strongly Satisfied and 1: for Strongly Dissatisfied, respondents were allowed to give the response in decimal value as well). Out of a total 263 respondents in the Mizoram University, 52 respondents in the department of Education and the maximum 34(65.38%) of students were given 4 response with programme/instruction or training provided by the library in the use of library resources and services, followed by given 5 and 3 response with 7(13.46%) of each student while 2(3.85%) of each student were given 2 and 1 response about it. However, out of a total 259 respondents from Tezpur University, 56 respondents were in the same department i.e. Education and a large number 28(50%) of students were 3 with programme/instruction or training provided by the library in the use of library resources and services, followed by given 4 response

with 16(28.57%) of students while 4(7.14%) of students each were given 5, 2 and 1 response by the respondents of the department of Education of Tezpur University. In the department of Sociology, out of a total 49 respondents, the maximum 23(46.94%) of respondents were given 4 response with the programme/instruction or training provided by the library in the use of library resources and services, followed by given 5 and 3 response with 13(26.53%) of each student while not a single student was given 2 and 1 response about it in Mizoram University. However, out of a total 48 respondents, a large numbers 17(35.42%) of each student were given 4 and 3 response with the programme/instruction or training provided by the library in the use of library resources and services, followed by 10(20.83%) and 4(8.33%) of students were 1 and 2 respectively with the programme/instruction or training provided by the library in the use of library resources and services and not a single student was 5 with it in the department of Sociology in Tezpur University. In the department of Social Work, out of a total 27 respondents, the maximum 12(44.44%) of students were 4 with the programme/instruction or training provided by the library in the use of library resources and services, followed by 10(37.04%) of students were 3 and 5(18.52%) of students were 5 with it while not a single students were given 2 and 1 response about it in Mizoram University. However, out of total 23 respondents, a large number 9(39.13%) of students were 3 with the programme/instruction or training provided by the library in the use of library resources and services, followed by 7(30.43%) of students who were 4 and 1, 5 and 2 of the programme/instruction or training provided by the library in the use of library resources and services with 4(17.39%), 2(8.70%) and 1(4.35%) of students respectively in the department of Social Work in Tezpur University. In the department of Commerce, out of a total 46 respondents, the maximum 29(63.04%) of students were 4 with the programme/instruction or training provided by the library in the use of library resources and services, followed by 12(26.09%) of students were given 3 while 5 and 1 response about it with 3(6.52%) and 2(4.35%) of students respectively and not a single student was 2 with it in the Mizoram University. However, out of a total 42 students, a large number of 15(35.71%) of students were 4 with the programme/instruction or training provided by the library in the use of library resources and services, followed by 9(21.43%) of each student were 3, 5 and 2 with it while not a single student doesn't know about it in the department of Commerce in Tezpur University. In the department of Mass Communication, out of a total 36 respondents, the maximum 19(52.78%) of students

were 4 with the programme/instruction or training provided by the library in the use of library resources and services, followed by given 5 and 3 response with 7(19.44%) of each student and 3(8.33%) of students were 2 while not a single student doesn't know about it in Mizoram University. However, out of a total 39 respondents, a large number of 17(43.59%) of students were 3 with the programme/instruction or training provided by the library in the use of library resources and services, followed by 4 and 5 with 15(38.46%) and 5(12.82%) of students respectively and 2(5.13%) of students 1 about it while not a single student was 2 with programme/instruction or training provided by the library in the use of library resources and services in the department of Mass Communication in Tezpur University. In the department of Management, out of a total 53 respondents, the maximum 35(66.04%) of students were 4 with the programme/instruction or training provided by the library in the use of library resources and services, followed by 11 (20.75%) of students were given 5 while 2 and 3 response with 4(7.55%) and 3(5.66%) of students respectively and not a single student doesn't know about it in Mizoram University. However, out of a total 51 respondents, a large number 16(31.37%) of students were given 3 response with the programme/instruction or training provided by the library in the use of library resources and services, followed by given 4 and 2 response with 12(23.53%) and 9(17.65%) of students respectively while 7(13.73%) of each student were given 5 and 1 response about it in the department of Management in Tezpur University.

table- 4.47: Respondents' satisfaction with programme/ instruction or training provided by the library in the use of library resources and services

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	5	7 (13.46)	13 (26.53)	5 (18.52)	3 (6.52)	7 (19.44)	11 (20.75)	46 (17.49)
	4	34 (65.38)	23 (46.94)	12 (44.44)	29 (63.04)	19 (52.78)	35 (66.04)	152 (57.79)
	3	7 (13.46)	13 (26.53)	10 (37.04)	12 (26.09)	7 (19.44)	3 (5.66)	52 (19.77)
	2	2 (3.85)	0 (0)	0 (0)	0 (0)	3 (8.33)	4 (7.55)	9 (3.42)
	1	2 (3.85)	0 (0)	0 (0)	2 (4.35)	0 (0)	0 (0)	4 (1.52)
Total		52 (100)	49 (100)	27 (100)	46 (100)	36 (100)	53 (100)	263 (100)

Tezpur University	5	4 (7.14)	0 (0)	2 (8.70)	9 (21.43)	5 (12.82)	7 (13.73)	27 (10.42)
	4	16 (28.57)	17 (35.42)	7 (30.43)	15 (35.71)	15 (38.46)	12 (23.53)	82 (31.67)
	3	28 (50)	17 (35.42)	9 (39.13)	9 (21.43)	17 (43.59)	16 (31.37)	96 (37.07)
	2	4 (7.14)	4 (8.33)	1 (4.35)	9 (21.43)	0 (0)	9 (17.65)	27 (10.42)
	1	4 (7.14)	10 (20.83)	4 (17.39)	0 (0)	2 (5.13)	7 (13.73)	27 (10.42)
Total		56 (100)	48 (100)	23 (100)	42 (100)	39 (100)	51 (100)	259 (100)

Abbreviations of departments: Education (*EDU.*); Sociology (*SOC.*); Social Work (*SW*); Commerce (*COM.*); Mass Communication (*MCO.*); Management (*MAN.*).

Note: 5: for Strongly Satisfied and 1: for Strongly Dissatisfied (Respondents can give the respons in point value also)

4.51 RESPONDENTS' SATISFACTION WITH VARIOUS TRAINING/ ORIENTATION PROGRAMME PROVIDED BY THE LIBRARY

Table 4.48 depicts the satisfaction level of PG students with the various training/orientation programmes provided by the libraries in Mizoram University and Tezpur University. It is also categorically representing the department wise data of the respondents from both Universities. On the observation of particular table, it has been found that in the department of Education, out of the total 52 students, the maximum 65.38% students satisfied with training/orientation programme on a digital library of India, followed by 19.23%, 15.38% and 11.54% of students satisfied with training/orientation programme on access to institutional repository, plagiarism & copyright and MOOCs respectively while 5.77% of each student satisfied with training/orientation programme on e-shodhshindhu and e-shodganga and no respondent satisfied with training/orientation programme on e-PG Pathshala and NPTEL by the students of the Mizoram University. However, out of the total 56 students, a large number 41.07% of respondents satisfied with training/orientation programme on plagiarism & copyright, followed by 17.86% students satisfied with training/orientation programme on the digital library of India, while 12.50% each student satisfied with e-shodganga and MOOCs, and 5.36% of each student satisfied with training/orientation programme on e-Shodhshindu and e-PG pathshala and 3.57% and 1.78% students were satisfied with training/orientation programme on NPTEL and access to institutional repository respectively in the department of Education in the Tezpur University. In the department of Sociology, a total of 49 respondents satisfied

with the various training/orientation programmes provided by the libraries, in which the maximum 51.02% students satisfied with training/orientation programme on a digital library of India, followed by 28.57% students are satisfied with training/orientation programme on plagiarism & copyright while 14.29% of each student satisfied e-shodganga and access to the institutional repository while 2.04% of each student satisfied with training/orientation programme on e-PG pathshala and MOOCs, and no students satisfied with training/orientation programme on e-Shodhsindhu and NPTEL in the Mizoram University. However, out of the total 48 respondents, a large number 20.85% of each student satisfied with training/orientation programme on e-Shodhsindhu, e-shodganga, e-PG pathshala and digital library of India, followed by 10.42%, 8.33% and 6.25% students satisfied with training/orientation programme on plagiarism & copyright, MOOCs and access to the institutional repository respectively and no respondent satisfied with training/orientation programme on NPTEL in the department of Sociology in Tezpur University. In the department of Social Work, out of the total 27 students, the maximum 81.48% of students satisfied with training/orientation programme on a digital library of India, followed by 40.74% and 14.81% of students satisfied with training/ orientation programme on plagiarism & copyright and access to institutional repository respectively while no respondents satisfied with training/orientation programme on e-shodhsindhu, e-shodhganga, e-PG pathshala, NPTEL and MOOCs in the Mizoram University. However, out of the total 23 students, the maximum 43.48% students satisfied with training/orientation programme on e-PG pathshala, followed by 26.09% of each student satisfied with training/orientation programme on e-shodhganga and digital library of India while 8.70% of each student satisfied with training/orientation programme on plagiarism & copyright and access to the institutional repository while 4.35% students satisfied with e-shodhsindhu and not a single respondent satisfied with training/orientation programme on NPTEL and MOOCs in the department of Sociology in Tezpur University. In the department of Commerce, out of the total 46 students, the maximum 50% students satisfied with training/orientation programme on a digital library of India, followed by 21.74%, 17.39% and 8.70% of students satisfied with training/orientation programme on plagiarism & copyright, access to the institutional repository and MOOCs respectively while 4.35% of each students satisfied with training/orientation programme on e-shodhsindhu and NPTEL respectively and not a single respondent satisfied with

