INFORMATION LITERACY COMPETENCY OF AMONG FACULTY MEMBERS AND RESEARCH SCHOLARS OF MIZORAM UNIVERSITY IN DIGITAL ENVIRONMENT

A Thesis Submitted in fulfillment for the award of the degree of Doctor of Philosophy in Library and Information Science

Submitted by

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CERTIFICATE

This is to certify that **F. Chanchinmawia**, Ph.D. Scholar of the Department of Library and Information Science, Mizoram University has written his thesis titled **"Information Literacy Competency among Faculty Members and Research Scholars of Mizoram University in Digital Environment"** under my supervision. To the best of my knowledge and belief, the work embodies her 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

I, **F. Chanchinmawia**, hereby declare that the subject matter of the thesis entitled **"Information Literacy Competency among Faculty Members and Research Scholars of Mizoram University in Digital Environment"** is the record of the work done by me that the content of this thesis did not form 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.

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Aizawl, Mizoram (F. CHANCHINMAWIA)

Dated:

Preface

Information literacy is a critical importance, students are expected to discover things for themselves, find the information they need and use the information to support their assignment and projects. It is thus paramount for the universities to ensure that all scholars acquire competencies in knowing how to learn, to formulate questions, to access potential sources of information, to evaluate what is found for accuracy, to organize information and finally to use the information to do something with it. The present study is confined to the Faculty members and Research Scholars of Mizoram University.

Many studies have been conducted on information literacy in universities and also in the workplaces. These studies have demonstrated that information literacy is a competency, required right from the first year of academic study and is particularly important for thesis writing. It is also required for subsequent professional activity, as part of lifelong learning. A number of institutions in the developed countries have produced standards, guidelines, models and research reports on information literacy. Good research is good because it advances collective understanding. To advance the collective understanding, a researcher or scholar needs to understand what has been done before, the strengths and weaknesses of existing studies, and what they might mean.

Information Literacy Competency Assessment is important not only for the individual person but also for the institution and nation as a whole. Thus this study is set in the Indian environment and attempts to assess **"Information Literacy Competency among Faculty Members and Research Scholars of Mizoram University in Digital Environment".** The present study tries to throw light on the construction of a tool for information literacy competency assessment. This study selects personal, educational and academic performance related-factors and information literacy competency assessment among Faculty members and Research scholars.

Chapter-I presents a brief introduction of the research problem, objectives, hypotheses, scope of the study and research methodology.

Chapter-II gives a review of the literature published on information literacy. An attempt has been made to embrace only those studies which are directly related to the present study.

Chapter-III presents the overview of information literacy meaning, definition, concept and needs.

Chapter-IV discusses a different kind of information literacy module, standard, and guidelines

Chapter-V provides a comprehensive discussion on the basis of the data collected by the researcher covering the whole department of Mizoram University.

Chapter-IV gives a detailed description of the findings and conclusions of the study. It also includes suggestions for future research/study.

At the end of the thesis, 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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ABBREVIATIONS

TERM	DESCRIPTION
ACRL	Association of College & Research Libraries
AICS	Academy of Integrated Christian Studies
ALA	American Library Association
AMU	Aligarh Muslim University
APA	American Psychological Association
ASPP	All-Society Periodicals Package
CALIBER	Convention on Automation of Libraries in Education and Research Institutions
CBCS	Choice Based Credit System
CD-ROM	Compact Disc-Read Only Memory
CILIP	Chartered Institute of Library and Information Professionals
DELNET	Developing Library Network
DIF	Digital Information Fluency
DPEP	District Primary Education Program
DRTC	Documentation Research and Training Centre
EU	European Union
IASLIC	Indian Association of Special Libraries and Information Centres
ICT	Information & Communication Technology
IFLA	International Federation of Library Associations and Institutions
IIL	Institute for Information Literacy
ICTs	Information and Communication Technologies
IL	Information Literacy
ILC	Information literacy competency
ILIAC	Information Literacy Instruction Assessment Cycle
INDEST	Indian National Digital Library in Engineering Sciences & Technology
INFLIBNET	Information and Library Network
IP	Internet Protocol
ISP	Information Search Process
JMIU	Jamia Millia Islamia University
IT	Information Technology
LAN	Local Area Network
LIS	Library and Information Science
MIL	Media and Information Literacy

MZU	Mizoram University
NCLIS	National Commission on Libraries & Information Science
NILIS	National Institute of Library & Information Science
NISCAIR	National Institute of Science Communication and Information Research
NKC	National Knowledge Commission
OPAC	Online Public Access Catalogue
R&D	Research & Development
RFID	Radio Frequency Identification
RTI	Right to Information
SSA	Sharva Shiksha Abhiyan
SCONUL	Society of College, National and University Libraries
SCANS	Secretary's Commission on Achieving Necessary Skills
UGC	University Grants Commission
UNESCO	United Nations Educational Scientific and Cultural Organization
WWW	World Wide Web

1.1 INTRODUCTION

Information is a resource that is naturally needed in all human endeavors; very crucial to the development of a nation, without which there would be no society. Thus, it is commonly observed that the material prosperity of a nation is linked almost directly to its information wealth. Information availability and its free flow through an effective dissemination network represent a necessary pre-condition for the emergence of a crop of the well-informed citizenry. With the recent developments in Information and Communication Technologies (ICT) and globalization of information, it is easier for individuals to access information from anywhere, any time.