training/orientation programme on e-shodhganga and e-PG pathshala in the Mizoram University. However, out of total 42 respondents, a large number 35.71% of students satisfied with training/orientation programme on plagiarism & copyright followed by 19.05% and 16.67% students satisfied with training/orientation programme on a digital library of India, and e-shodhsindhu respectively and 14.29% each student satisfied with e-shodhganga and MOOCs while 11.90% of each student satisfied with training/orientation programme on NPTEL, access to the institutional repository and 9.52% of students satisfied with e-PG pathshala in the department of Commerce in Tezpur University. In the department of Mass Communication, a total of 36 respondents were satisfied with the different training/orientation programmes provided by the libraries, in which the maximum 41.67% of students satisfied with training/orientation programme on a digital library of India, followed by 16.67% of each student satisfied with training/orientation programme on e-shodhsindhu and access to the institutional repository, 13.89% and 8.33% of students with plagiarism and copyright and e-shodhganga respectively while 5.56% of each student satisfied with training/orientation programme on e-PG pathshala, NPTEL and MOOCs in the Mizoram University. However, out of 39 respondents, a large number 30.77% of students satisfied with training/orientation programme on a digital library of India, followed by 17.95%, 15.38%, 12.82%, of students satisfied with training/orientation programme on plagiarism & copyright, e-shodhganga, access to the institutional repository respectively while 10.26% of each student with e-shodhsindhu, NPTEL and MOOCs and 2.56% of students satisfied with e-PG pathshala in the department of Mass Communication in the Tezpur University. In the department of Management, a total of 53 respondents satisfied with the various training/orientation programmes provided by the libraries, the maximum 60.38% of students satisfied with training/orientation programme on a digital library of India, followed by 20.75%, 13.21%, 9.43%, 7.55% and 5.66% of students satisfied with training/orientation programme on plagiarism and copyright, NPTEL, access to an institutional repository, MOOCs and e-shodhsindhu respectively while no respondent satisfied with e-shodhganga and e-PG pathshala in the Mizoram University. However, out of total 51 respondents, a large number 41.18% of students satisfied with training/orientation programme on MOOCs, followed by 39.22% and 21.57% of students satisfied with training/orientation programme on NPTEL and plagiarism & copyright respectively, and 9.80%, 7.84% and 5.88% of students satisfied with training/orientation

programme on a digital library of India, access to the institutional repository and e-shodhganga respectively and 3.92% each student satisfied with training/orientation programme on e-shodhsindhu and e-PG pathshala by the respondents of the department of Management in Tezpur University.

Table- 4.48: Respondents satisfaction with Programme/instruction or training provided by the library

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	e-Shodhsindhu	3 (5.77)	0 (0)	0 (0)	2 (4.35)	6 (16.67)	3 (5.66)	14 (5.32)
	e-Shodhganga	3 (5.77)	7 (14.29)	0 (0)	0 (0)	3 (8.33)	0 (0)	13 (4.94)
	e-PG Pathshala	0 (0)	1 (2.04)	0 (0)	0 (0)	2 (5.56)	0 (0)	3 (1.14)
	Digital Library of India	34 (65.38)	25 (51.02)	22 (81.48)	23 (50)	15 (41.67)	32 (60.38)	151 (57.41)
	NPTEL	0 (0)	0 (0)	0 (0)	2 (4.35)	2 (5.56)	7 (13.21)	11 (4.18)
	MOOCs	6 (11.54)	1 (2.04)	0 (0)	4 (8.70)	2 (5.56)	4 (7.55)	17 (6.46)
	Plagiarism and Copyright	8 (15.38)	14 (28.57)	11 (40.74)	10 (21.74)	5 (13.89)	11 (20.75)	59 (22.43)
	Access to Institutional Repository	10 (19.23)	7 (14.29)	4 (14.81)	8 (17.39)	6 (16.67)	5 (9.43)	40 (15.21)
Tezpur University	e-Shodhsindhu	3 (5.36)	10 (20.83)	1 (4.35)	7 (16.67)	4 (10.26)	2 (3.92)	27 (10.42)
	e-Shodhganga	7 (12.50)	10 (20.83)	6 (26.09)	6 (14.29)	6 (15.38)	3 (5.88)	38 (14.67)
	e-PG Pathshala	3 (5.36)	10 (20.83)	10 (43.48)	4 (9.52)	1 (2.56)	2 (3.92)	30 (11.58)
	Digital Library of India	10 (17.86)	10 (20.83)	6 (26.09)	8 (19.05)	12 (30.77)	5 (9.80)	51 (19.69)
	NPTEL	2 (3.57)	0 (0)	0 (0)	5 (11.90)	4 (10.26)	20 (39.22)	31 (11.57)
	MOOCs	7 (12.50)	4 (8.33)	0 (0)	6 (14.29)	4 (10.26)	21 (41.18)	42 (16.22)
	Plagiarism and Copyright	23 (41.07)	5 (10.42)	2 (8.70)	15 (35.71)	7 (17.95)	11 (21.57)	63 (24.32)
	Access to Institutional Repository	1 (1.78)	3 (6.25)	2 (8.70)	5 (11.90)	5 (12.82)	4 (7.84)	20 (7.72)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

4.52 AREAS WHERE INSTRUCTIONS/TRAINING PROGRAMME IS NEEDED

Table 4.49 illustrates the areas where instruction/training programme needed for the PG students of the Social Sciences department of Mizoram University and Tezpur University. The table categorically represents the department wise data of the respondents from both Universities. In the department of Education, out of a total 52 respondents, the maximum 42.31% of students needed the instruction or training in the area of use of computers, followed by search strategies and OPAC/Web OPAC i.e. 40.38% of the students each and 38.46% of each student needed the instructions or training in the area of use of printed resources and use of e-resources while 34.62% of students needed instructions or training in the area of the Internet by the Mizoram University students. However, out of a total 56 respondents, the maximum 44.64% of students needed instructions/training in the area of using e-resources, followed by 30.36% students for search strategies while OPAC/Web OPAC and use of printed resources with 28.57% and 26.79% of students respectively and in the area of Internet and use of computers instructions/training needed with 21.43% and 19.64% of students respectively by the respondents of the department of Education of Tezpur University. In the department of Sociology, out of a total 49 respondents, the maximum 46.94% of students needed instructions/training in the area of using e-resources, followed by in the area of using computers with 44.90% of students and OPAC/Web OPAC with 42.46% of students needed training in the area of the Internet, search strategies and using printed resources with 40.82%, 38.78% and 34.69% of students respectively by the respondents of Mizoram University. However, out of total 48 respondents, a large number 39.58% of students each required instructions/training in the area of using e-resources and search strategies, followed by 37.50% of students who needed instructions/training in the area of OPAC/Web OPAC while using print resources, using computers and Internet with 27.08%, 20.83% and 14.58% of students respectively in the Department of Sociology, Tezpur University. In the department of Social Work, out of a total 27 respondents, the maximum 77.78% of students needed instructions/training in the area of using e-resources, followed by 70.37%, 62.96% and 59.26% of students were need the instructions/training in the area of searching strategies, OPAC/Web OPAC and using printed resources respectively while 55.56% and 48.15% of students needed instructions/ training in the area of using computers and Internet respectively in Mizoram University. However, out of a total 23 respondents,

a large number 60.87% of students needed instructions/training in the area of using e-resources, followed by 39.13% and 30.43% of students were required instructions/training in the area of using printed resources and OPAC/Web OPAC respectively while students needed training in the area of using computer and search strategies instructions/training with 26.09% each and 4.35% of the students needed instruction for using the Internet in the Department of Social Work in Tezpur University. In the department of Commerce, out of a total 46 respondents, the maximum 43.48% of students needed the instructions/training in the area of using e-resources, followed by 41.30% of students in the area of using printed resources and 39.13% of students required instructions/training in using the computer while the students need instructions/training programme in the area of search strategies, OPAC/Web OPAC and Internet with 30.43% of each student in Mizoram University. However, out of a total 42 respondents, a large number 50% of students needed instructions/training programme in the area of using e-resources, followed by 47.62% and 45.24% of students in using printed resources and search strategies respectively while 40.48%, 19.05% and 14.29% of students required instructions/training in the area of OPAC/Web OPAC, using computers and Internet respectively by the department of Commerce students of Tezpur University. In the department of Mass Communication, out of a total 36 respondents, the maximum 58.33% of each students needed instructions/training programme in the area of using printed resources and using e-resources, followed by in the area of search strategies, OPAC/Web OPAC and Internet with 52.78% each of students while 47.22% of students required instructions/training programme in the area of using computers in Mizoram University, however, out of a total 39 respondents, a large number 48.72% of students needed the instructions/training programme in the area of using printed resources, followed by 43.59% of students needed the instructions/training programme in the area of search strategies and 41.03% of each students required in the instructions/training programme in the area of using e-resources and OPAC/Web OPAC respectively while 30.77% and 20.51% of students needed of the instructions/training programme in the area of using computer and Internet respectively by the students of Mass Communication department of Tezpur University. In the department of Management, out of a total 53 respondents, the maximum 35.85% of students needed the instructions/training programme in the area of using e-resources, followed by 30.19%, 28.30% and 24.53% of students recorded the instructions/training programme in the

area of search strategies, OPAC/Web OPAC and using computer respectively while 18.87% of each student needed the instructions/training programme in the area of using printed resources and Internet respectively by the respondents of Mizoram University. However, out of a total 51 respondents, a large number 41.18% of students needed the instructions/training programme in the area of using e-resources, followed by 31.37% of students required in the area of OPAC/Web OPAC and in the area of using printed resources and search strategies with 29.41% of each student while 27.45% and 19.61% of students needed the instructions/training programme in the area of Internet and using computers respectively by the respondents of the department of Management of Tezpur University.

Table- 4.49: Areas where Instructions/Training programme is needed

Univ.	Options	Departments						Total (%)
		EDU. (%)	SOC. (%)	SW (%)	COM. (%)	MCO. (%)	MAN. (%)	
Mizoram University	Use of printed resources	20 (38.46)	17 (34.69)	16 (59.26)	19 (41.30)	21 (58.33)	10 (18.87)	103 (39.16)
	Use of e-resources	20 (38.46)	23 (46.94)	21 (77.78)	20 (43.48)	21 (58.33)	19 (35.85)	124 (47.15)
	Use of Computers	22 (42.31)	22 (44.90)	15 (55.56)	18 (39.13)	17 (47.22)	13 (24.53)	107 (40.68)
	Search Strategies	21 (40.38)	19 (38.78)	19 (70.37)	14 (30.43)	19 (52.78)	16 (30.19)	108 (41.06)
	OPAC/ Web OPAC	21 (40.38)	21 (42.46)	17 (62.96)	14 (30.43)	19 (52.78)	15 (28.30)	107 (40.68)
	Internet	18 (34.62)	20 (40.82)	13 (48.15)	14 (30.43)	19 (52.78)	10 (18.87)	94 (35.74)
Tezpur University	Use of printed resources	15 (26.79)	13 (27.08)	9 (39.13)	20 (47.62)	19 (48.72)	15 (29.41)	91 (35.14)
	Use of e-resources	25 (44.64)	19 (39.58)	14 (60.87)	21 (50)	16 (41.03)	21 (41.18)	116 (44.79)
	Use of Computers	11 (19.64)	10 (20.83)	6 (26.09)	8 (19.05)	12 (30.77)	10 (19.61)	57 (22.01)
	Search Strategies	17 (30.36)	19 (39.58)	6 (26.09)	19 (45.24)	17 (43.59)	15 (29.41)	93 (35.91)
	OPAC/ Web OPAC	16 (28.57)	18 (37.50)	7 (30.43)	17 (40.48)	16 (41.03)	16 (31.37)	90 (34.75)
	Internet	12 (21.43)	7 (14.58)	1 (4.35)	6 (14.29)	8 (20.51)	14 (27.45)	48 (18.53)

(Frequency exceeded because respondents choose more than one option)

Abbreviations of departments: Education (**EDU.**); Sociology (**SOC.**); Social Work (**SW**); Commerce (**COM.**); Mass Communication (**MCO.**); Management (**MAN.**).

4.53 HYPOTHESIS TESTING

One sample t-test

The one-sample t-test can be used when the population variances are equal or unequal and with large or small samples.

$$t = \frac{M - \mu}{\sqrt{\frac{\sum X^2 - ((\sum X)^2/N)}{(N-1)(N)}}}$$

Two sample t-test (Welch's T-test)

For the 2-sample t-test, the numerator is again the signal, which is the difference between the means of the two samples. The default null hypothesis for a 2-sample t-test is that the two groups are equal. The equation that when the two groups are equal, the difference (and the entire ratio) also equals zero. As the difference between the two groups grows in either a positive or negative direction, the signal becomes stronger.

$$t = \frac{\bar{x}_1 - \bar{x}_2 - d}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$
$$df = \frac{\left(\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}\right)^2}{\frac{s_1^4}{n_1^2(n_1-1)} + \frac{s_2^4}{n_2^2(n_2-1)}}$$

H₀₁: The PG students covered under study are significantly aware of information literacy skills.

Hypothesis 1 tested on 10 tables which were used to comparison on awareness of information literacy skills among the PG students covered under the study in both University. The tables which were tested the hypothesis i.e. table no. 4.17, 4.18, 4.19, 4.20, 4.23, 4.24, 4.25, 4.26, 4.27, and 4.28.

Questions asked about	Mizoram University N=263	Percentage	Tezpur University N=259	Percentage	Total N=522	Percentage
Book	158	60.08	119	45.946	277	53.07
Journal	114	43.35	131	50.579	245	88.45
Call number	71	27.00	82	31.660	153	62.45
Bibliography from the article	85	32.32	98	37.838	183	119.61
Dictionary	239	90.87	239	92.278	478	261.20
Encyclopaedia	141	53.61	185	71.429	326	68.20
Library Catalogue	103	39.16	123	47.490	226	69.33
Articles	17	6.46	13	5.019	30	13.27
The Bibliography	53	20.15	87	33.591	140	466.67
An article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication	169	64.26	190	73.359	359	256.43
Mean	115		126.7		241.7 ±11	
Variance					126.7 9	
The two-tailed p= 0.00 t = 0.48 , df = 9, Critical value 1.833						

On applying one-sample t-test sample reported lower levels of awareness (Mean = 241.90± 11.26) than hypothetical mean and found in the population as a whole, t (0.48) df = 9, p < .05 and by this conventional criteria, this difference is considered to be statistically insignificant. The absolute value of the calculated t is smaller than the critical value (0.4814<1.833), so the mean of the data set is not significantly different from $\mu_0=261$. Thus the sample under study is not significantly aware of information literacy skills. Hence, **H₀₁ is rejected.**

H₀₂: There is no significant difference in both of the universities' respondents in IL skills to retrieve, examine, evaluate and use authentic information.

For the testing of hypothesis 2, table no. 4.30 is suitable to test the information literacy skills in accessing, searching, evaluating, and using the information.

Mizoram University									
Skills/competences	5	4	3	3	1	Total	Mean	Variance	Std. dev.
Accessing information	25 (9.51%)	56 (21.29%)	135 (51.33%)	31 (11.79%)	16 (6.08%)	263 (100%)	210.4	34414	185.51
Searching information	31 (11.79%)	55 (20.91%)	134 (50.95%)	29 (11.03%)	14 (5.32%)	263 (100%)			
Evaluating information	23 (8.75%)	48 (18.25%)	130 (49.43%)	42 (15.97%)	20 (7.60%)	263 (100%)			
Using information	34 (12.93%)	55 (20.91%)	129 (49.05%)	30 (11.41%)	15 (5.70%)	263 (100%)			
Tezpur University									
Accessing information	32 (12.36%)	60 (23.16%)	137 (52.90%)	16 (6.17%)	14 (5.41%)	259 (100%)	198.4	43859.3	208.95
Searching information	38 (14.67%)	64 (24.71%)	126 (48.65%)	17 (6.56%)	14 (5.41%)	259 (100%)			
Evaluating information	18 (6.95%)	58 (22.39%)	140 (54.05%)	33 (12.74%)	10 (3.87%)	259 (100%)			
Using information	37 (14.29%)	60 (23.16%)	136 (52.51%)	16 (6.18%)	10 (3.86%)	259 (100%)			
Note: Data collected on 5 points continuous scale, where 5: for Excellent and 1: for Very Poor, respondents were allowed to give the response in decimal value as well.									

t= 0.06 Critical value= 2.3 df= 8

On applying two-sample t-test for comparing mean of Sample from Mizoram University (Mean = 210± 185.5) and Tezpur University (Mean=198.4 ± 208.95)

reported IL skills in retrieve, examine, evaluate and use authentic information at a five-point continuous scale, i.e. (Rating 5: for Excellent and 1: for Very Poor ‘Respondents were allowed to give their response in decimal values as well) and found that population under study as a whole, $t(0.06) df = 8, p = .00$ and by this conventional criteria, this difference is considered to be extremely statistically insignificant as the calculated t value is smaller than the critical value ($0.096 < 2.306$), so the means are not significantly different.

In other words, the difference between the average of the Mizoram and Tezpur populations is not big enough to be statistically significant. Based on a two-sample t-test, as $p < 0.05$, the null hypothesis is rejected and found no significant difference in the information literacy skills of the students of both the Universities. Hence, **H₀₂ is rejected.**

H₀₃: There is no significant difference in the satisfaction level of students of both the Universities towards their library orientation program on the use of library resources and services.

For testing hypothesis 3, table no. 4.47 is suitable to test it, in which it has been shown the satisfaction level of students of both the University towards their library orientation program on the use of library resources and services.

Satisfaction level	Mizoram University	Tezpur University	
5	46 (17.49%)	27 (10.42%)	t= -0.0737 d.o.f= 11 critical value=2.201
4	152 (57.79%)	82 (31.67%)	
3	52 (19.77%)	96 (37.07%)	
2	9 (3.42%)	27 (10.42%)	
1	4 (1.52%)	27 (10.42%)	
Total	263 (100%)	259 (100%)	
Mean	82.5714	86.3333	
Variance	8694.61	8097.47	
Stand. Dev.	93.25	89.99	
N	7	6	
Note: Data collected on 5 points continuous scale, where 5: for Strongly Satisfied and 1: for Strongly Dissatisfied, respondents were allowed to give the response in decimal value as well			

The satisfaction level of students of both the Universities towards their library orientation program on the use of library resources and services is shown in the table. The results of the table indicate that the level of satisfaction of students was 5 (Strongly Satisfied), 4, 3, 2, and 1 (Strongly Dissatisfied) with both University, the results suggested a statistically insignificant difference among the average of students' level of satisfaction ($P < 0.05$). To determine the difference among satisfaction levels of students concerning their library orientation program, hence employed a two-sample t-test, given the unequal number of students in the respective universities ($t=0.073$; $df=11$ $p<.05$). The results of Scheffe's test showed that means of the satisfaction level of respondents was significantly different ($P < .05$) as the absolute value of the calculated t is smaller than the critical value ($0.0737 < 2.201$). Thus, there is no significant difference in the satisfaction level of students of both the Universities towards their library orientation program on the use of library resources and services Hence, the study failed to reject **H₀₃**.

**CHAPTER 5: MAJOR FINDINGS,
CONCLUSION AND SUGGESTION**

5. FINDINGS, CONCLUSION AND SUGGESTION

The term Information Literacy includes the fact that a person should be able to locate, evaluate and use the needed information when it's required. This chapter is divided into five parts i.e. (i) Major findings according to the objectives of the study, (ii) General findings, (iii) Conclusion, (iv) Suggestions, and (v) Future area for research.

5.1 FINDINGS ACCORDING TO THE OBJECTIVES OF THE STUDY

The first objective of the study is “Compare the level of Information Literacy Awareness among respondents understudy.”

1. The majority of respondents i.e. 67.30% were aware of the term “information literacy” while the rest 32.70% of students were not aware of it in Mizoram University. However, in Tezpur University, a large number 62.93% of students were aware of the term “information literacy” while the rest were not aware of it i.e. 37.07% of students. Thus, it is clearly indicated that large numbers of respondents were aware with the term “information literacy” in both of the Universities. (Table 4.14) .
2. A maximum 52.85% of students believed that the literacy skills in the digital environment are useful for academic activities, followed by 23.95% of students who believed that it is very useful, 21.29% of students can't make up their minds to decide whether literacy skills are useful or not and 1.91% of students said that the literacy skills are not useful at all in Mizoram University. However, in Tezpur University, a large number 42.47% of students find the literacy skills useful, followed by 35.52% of students who believed that it is very useful, 20.85% of students can't fix any option while rest 1.16% of students found literacy skills in the digital environment are not useful for academic activities. Thus, the overall majority of students in both of the Universities believed that information literacy skills are useful in a digital environment for academic activities, followed by very useful. (Table 4.15)
3. A large number 50.95% of students from Mizoram University preferred to contact their friends to access the needed information, followed by 28.90%, 28.14% and 4.94% of students preferred to contact the faculty, library staff and any other way respectively to access the needed information by Mizoram University. However, the majority of students (43.63%) preferred to contact their friends to access the needed information, followed by (35.14%), (30.89%)

and (6.18%)of students who preferred to contact their faculty, library staff and any other way respectively to access the needed information in the Tezpur University. (Table 4.16)

4. The majority of students (60.08%) from Mizoram University preferred books to search the basic background information, followed by 17.49% of students favoured journal and 14.83% of students preferred encyclopaedia while 7.60% of respondents preferred bibliography to search basic background information. However, in Tezpur University, 45.95% of students preferred a book, followed by 24.32% of students preferred journal and the rest 23.17% of participants preferred encyclopaedia while 6.56% of students choose bibliography as the preferred information source to search basic background information. Thus, book and Journal are the most preferred source to search the basic background information in both the universities. (Table 4.17)
5. The maximum 43.35% of students consulted journals for current information, followed by 41.83% of students consulted books, 13.31% of respondents consulted encyclopaedia and only 1.52% of students consulted bibliography for current information in Mizoram University. However in Tezpur University, a large number 50.58% of students consulted journals for current information, followed by 33.20% of students consulted books, 14.29% of respondents consulted encyclopaedia and only 1.93% of students consulted bibliography for current information. Thus, it is found that journal is the most preferred source for current information followed by books, encyclopaedia and bibliography in both of the Universities'. (Table 4.18)
6. The majority of the respondents were not aware of the shelving of the books in the library and they mentioned that shelve arrangement in the library is according to ISBN which is wrong. More than half (53.23%) of respondents from Mizoram University assumed that arrangement of books is the library according to ISBN number, followed by call number wise arrangement (27%), title wise arrangement (15.97%) and remaining 3.80% of students feel that books are arranged author wise. The same trend was also found in Tezpur University and the majority of students (40.15%) reported that shelving of the books in the library is according to ISBN, followed by call number wise arrangement (31.66%), title wise arrangement (20.85%) and author wise shelving remaining (7.34%) in the library. (Table 4.19)

7. A majority of students (40.68%) searched the database for finding other related articles, followed by (32.32%), (22.43%) and (18.63%) of students were consulting the bibliography from the article, library catalogue and other issues/volumes of journal respectively in the Mizoram University. However, the maximum 37.84% of students were consulting the bibliography from the article for finding other related articles followed by 30.89%, 26.25% and 18.92% of students were consulting the library catalogue, search the database and consult the other issues/volumes of journal respectively by the students of the Tezpur University. Thus only about 32.32% of total respondents of Mizoram University and about 37.84% of respondents from Tezpur University were searching the article for finding other related articles by consulting bibliography which is the more authentic source. (Table 4.20)
8. In both the universities, the majority of PG students were aware of the parts of the book. In Mizoram University, 55.51% of students were aware of the parts of the book while 44.49% of students were not aware. However, in Tezpur University, 62.55% of students were aware with the parts of the book while the rest of the students (37.45%) were not aware of it (Table 4.21a).
9. A large number 30.04% of students were aware of the table of the content part in the book, followed by 23.57%, 23.19%, 22.43% and 20.15% of students were aware of the text matter, the index, the bibliography and the glossary respectively by the respondents of the Mizoram University. However, the maximum 39% of students were aware with the table of content, followed by 27.41%, 26.64%, 24.71% and 22.39% of students with the index, the bibliography, the text matter and the glossary respectively by the students of Tezpur University. It is also found that the majority of respondents in both the university having Knowledge of different parts of the book. (Table 4.21b)
10. The majority of respondents from both the university were aware of the fair use of information and plagiarism. In Mizoram University, 79.09% of students were aware with fair use of information and plagiarism while 20.91% of students were not aware of it. However, in Tezpur University, 84.56% of PG students were aware of fair use of information and plagiarism while 15.44% of students were not aware of it. (Table 4.33)
11. The PG students of both universities are using different tools to verify web resources. In Mizoram University, 27.76% of students preferred to check

author status & affiliation followed by institution reputation (19.39%), check institution publisher's credibility and hyperlink link in a library/institutional sites (18.63%) each while 12.93% and 9.13% of students preferred the frequency of updating and aesthetic aspects of websites respectively to evaluate the reliability and the authenticity of web information. However, in Tezpur University, 30.50%, 22.39% and 16.22% of respondents preferred to check author status and affiliation, institution publisher's credibility and institution reputation respectively while 14.29%, 13.13% and 11.20% of students preferred to check hyperlink link given in a library/institutional sites, frequency of updating and aesthetic aspects of websites respectively. Majority of respondents in both the universities feel that the web resources recommended by faculties and Librarians are authentic they accept it as such. (Table 4.41)

The second objective of the study is “Find out the students’ capability to retrieve, examine, evaluate and use authentic information for their academic purpose in both Universities.”

1. A large number of students of both Universities were rating their accessing information, searching information, evaluating information and using of information skills (5 for Excellent and 1 for very poor) as 3, followed by 4 while the minimum respondents were rating their skills as they 1. (Table 4.30a &b)
2. Reliability is the most preferred criteria to evaluate the information in Mizoram University and 39.16% of students preferred it followed by usability (36.50%), Accessibility (30.04%) and Authenticity (23.19%). However, in Tezpur University, Authenticity is the most preferred criteria and 41.31% of students preferred it followed by reliability (36.29%), Accessibility & Usability (27.80%). In both the universities, coverage and currentness were the least preferred parameters to evaluate the information sources by the PG students. (Table 4.31)
3. The search pattern to find out the most suitable book are almost similar in both the universities. Total 39.92% of students saw the table of content of the book to decide about book followed by whether the title includes work of their topic or not (16.29%) and search the related words in an index of books (11.41%)

in Mizoram university, however, In Tezpur university, 39.77% of students were checking the table of content of the book followed by checking whether the title includes work of their topic (18.15%) and search the related words in an index of books (11.58%). With 2% approx differences of PG students choose their book based on all three mentioned criteria above in both the universities. (Table 4.22)

4. A maximum 90.88% of students from MZU have consulted a dictionary to find word meaning, followed by 4.94% of students consulted directory and 4.18% of students consulted bibliography however in Tezpur University, a large number 92.28% of students consulted a dictionary, followed by 5.02% of students consulted directory while 2.70% of students referred bibliography. Not a single student preferred patents to find out word meaning in both the universities. (Table 4.23)
5. The searching behaviour of PG students on a specific topic is similar in both universities. The highest number 53.61% of respondents preferred encyclopaedia source to search the information on the specific topic, followed by guide book (27.76%) and yearbook (10.65%) in Mizoram university however in Tezpur University, 71.43% of students preferred encyclopaedia source to search the information on the specific topic, followed by guide book (17.37%) and dictionary (7.34%), while yearbook was least preferred source by students. (Table 4.24)
6. In both the University, students mostly consulted the table of content to find other documents on the same topic. The second most consulting tool is the index by the Mizoram University respondents while in the Tezpur University, the respondents consulted bibliography to find other documents on the same topic. (Table 4.27)
7. The majority of the PG students in both the universities know about “peer review article”. The 64.26% and 73.36% students of Mizoram University and Tezpur University respectively were identified a ‘peer review article’ as an article that has been evaluated by other researchers in the same the related field for assessment of scientific being accepted for publication. (Table 4.28)
8. There is little difference in the search approach of PG students of both universities. To find out the documents on “Dr. B.R. Ambedkar” majority of Mizoram university students (59.32%) preferred author wise search followed

by title wise search (26.24%) while in Tezpur University, 39.38% of students preferred title wise search, followed by author wise (35.91%) and subject wise (19.69%). Thus Tezpur university students are more specific and particular about search techniques. (Table 4.29)

9. The majority of PG students (61.60%) of Mizoram university know and considered the legal binding while downloading the web content from the Internet and 38.40% students didn't aware and not considered this issue, however, in Tezpur University, 78.38% of students know and considered the legal binding while downloading the web content from the Internet while 21.62% students didn't know about this. Overall, the majority of the PG students were aware and know the legal binding but definitely, PG students of Tezpur university are more aware of this issue compared to Mizoram University. (Table 4.34)
10. The majority of PG students are well aware of how to use other works in their writeup. About 71% of students at Mizoram University have given references mostly/always when they used others work while 21.29% of students give references occasionally and 6.46% rarely. However, about 85% PG students of Tezpur university mostly/always giving references when they reproduce other work or ideas while 27.41% of students give references occasionally and 14.29% when they reproduce the other work or ideas. (Table 4.36)
11. A maximum 44.49% of students from Mizoram University were agreed with the statement "plagiarism should be avoided", followed by undecided, strongly agree, strongly disagree and disagree with 22.44%, 20.53%, 7.22% and 5.32% of students respectively. However, in Tezpur University, a large number 42.85% of students strongly agreed with the statement "plagiarism should be avoided", followed by agreed, disagreed, undecided and strongly disagree with 28.96%, 13.13%, 10.04% and 5.02% of students respectively (Table 4.37)

The third objective of the study is "Identify and compare the competency level of Information Literacy Skills about library tools and techniques among PG students of both Universities."

1. In awareness and usage of library resources, the maximum 54.82% of students from Mizoram University were not aware of library resources while 45.18% of the students were aware of it. However, at Tezpur University, it has been found

that 49.47% of students were aware of library resources while 50.53% of students were not aware of it. (Table 4.7a &b)

2. The majority of students (65.76%) were aware of library services given by the library while the rest 34.24% of students were not aware of it fully in Mizoram University, however, 61.47% of students of Tezpur University were fully aware of library services and the rest 38.53% of students were not aware of it. Thus about 35% of students of both the universities were not knowing about all the services given by libraries. (Table 4.12a & b)
3. The majority of PG students of Mizoram University mostly preferred to search the books from book racks directly, and low preferred to search on *OPAC/Web OPAC* and taking assistance from library staff. If they have any problems, they took the help of their friends. However in Tezpur University, students mostly preferred to search the books from book racks directly and search on *OPAC/Web OPAC* and if they have any problems, they took assistance from library staff and their friends also. (Table 4.11 a &b)
4. The majority of students (58.94%) were using the electronic resources of the library while the rest 41.06% of students were not using the electronic resources in Mizoram University. However, at Tezpur University, 54.05% of students were using the electronic resources of the library and the rest (45.95%) were not using it. Although, the majority of students are using e-resources of the library but near about half of the population of PG students were not using e-resources currently. (Table 4.10)
5. A maximum 53.31% of students from Mizoram University found that the library is useful, followed by 45.53% of respondents find libraries very useful while there were 1.17% of students didn't find the library useful at all. However, a large number 55.20% of students believe that the library is useful, followed by 41.20% of students who finds the library very useful while there were only 3.60% of students who didn't find the library useful in Tezpur University. It is clear that the majority of the students from both the universities believes that the library is useful, followed by the student's finds library as very useful. (Table 4.13)
6. The maximum 39.16% of students preferred library catalogue to use library resources, followed by 22.06% of students who don't know about it, 20.91% preferred Internet, 15.59% of students preferred books in print and the rest

2.28% of students preferred bibliography. However in Tezpur University, a large number 47.49% of students preferred library catalogue, followed by 20.08% of students don't know about it, 19.31% of students preferred Internet, 11.20% of students preferred books in print and remaining 1.93% of respondents preferred bibliography as a tool to use library resources. (Table 4.25)

7. The PG students having good awareness about the document which can't access directly in the library catalogue of the library in both the universities. The majority of students (62.74%) from Mizoram university were believed that videos can't access directly in the library catalogue, followed by articles that can't access directly (6.46%) and Govt. publications (1.52%). However, in Tezpur University, 49.42% of students believed that videos can't access directly in the library catalogue followed by articles (5.02%) and govt. publication can't access directly (4.63%). Further, a considerable percentage of PG students in both the universities were mentioned that they don't know about it. (Table 4.26)

The fourth objective of the study is “Know the respondent's satisfaction with Information Literacy program of University libraries and its impact on their IL competency.”

1. The majority of respondents have attended the library orientation/information literacy programme organized by the library in both of the Universities but Mizoram university students were more particular to attend the library orientation/information literacy programme and 87.07% of students attended while in Tezpur University, 62.16% of students attended the library orientation/information literacy programme. (Table 4.46)
2. The majority of students (57.79%) from Mizoram university were given 4 response and 17.49% of students were given 5 response with Library orientation program while 19.77% of students were given 3 and only 3.42% of students were given 2 with a library orientation program. However, in Tezpur University, 31.67% of students were given 4 response and 10.42% of student were given 5 but the majority of students i.e. 37.07% were given 3 response on library orientation program satisfaction and 10.42% of students are given 2 response with library orientation program in Tezpur University. (Note: 5: for

Strongly Satisfied and 1: for Strongly Unsatisfied (Respondents can give the respons in point value also) (Table 4.47)

3. The Mizoram University PG students were more satisfied with the training/orientation programme of the library on a digital library of India (57.41%) followed by plagiarism and copyright (22.43%), access to the institutional repository (15.21%), MOOCs (6.46%) and e-shodhsindhu (5.32%) but least satisfied with e-shodhganga (4.94%), NPTEL (4.18%) and e-PG pathshala (1.14%). However, in Tezpur University, students were more satisfied with training/orientation programme on plagiarism & copyright (24.32%), a digital library of India (19.69%), MOOCs (16.22%), e-shodhganga (14.67%) and NPTEL (11.57%) while training/orientation programme on e-PG pathshala (11.58%), e-shodhsindhu (10.42%) and access to institutional repository respectively (7.72%). (Table 4.48)

The fifth objective of the study is “Find out the area of strengths and weakness of Information Literacy Skills of PG Students of Mizoram and Tezpur University and give suggestions for the enhancement.”

1. The majority of PG students (47.15%) from Mizoram University were needed instructions/training programme in the area of using e-resources, followed by search strategies (41.06%) and use of computer and OPAC/web OPAC (40.68%) each. However, in the Tezpur University, 44.79% of students required instructions/training programme in the area of using e-resources, followed by search strategies (35.91%), use printed resources (35.14%), OPAC/Web OPAC (34.75%) and use of the computer (22.01%). (Table 4.49)
2. About 39% of students of Mizoram University have high ability to access the correct information in the print format and 44.87% of students have an average ability to access the correct information in the electronic format. However, in Tezpur University, 52.12% of students have high ability to access the correct information in print format and 42.47% of students also have a high ability to access the correct information in an electronic format. (Table 4.43a & b)
3. The majority of students (41.83%) of Mizoram University have an average ability to evaluate the information in the print format and 43.35% of students have the average ability to evaluate the information in electronic format. However, in Tezpur University, 54.05% of students have a high ability to

evaluate the information in print formats and 44.79% of students have a high ability to evaluate the information in an electronic format. (Table 4.44a & b)

4. The majority of students (54.75%) of Mizoram University and Tezpur University (52.12%) preferred to search content according to their requirement on the search engine to access the latest online content in their field. The other common mode to find out the required information are discussion list/forum, browse the table of content of online journals regularly, go through email alert services and go through indexing & abstracting services in both the universities. (Table 4.42)

5.2 GENERAL FINDING

1. 51.71% of students were female while the rest 48.29% of students were male in Mizoram University. However, in Tezpur University, a large number 68.34% of students were female while the rest were male i.e. 31.66% of students. It is also found that the maximum respondents were female in both of the Universities. (Table 4.2)
2. The maximum 47.53% of students were between 23-25 years of age group, followed by 41.83% of students were between 20-22 years of age group and 10.26% of students were between 26-28 years of the age group in Mizoram University. However, out of a total 259 respondents, a large number 49.42% of students were between 23-25 years of age group, followed by 45.56% of students were between 20-22 years of age group and 5.02% of students were between 26-28 years of the age group in Tezpur University. It also illustrates that in both of the Universities the maximum students were between 23-25 years of age group, followed by 20-22 years of age group. (Table 4.3)
3. A maximum 97.72% of students were visiting the library while the rest 2.28% of students didn't visit the library at Mizoram University. However, in Tezpur University, out of a total of 259 respondents, a large number 96.53% of students were visiting the library while the rest didn't visit the library i.e. 3.47% of students. (Table 4.4a)
4. A maximum 82.88% of students were visiting the library once a week, followed by 3-4 times a week and daily with 14.01% and 1.94% of students respectively while 1.17% of students were visiting the library sometimes in Mizoram University. However, 62.40% of students were visiting the library

once a week, followed by 3-4 times a week and daily with 28.80% and 7.60% of students respectively in Tezpur University. (Table 4.4b)

5. A total of 257 respondents were visiting the library while the rest 6 were not visiting the library at Mizoram University. However, out of a total of 259 respondents, a total of 250 respondents were visiting the library and the rest 9 were not visiting the library in Tezpur University. Those students who were not visiting the library, they were using the Internet for getting their required information in both the universities. (Table 4.4c)
6. The majority of students (67.32%) were visiting the library for issue/return of books purpose, followed by study purpose (32.68%) and reading newspaper/magazines purpose (20.62%) in the Mizoram University. However, in Tezpur University, (53.60%) of students were visiting for issue/return of books purpose, followed by study purpose (41.20%) and reading newspaper/magazines purpose (18%). (Table 4.5)
7. The majority of students (47.91%) of Mizoram University uses the library resources for preparing an assignment purpose followed by preparing notes (39.16%), to enhance subject knowledge (27.38%), for project work (23.19%). However, in Tezpur University, the maximum number of students (39.77%) were visiting the library to prepare notes, followed by 36.29%, 35.91%, 23.94% students for preparing an assignment, enhance subject knowledge and for a project work respectively. (Table 4.6)
8. The majority of students (Mizoram University-77.43% & Tezpur University-69.20%) from both universities believed that their library has adequate resources to satisfy their information needs. (Table 4.8)
9. The print media was the most preferred source for the study purpose in both the universities and 67.68% of students of Mizoram University and 59.46% of students of Tezpur University preferred it for their study while 32.32% and 40.54% students of Mizoram University and Tezpur University preferred electronic media respectively. (Table 4.9)
10. Taking the next steps after finding the required information, 66.92% of PG students were evaluating the information and select the most relevant one among available while 26.62% of students were using the information as it is without any evaluation. However, in Tezpur University, more than half of students (61%) were also evaluating the information and select the most

relevant one among available while 17.37% of students were using the information as it is without any evaluation. (Table 4.32)

11. About half of the student's population (49.44%) were frequently dependent on the Internet for writing dissertation/research papers in Mizoram University while in Tezpur University, 37.45% of students were frequently dependent on the Internet for writing dissertation/research papers. (Table 4.35)
12. The majority of students were using simple keyword search and field search techniques to search the electronic documents in both Universities preferably (Table 4.38)
13. Google search engine was the favourite search engine among the PG students of both the universities and above 90% of students preferably for using it for their search. (Table 4.39)
14. The students of both the universities were facing the same problem while accessing information in print sources i.e. lack of knowledge about the arrangement of books on shelves in the library, followed by lack of knowledge about using library catalogue while minimum respondents were faced difficulty in lack of assistance from library staff. (Table 4.45a)
15. It is reported that students of Mizoram University were facing problems in accessing the needed information in electronic sources due to the slow speed of the Internet while the Tezpur University students were facing difficulty in accessing the needed information in electronic sources due to unfamiliarity with search methods. (Table 4.45b)
16. In both of the Universities, a large number of students preferred search engines as a resource to search the information from the Internet. (Table 4.40)

5.3 CONCLUSION

The rapid changes in information and communication technologies brought an information explosion and in the present era, it is very difficult to choose the right information's, human need the ability to locate, evaluate and use effectively the required information. There are many skills such as *generic skills* in which *problem-solving*- using of this skill anybody can solve their information need, *collaboration skill*- in this skill human can collaborate with another one to fulfil their information requirements, *team work skill*- according to this skill human work together to achieve the particular goal, *communication skill*- in this skills human can acquire information

through different communication skills and *critical thinking*- in this skill the intellectually disciplined process came. **Information skills** in which *information seeking, information use and information technology fluency* have come. **Values and beliefs** in which two things were come i.e. *using information wisely and ethically, and social responsibility and community participation*. These skills were defined by Bundy in 2004. Information literacy orientation/instruction programmes required to be implemented by well-trained library staff in the University to fulfil library goals and to motivate their user's as not only lifelong learners but also critical thinkers. It is also important to successfully organized these programmes, the library staff can enlist the co-operation of the teaching staffs too. The role of the librarian is more prominent and meaningful to organized information literacy programmes in the University. According to Kurbanoglu et al, the correlation of information literacy and lifelong learning is, "the successful individuals of the future will be the individuals who can access information; who can use technology in accessing information; who can solve problems; and who can learn on their own. Information societies need individuals who have skilled at lifelong learning. Every student/individual who is raised in the information age is ought to have the basic skill of learning to learn, that is to access the constantly changing information from various sources, to evaluate and use this information."

The study aims to find out the information literacy skills among the PG students of the Social Sciences departments in Mizoram University and Tezpur University and compare the various information literacy skills to fulfil the objectives of the study. It is found that the maximum number of students were female in both University and a large number of students were between 23 to 25 years age-group. *In the using of library and its services*, the highest number of students were visiting the library by once in a week and the main purpose of visiting the library was issue/return of books. In using library resources, the maximum number of students were using the library resources for preparing an assignment purpose in Mizoram University while in Tezpur University a large number of respondents were using library resources for preparing the notes purpose and both Universities' respondents were found that the library has adequate resources. For searching the books in the library, respondents highly preferred to search bookshelves directly in both University and most of the respondents were find that the library is useful. *In the information literacy skills*, the maximum

number of respondents were aware of the term 'information literacy' in both University and also a large number of respondents believed that the information literacy skills are useful in the digital environment for academic activities. To search the basic background information both University's maximum respondents were preferred books and consulted the Journal for the current source of information while the highest number of respondents did not know about how to shelve the books in the library. It is also found that a large number of respondents from Mizoram University were searching the database for finding the other related articles which were not correct while in Tezpur University respondents were give the right answer i.e. bibliography from the article. A large number of respondents were aware of the parts of the books and also both Universities respondents gave the right answer i.e. dictionary for the question in which documents containing meanings of the word. The maximum respondents from both universities preferred encyclopaedia to search the information on the specific topic and also preferred library catalogue as a tool to identify the books in the library collections i.e. is the right answer while using the library catalogue both Universities respondents don't know that articles do not search in the catalogue and they give wrong answer i.e. video. The maximum respondents from Mizoram University search the documents authors wise while Tezpur University respondents search title wise which is more suitable to search the documents on the particular topic or title. A large number of students of both universities were rating their accessing information, searching information, evaluating information and using of information skills were good, followed by very good while the highest number of respondents from Mizoram University evaluated the information to check the reliability while in Tezpur University respondents were check authenticity. *In familiarity with copyright and fair use of information*, the highest number of respondents from both universities were aware of fair use of information and plagiarism and they considered the legal binding while downloading the web content from the Internet. A large number of respondents from both universities were frequently dependent on the Internet for writing a dissertation or research paper. It is also found that the maximum number of respondents from Mizoram University mostly given references when they are reproducing other work or ideas while always given reference by Tezpur University respondents and the statement 'plagiarism should be avoided' were agree with it by the respondents of Mizoram University while in strongly agree with the statement by the respondents of Tezpur University. *In search*

techniques and access, a large number of respondents were preferred simple keyword search techniques to search the electronic information and they preferred Google search engine for searching the required information. The maximum respondents from both universities preferred sources recommended by faculties and librarians to evaluate the reliability and authenticity of web information. The maximum respondents have a high ability to access the correct information in print format in both Universities however in electronic format Mizoram University respondents have the average ability while Tezpur University respondents have a high ability to access the correct information in electronic format. Ability to evaluate the information in print format, a large number of Mizoram University respondents have the average ability while Tezpur University respondents have high ability in the print format while in electronic format, Mizoram University respondents have the average ability and Tezpur University respondents have high ability to evaluate the information in electronic format. The slow speed of the Internet is a major issue facing by the respondents to access the needed information in electronic form in Mizoram University while in Tezpur University unfamiliarity with search methods is the major issue. *In library orientation/information literacy programme*, the maximum number of respondents from both universities attended the library orientation/information literacy programme and a large number of respondents were satisfied with the programme/instruction or training provided by the library in Mizoram University while Tezpur University respondents were neutral with it. It is also found that the majority of respondents from Mizoram University satisfied with the training/orientation programme on a digital library of India, while a large number of respondents from Tezpur University satisfied with the training/orientation programme on plagiarism & copyright provided by their library. The maximum respondents from both University needed instructions/training programme in the same area i.e. using e-resources while the minimum required area is the Internet, its means both Universities students well known about Internet facilities.

5.4 SUGGESTIONS

On the basis of data analysis and findings of the study, the following suggestions are given to improve the information literacy skills among the PG students of both the Universities i.e. Mizoram University and Tezpur University.

1. The information literacy program required training or instructions based and regular basis. It should be linked with users needs and requirements.
2. The responsibility to enhance the IL capability must be collectively shared by all the academic organizations and it should be started from the school and college level.
3. The central library can plan and implement appropriate information literacy programs for PG students in collaboration with academic departments on regular basis.
4. The PG students of both universities needed a special literacy programme on search techniques, awareness about library catalogue, sections or parts of documents, How to find the latest online content in their fields etc.
5. In the present knowledge-based society, IPR and Copyright are a burning issue for the academic community. Thus both the library should organize workshops, seminars and debates on research ethics, reference management, plagiarism to make aware of their respective stockholders.
6. There should be a proper library orientation programme for the students so that they can properly use the library resources and services. Orientation programmes should be more frequent and practical oriented. The video recording of the library orientation program should be uploaded on the library website also so that students can view it when they want.
7. The online library resources and OPAC accessibility may be given to the users through remote login also.

5.5 FUTURE AREAS FOR RESEARCH

Studies could be done in the following areas of research for the improvement of information literacy skills in all levels of education and from the output of the present study, the following areas are suggested for further research:

1. The present study involves the assessment of information literacy skills among the PG students of the Social Sciences department at Mizoram University and Tezpur University. Further, the University wise students who possess better Information Literacy skills can be identified including all the streams subject.
2. A study could be repeated with the research scholars and faculties to find the effect of Information Literacy Skills on them.

3. A similar study can be conducted in the other Universities/collages and the findings of the study may be compared with this study findings
4. Information literacy skills of two different streams of PG students can be compared.
5. The university libraries can plan to conduct some case studies of individual departments under each school for better planning and implementation of their orientation program.

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APPENDIX- I

Questionnaire for PG Students of Social Sciences Department

Dear Respondents,

I am pursuing Ph.D in Library and Information Science, Mizoram University, Aizawl on the topic “**Information Literacy Skills among the PG Students of Social Sciences of Mizoram University and Tezpur University: A Comparative Study**”, under the guidance of Dr. Manoj Kumar Verma. You are kindly requested to fill up the questionnaire. I ensure you that the information given by you will be used for academic purpose only.

(Please answer the question or tick mark in the box provided against each question)

Thanking You,

Ravi Shukla
Ph.D Scholar
Dept. of Lib. & Inf. Sci.
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I. DEMOGRAPHIC INFORMATION

1. Name _____
2. Name of the Department/Course _____
3. Gender: Male () Female ()
4. Age

II. USING LIBRARY AND IT'S SERVICES

1. (a). Do you visit the library?

- (a) Yes () (b) No ()

(b). If Yes, please state the frequency of visiting to the library

- (a) Daily () (b) 3-4 times a week () (c) Once in a week ()
 (d) Sometimes () (e) Never ()

(c). If you do not visit the library at all then please mention the way to satisfy your information needs.

- (a) Personal collections () (b) from friends ()
 (c) Internet () (d) Any other, please specify _____

2. Purpose of visiting the library. (You may tick multiple options)

- (a) To issue/return Books () (b) To study ()
 (c) To read Newspaper/Magazines () (d) Any other, please specify _____

3. Purpose of using library resources. (You may tick multiple options)

- (a) Preparing Notes () (b) Writing a research paper ()
 (c) To enhance subject knowledge () (d) Preparing an assignment ()
 (e) For a project work () (f) Any other, please specify _____

4. Kindly mention the frequency of awareness and usage of different types of library resources available in library.

Types of Resources								
Sl. No.	Resources	Awareness		Frequency of Usage*				
		Yes	No	5	4	3	2	1
1	Textbooks							
2	Periodicals (magazines)							
3	Current Periodicals(Journals)							
4	Bound Volumes							
5	Reference Sources (dictionary, encyclopaedia, etc.)							

6	News Paper							
7	Conference Proceedings							
8	Course Related Materials (question papers, notes, etc.)							
9	Government Publications							
<p align="center">* Note: 5: Daily, 4: 3-4 times in a week, 3: Once in a week, 2: Occasionally, 1: Once in a month</p>								

5. Do you feel the library has adequate resources?

(a) Yes () (b) No ()

6. Which information media do you prefer more?

(a) Print () (b) Electronic ()

7. Are you using the electronic resources of the library?

(a) Yes () (b) No ()

8. Methods of searching documents in the Library. (Rank according to preference from 4 to 1)

Sl. No.	Methods of Searching Documents	Preference of Usage*			
		4	3	2	1
1	Search book shelves directly				
2	Use OPAC/Web OPAC				
3	Taking assistance from Library staff				
4	Taking assistance from friends				
5	Any other please specify -----				
<p>* Note: kindly mark tick ✓ 4: For highly preferred method to the decreasing order continues and 1: For least used method. Better mention all four indicator. (4: Very highly 3: Highly 2: Average 1: Low)</p>					

9. Are you aware of the services provided by your Library?

Library Services	Awareness		If yes, Frequency of usage*				
	Yes	No	5	4	3	2	1
Reference Services							
Circulation (Issue/Return) Services							
OPAC							
Current Awareness Services/SDI							
Shelf Issue and Return (RFID)							
Database Searching							
Photocopy Services							
Internet Browsing Services							
Brail Services for Blind Students							
* Note: 5: Daily, 4: More than twice in a week, 3: Once in a week, 2: More than twice in a month, 1: Once in a month							

10. How useful do you find the library?

- (a) Useful () (b) Very Useful () (c) Not at all ()

III. INFORMATION LITERACY SKILLS

1. Are you familiar with the term “information literacy”?

- (a) Yes () (b) No ()

2. For your academic activities, how useful do you feel information literacy skill in the present Digital environment is?

- (a) Very Useful () (b) Useful ()
(c) Not Useful () (d) Cannot say ()

3. Whom do you contact to access the needed information? (You may tick multiple options)

- (a) Library staff () (b) Friends ()
(c) Faculty () (d) Any other, please mention_____

4. Which of the following information tool is the best choice for locating basic background information?

- (a) Journal () (b) Encyclopaedia ()
(c) Book () (d) Bibliography ()

5. To find out the current information, you would consult__

- (a) Book () (b) Journal ()
(c) Encyclopaedia () (d) Bibliography ()

6. Books in the library are shelved (arranged) by

- (a) ISBN number () (b) Call number ()
(c) Title () (d) Author ()

7. If you find a good article on your topic, what is the most efficient source for finding other related articles?

- (a) Library catalogue () (b) Bibliography from the article ()
(c) Search the database () (d) Other issues/volume of journal ()

8. (a). Do you have knowledge about the parts of book?

- (a) Yes () (b) No ()

(b). If yes, please tick the following. (You may tick multiple options)

- (a) The table of content () (b) Text matter ()
(c) The Index () (d) The glossary () (e) The Bibliography ()

9. How would you decide a book contains information according to your requirement?

- (a) The title includes the work of my topics ()
(b) Find the book and see that the table of contents lists are on my topic ()

- (c) Search the related word in index of books ()
- (d) All of the above ()

10. The documents containing meanings of the Word is __

- (a) Dictionary () (b) Directory ()
- (c) Bibliography () (d) Patents ()

11. The document containing definition and description of a specific topic is __

- (a) Encyclopaedia () (b) Dictionary ()
- (c) Year book () (d) Guide Book ()

12. To identify the book in the library collection, what is used among following?

- (a) Books in print () (b) Internet ()
- (c) Library Catalogue () (d) Bibliography () (e) I don't know ()

13. Which of the following cannot be found using a library catalogue?

- (a) Govt. publication () (b) Videos ()
- (c) Books () (d) Articles () (e) I don't know ()

14. You have found a book that is right on your topics, which section of the book you will consult to find others documents on the topics?

- (a) Glossary () (b) The index ()
- (c) The Bibliography () (d) The table of content ()

15. A peer review article is__

- (a) An article that was presented at a conference with a group of fellow. ()
- (b) An article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication. ()
- (c) An article that has been posted on the personal website for other researchers to read and review. ()

16. How would you search all the documents on “Dr. B.R. Ambedkar” in your library?

- (a) By Title () (b) By Author ()
 (c) By Publisher () (d) By Subject ()

17. Rate your skills from Excellent to Very Poor on the following skills

Skills/ competences	5	4	3	2	1
Accessing information					
Searching information					
Evaluating information					
Using information					

Note: Data collected on 5 points continuous scale, where 5: for Excellent and 1: for Very Poor, respondents were allowed to give the response in decimal value as well.

18. What are the parameters you follow to evaluate the information? (You may tick multiple options)

- (a) Authenticity () (b) Accessibility () (c) Coverage ()
 (d) Usability () (e) Reliability () (f) Current-ness ()

19. If you find your required information, what would be the next step?

- (a) Use the information as it is ()
 (b) Organize the information in a required format ()
 (c) Evaluate and Select the most relevant one ()
 (d) Any other (please specify) _____

IV. FAMILIARITY WITH COPYRIGHT AND FAIR USED

1. Do you have the knowledge of fair use of information and plagiarism?

- (a) Yes () (b) No ()

2. While accessing the information from the web (download), do you consider that this activity has legal binding (e.g. copyright, etc.)?

- (a) Yes () (b) No ()

3. How much are you depended on the Internet for writing dissertation/research paper?

- (a) Highly depended () (b) Frequently depended ()

- (c) Occasionally depended () (d) Rarely depended ()

4. Do you give the references while you reproducing work or ideas of others'?

- (a) Always () (b) Mostly ()

- (c) Occasionally () (d) Rarely () (e) Never ()

5. Please provide your view on the statement "Plagiarism should be avoided."

- (a) Strongly agree () (b) Agree ()

- (c) Undecided () (d) Disagree () (e) Strongly disagree ()

V. SEARCH TECHNIQUE AND ACCESS

1. What search techniques you are using to search for electronic information? (You may tick multiple options)

- (a) Simple Keyword () (b) Boolean operators (AND, OR, NOT) ()

- (c) Truncation () (d) Field Search (Title Author, URL, etc.) ()

2. What search engine you preferred to search for the information? (You may tick multiple options)

- (a) Google () (b) Yahoo ()

- (c) Bing () (d) Ask.com ()

3. You search the information from the Internet by___ (You may tick multiple options)

- (a) Search engine () (b) Open access journal directories ()

- (c) Website () (d) Databases (e-Shodhsindhu) ()

- (e) Publishers Websites ()

4. How do you evaluate the reliability and the authenticity of web information?
(You may tick multiple options)

- (a) Sources recommended by faculties and Librarian ()
- (b) Institution reputation ()
- (c) Author status and affiliation ()
- (d) Institution publisher's credibility ()
- (e) Hyperlink link given in a Library/Institutional sites ()
- (f) Frequency of updating (periodically updated sites) ()
- (g) Aesthetic aspects of websites (colourful and attractive) ()

5. How do you know about the latest online content in your field? *(You may tick multiple options)*

- (a) I search content according to my requirement on search engine ()
- (b) Browse table of content of online journals regularly ()
- (c) I received table of content through email-alert services ()
- (d) Through indexing & abstracting services ()
- (e) Through discussion list/forum ()

6. Please rate your ability to access the correct information in Print and Electronic formats?

Format	Very High	High	Average	Low
Print				
Electronic				

7. Please rate your ability to evaluate the information in Print and Electronic formats?

Format	Very High	High	Average	Low
Print				
Electronic				

8. What are the difficulties you have faced while accessing information that you required? (You may tick multiple options)

Printed Sources

- (a) Lack of knowledge about use of library catalogue ()
(b) Lack of knowledge about arrangement of books on shelves in library ()
(c) Lack of Assistance from library staff ()

Electronic Sources

- (a) Virus problem for accessing information ()
(b) Unfamiliarity with search methods ()
(c) Unorganized elements/contents in a search page ()
(d) Too much time consuming for searching the information ()
(e) Slow Internet speed ()
(f) Any other (please Specify)_____

VI. LIBRARY ORIENTATION/INFORMATION LITERACY PROGRAMME

1. Have you ever attended the Library Orientation/Information Literacy Programme organized by your library?

- (a) Yes () (b) No ()

2. Are you satisfied with Programme/instruction or training provided by the library on the use of library resources and services?

Strongly Satisfied (5)-[] (4)-[] (3)-[] (2)-[] Strongly Dissatisfied (1)-[]

Note: Data on 5 points continuous scale, where 5: for Strongly Satisfied and 1: for Strongly Dissatisfied, respondents were allowed to give the response in decimal value as well

3. Is your Library providing any specific training/Orientation on the following? (You may tick multiple options)

- (a) e-Shodhshindhu () (b) e-Shodganga () (c) e-PG Pathshala ()
(d) Digital Library of India () (e) NPTEL () (f) MOOCs ()
(g) Plagiarism and copy right () (h) Access to Institutional Repository ()

4. In which of the following areas you need more instruction or training in future?

Sl. No.	Areas where Instructions/Training is needed	Yes/ No
1	Use of printed resources	
2	Use of e-resources	
3	Use of Computers	
4	Search strategies	
5	OPAC/Web OPAC	
6	Internet	

5. Suggestions regarding the Library Information Literacy Programme, for the enhancement of information literacy.

Thank you very much for your kind cooperation!

Date:

Signature

APPENDIX- II

Questionnaire for Librarian

Dear Sir/Ma'am,

I am requesting you to kindly fill up this questionnaire Entitled “**Information Literacy Skills among the PG Students of Social Sciences of Mizoram University and Tezpur University: A Comparative Study**” under the guidance of Dr. Manoj Kumar Verma, DLIS, Mizoram University, Aizawl, Mizoram.

The data provided by you will be kept confidential and used for research purpose only.

Thank you very much for your cooperation in advance.

With regards,

Ravi Shukla

Ph. D Research Scholar

DLISc. MZU, Mizoram

Personal Details

Name of the Librarian:

Educational Qualification:

Age:

Gender:

Experience:

1. Library Collection

Print Sources	Total No	Electronic Sources	Total No
Text books		E-Books	
Periodicals (magazines)		E-Databases	
Current Periodicals(Journals)		E-Journals	
Bound Volumes		Subject Gateways	
Reference Sources (dictionary, encyclopaedia, etc)		E- Reference Sources	
News Paper		E-Newspapers	
Conference Proceedings		E-Conference Proceedings	
Standards/ Specification		E-Standards/Specification	
Drawing and Designs		E-Drawings and Designs	
Technical Reports		E-Technical Reports	
Course Related Materials (question papers, notes, tutorials, etc)		Micro films, microfiche	
Government Publications		Virtual Resources	

Any other (please Specify) _____

2. Services provided by the library....

1	Circulation Service	
2	Photocopy Service	
3	OPAC Service	
4	Reference Service	
5	Current Awareness Services	
6	Selective Dissemination of Information Service	
7	Self-Issue and return Service	
8	Database Search Service	
9	Internet browsing Service	
10	Brail Service for blind students	
11	Reference Services	
12	Newspaper Clipping	
13	Display of new arrivals	

Any other (please Specify)_____

3. Book classification scheme used in your library.

Please Specify _____

4. Cataloguing code used in your library.

Please Specify _____

5. Is your library automated?

Yes [] No []

If Yes, which library software are you using?

Please Specify _____

6. Whether library orientation programme conducted in your library

Yes [] No []

7. Which method is followed to conduct library orientation programme

1	Library Tour	
2	Seminar	
3	Programmed Instructions	
4	Lecture com demonstration	

Any other (please Specify)_____

Please give the suggestions regarding information literacy programme and also give your valuable Suggestions for the betterment of this study.

Date:

Signature

BIO-DATA OF RAVI SHUKLA

Name : Mr. Ravi Shukla
Date of Birth : 13.08.1991
Gender : Male
Father's Name : Late Prem Shanker Shukla
Mother's Name : Smt. Asha Lata Shukla
Permanent Address : Vill. Vindravan Susuwahi,
P.O.- Daffi, BHU,
Varanasi- 221011
Uttar Pradesh (India)

Symposium/Conferences

Participation:

- 1) Latwal, P., Singh, A. & **Shukla, R.** (2020). Information literacy skills among the Dhanvantri library users' of University of Jammu: A case study. In proceedings of 9th *International Library Information Professional Summit (I-LIPS) on "Academic Libraries: Latest Trends, Challenges and Opportunities"* organized by SOS in Library and Information Science, Jiwaji University, Gwalior to be held on 14th to 16th Feb 2020. (pp. 212-221). ISBN: 978-81-8880-577-8.
- 2) Singh, M., Sharma, A., **Shukla, R.**, & Verma, M. K. (2020). Information literacy skills among the students of the Business school and school of hospitality and tourism management at the University of Jammu: A comparative study. In proceedings of 9th *International Library Information Professional Summit (I-LIPS) on "Academic Libraries: Latest Trends, Challenges and Opportunities"* organized by SOS in Library and Information Science, Jiwaji University, Gwalior to be held on 14th to 16th Feb 2020. (pp. 198-211). ISBN: 978-81-8880-577-8.
- 3) **Shukla, R.**, & Verma, M. K. (2019). Role of social media and social network sites in providing library and information services. In proceedings of *National Conference on "Libraries and Information Services: Emerging Digital Trends"* organized by Information Resource Centre, Integrated Academy of Management and Technology in collaboration with Asian Library Association.

Ghaziabad to be held on 9th Aug. to 10th Aug. 2019. (pp.7-13). ISBN: 978-93-88181-11-2

- 4) **Shukla, R.**, Gaud, N. & Bharati, S. K. (2019). User Perception on Library Services of Central Library of Banaras Hindu University. In proceedings of *International Conference on “Challenges in Library and Information Services: Strategies and Tools”* organized by Department of Library and Information Science, Aligarh Muslim University, Aligarh to be held on 21st Feb to 23rd Feb 2019. (pp. 297-308). ISBN 978-81-9341-629-7
- 5) Verma, M. K., Sinha, M. K., & **Shukla, R.** (2019). A scientometrics analysis of ‘Information and communication technology’ research output using scopus database from 1999-2018. In proceedings of *International Conference on Digital Landscape on “Digital Transformation for an Agile Environment”* organized by Teri- The Energy and Resources Institute, New Delhi to be held on 6th to 8th Nov 2019. (pp.223-244). ISBN: 978-81-7993-698-6
- 6) **Shukla, R.**, & Verma, M. K. (2018). Assessment of ICT and Social Media Literacy Skills of PG Students: BBAU. In proceedings of *International Conference on “Digital Transformation Strategies and Trends in E-Learning: Privacy, Preservation and Policy”* organized by National Law University, Delhi to be held on 29th Nov. to 1st Dec. 2018. (pp. 301-314). ISBN: 978-93-8151-314-9
- 7) **Shukla, R.**, & Verma, M. K. (2018). ICT and social media literacy skills among PG students of Social Sciences of Banaras Hindu University, Varanasi: An evaluation. In proceedings of *International Conference on “Marching Beyond the Libraries: Managerial Skills and Technological Competencies”* organized by KIIT, Bhubaneswar, to be held on 16th - 17th November, 2018. (pp. 166-178). ISBN: 978-81-9387-977-1

Journal Paper Publications:

- 1) **Shukla, R.**, & Verma, M. K. (2020). Assessment of information literacy skills among the masters students of Social Sciences of Mizoram University and Tezpur University in India. *International Journal of Information Studies*, 12(3), 92-105. Available at <https://doi.org/10.6025/ijis/2020/12/3/92-105> (ISSN: 1911-8408 (p), 1911-8414 (e))
- 2) **Shukla, R.**, Kumar, A. & Verma, M. K. (2020). Information and digital literacy skills among P.G students of Social Sciences of Mizoram University and Tezpur University: A comparative study. *Interantional Journal of Information Dissemination and Technology*, 10(1), 40-51. (ISSN: 2229-5984 (p), 2249-5576 (e))

- 3) Sharma, A., Singh, M., **Shukla, R.**, & Gupta, S. (2020). Impact of e-resources among the research scholars of the faculty of Social Sciences and the department of education of the University of Jammu, Jammu: A case study. *Library Philosophy and Practice (e-journal)*. Available at <https://digitalcommons.unl.edu/libphilprac/3620>. (ISSN: 1522-0222) (Index in Scopus)
- 4) **Shukla, R.** (2019). Indian research output on genetic disorder publication using the Scopus database: A scientometric study. *Collnet Journal of Scientometrics and Information Management*, 13(1), 91-102. DOI: 10.1080/09737766.2018.1550044. (ISSN:0973-7766 (Print) 2168-930X (Online)) (Index in Web of Science)
- 5) Verma, M. K. & **Shukla, R.** (2019). Mapping the research trends on information literacy of selected countries during 2008-2017: A scientometric analysis. *DESIDOC journal of library & Information Technology*, 39(3), 125-130. DOI: 10.14429/djlit.39.3.14007. (ISSN: 0974-0643) (Index in Scopus)
- 6) **Shukla, R.**, Singh, S. K. & Verma, M. K. (2019). Mapping the research publications pattern of faculties of library and information science department, mizoram university, aizawl from 2008-2017: A bibliometric study. *Library Philosophy and Practice (e-journal)*. Available at <https://digitalcommons.unl.edu/libphilprac/2448>. (ISSN: 1522-0222) (Index in Scopus)
- 7) Pandey, S., Verma, M. K., & **Shukla, R.** (2019). Bioinformatics research in india during 2009-2018: A scientometric analysis. *Library Philosophy and Practice (e-journal)*. Available at <https://digitalcommons.unl.edu/libphilprac/2720>. (ISSN: 1522-0222) (Index in Scopus)
- 8) **Shukla, R.**, Brahma, K. & Verma, M. K. (2019). Mapping the publication trends of world digital libraries- An International Journal from 2008-2017: A bibliometric analysis. *KIIT Journal of Library and Information Management*, 6(2), 111-120. DOI: 10.5958/2455-8060.2019.00016.8 (ISSN: 2348-0858)
- 9) Verma, M. K., & **Shukla, R.** (2019). Mapping the indian contribution in pathogen research during 2008-2017: A scientometric analysis. *Library Philosophy and Practice (e-journal)*. Available at <https://digitalcommons.unl.edu/libphilprac/2812>. (ISSN: 1522-0222) (Index in Scopus)
- 10) **Shukla, R.** (2019) Indian research output on Jaundice literature using scopus database: A scientometric study (1998-2017). *Journal of Indian Library Association*, 55(3), 29-37. Available at <https://www.ilaindia.net/jila/index.php/jila/article/view/303>. (ISSN: 2277-5145, 2456-513X) (UGC Care List 148, B)

- 11) **Shukla, R.**, & Verma, M. K. (2018). Library Herald 2008-2017: A bibliometric study. *Library Philosophy and Practice (e-journal)*. Available at <https://digitalcommons.unl.edu/libphilprac/1762/1-11>. (ISSN: 1522-0222) (Index in Scopus)

Workshops Attended/ Participated

- 1) National Workshop on “Open Source Library Management Software (KOHA)” organized by Library, Indian Institute of Technology (IIT), Jammu during 19th – 21st December, 2019.
- 2) National Workshop on “Trends in LIS Research: Approaches and Methods” organized by DLIS Mizoram University, Aizawl & sponsored by INFLIBNET, DRDO and ICSSR during 11th – 15th March, 2019.
- 3) National Workshop-cum-Training Program on “Research Ethics, Plagiarism and Reference Management” organized by DLIS, Mizoram University, Aizawl & sponsored by INFLIBNET Centre, Gandhinagar, Gujarat during 11th – 13th April, 2018.
- 4) National Workshop-cum-Training Program on “Compilation of Bibliography” organized by DLIS, Mizoram University, Aizawl during 30th October, 2017 – 1st November, 2017.
- 5) National Workshop on “Preservation and Conservation of Miniature and Manuscripts” organized by Bharat Kala Bhavan, Banaras Hindu University, Varanasi during 29th September, 2015 - 1st October, 2015.
- 6) National Workshop on KOHA – An Open Source Integrated Library System organized by Shri Raghukul Mahila Vidyapeeth at SRMVP, Gonda, on 1st July to 5th July, 2015.

Book Chapters

- 1) **Shukla, R.** (2019). Capacity building concept and different types of professional skills for library professionals to improve library services. In Singh, B. K. et al. (Eds.), *Academic Libraries: Collection to Connectivity (A Collection of Essays in Honour of Dr. T. N. Dubey)* (pp. 88-94). New Delhi: Shree Publishers and Distributors. ISBN: 978-81-8329-948-0

- 2) **Shukla, R., & Verma, M. K.** (2019). Collaboration pattern in lis research publication: A case study of international journal of information dissemination and technology (IJIDT) during 2011-2017. In Singh, B. K. et al. (Eds.), *Academic Libraries: Collection to Connectivity (A Collection of Essays in Honour of Dr. T. N. Dubey)* (pp. 273-281). New Delhi: Shree Publishers and Distributors. ISBN: 978-81-8329-948-0

- 3) **Shukla, R.** (2019). Use of cloud computing and its application in the field of Library and Information Science. In Verma, M. K. et al. (Eds.), *Information Resource Management in Digital Era* (pp. 19-30). New Delhi: Shree Publishers and Distributors. ISBN: 978-81-8329-970-1

- 4) **Shukla, R., & Lalngaizuali.** (2019). Status of public libraries in India and how to develop information literacy skills among the people to use public libraries. In Verma, M. K. et al. (Eds.), *Innovative Librarianship through ICT Tools and Technology* (pp. 211-220). New Delhi: Shree Publishers and Distributors. ISBN: 978-81-8329-971-8

PARTICULARS OF THE CANDIDATE

NAME OF CANDIDATE : RAVI SHUKLA

DEGREE : Ph.D.

DEPARTMENT : Library and Information Science

TITLE OF THESIS : Information Literacy Skills among PG Students of Social Sciences of Mizoram University and Tezpur University: A Comparative Study

DATE OF ADMISSION : 08.08.2017

APPROVAL OF RESEARCH PROPOSAL

1. DRC : 20.04.2018

2. BOARD OF STUDIES : 26.04.2018

3. SCHOOL BOARD : 02.05.2018

MZU REGISTRATION NO. : 1700214

REGISTRATION NO. & DATE : MZU/Ph.D./1084 of 02.05.2018

EXTENSION (IF ANY) : N/A

Head

**Department of Library and
Information Science**