The proliferation of information in a variety of forms, formats, and the amount has made the contemporary era 'information intensive' with manifold choices to access and retrieve information. However, this requires the skills to exploit the best choice among the myriad. Furthermore, the current scenarios confuse users evaluating the quality and authenticity before they consume information. All these particulars create challenges for individuals in accessing and retrieving information efficiently, sifting and evaluating its authenticity, validity, and reliability for its effective use. Here arises the need for Information Literacy (IL), which nurtures critical thinking and discernment about the whole gamut of information and its varying formats, prior to its consumption.

Information literacy is a skill, ability, expertise, capability, and competency of a person that makes him able to find the right information from the right source. It knows information about information and the source of information.

1.2 INFORMATION SOCIETY

As everyday life becomes more increasingly digitized, Internet users faced new challenges as they endeavor to solve information problems. Mainly the information explosion has created anxiety among information users on how to reduce the information overload and use information in a more efficient way to complete the task in the minimum period. The development and advancement of

information society and prompting a learning society has offered ascend to information literacy as the center of long lasting learning. Information literacy is fundamentally enabling individuals in all kinds of different backgrounds to look for, assess, utilize and make information viably to accomplish their own, social, word related and instructive objectives. Deep rooted learning empowers people, networks, and countries to accomplish their objectives and to exploit developing open doors in the advancing worldwide condition for shared advantage. This is viewed as an essential human right in a computerized world and advances social consideration all things considered.

Information society might be characterized as one in which the personal satisfaction and the prospects for social change and monetary improvement depend progressively on information and its abuse. In such a general public, the expectations for everyday comforts, examples of work and recreation, the training framework, country improvement exercises, and the market situation are altogether affected by information. In a information society, information is viewed as more critical than the materials that give information. It gives more noteworthy chances to a more extensive cooperation among an extensive variety of societies.

The most important feature of the modern information society is that more people are producing information faster than in the past. Information enlightens man's lives and helps in enhancing his knowledge. Ready access to information is indispensable to individual advancement as well as to national growth. In the present times, in view of the essential need for information and easy access to information resources, the society is being designated as an information society (Mangala, 2003).

1.3 INFORMATION LITERACY

Information Literacy is a transformational movement where the student needs to discover, assess, and utilize information in various structures to make for individual, shared, or worldwide reason. Information education is an

arrangement of capacities expecting people to perceive the information with the capacity to find, assess, and utilize adequately. Information education (IL) is at present comprehended as grasping the capacity to characterize an issue, discover information to take care of the issue, assess information and utilize it adequately. Information education as an approach to more proficient access, assessment and utilization of information ought to be considered and utilized for enhancing information for the end-clients. It is an arrangement of information and learning of abilities that empower people to perceive when information is needs and when it isn't, the manner by which to find, assess, coordinate, utilize and viably convey information in a moral way. To put it plainly, information, education implies knowing information about information. Information education alludes to a star grouping of abilities spinning around information research and utilize. Subsequently, the library experts ought to procure the aptitudes to access and utilize productively and adequately the horde wellsprings of information, information and correspondences innovation, seek systems and learning of e-assets to fulfill effectively the different complex information needs of the clients. Information Literacy is characterized as the capacity to know when there is a requirement for information, to have the capacity to distinguish, find, assess, and successfully utilize that information for the issue or issue within reach. (http://www.infolit.org/ (22.6.17).

Information literacy includes the capabilities to perceive information needs and to find, assess, apply and make information inside instructive, social, and social settings. It is essential to the upper hand of people, ventures, districts, and countries to give the way to compelling access, utilize, and production of substance. Likewise to help monetary improvement, instruction, wellbeing and human administrations, and every single other part of contemporary social orders and in this manner gives the fundamental establishment to satisfying the objectives of the Millennium Declaration and the World Summit on the Information Society. It additionally stretches out past current innovations to include learning, basic reasoning, and an interpretative aptitude crosswise over

expert limit and enables people and networks. The idea of IL advocates preparing individuals for effective utilization of information. In the period of information and information society, each individual should be information proficient and have the capacity to perceive the need of information including the capacity to find, assess and utilization of the information and it assumes an imperative part in learning, training, and research in the present rising learning society.

1.4 DEFINITIONS OF INFORMATION LITERACY

According to the American Library Association (ALA) (1989) -"Information literacy is a set of abilities requiring individuals to recognize when information is needs and have the ability to locate, evaluate, and use effectively the needs information."

Association of College and Research Libraries (ACRL) (2004) "Information literacy is knowing when and why you need information, where to find it and how to evaluate, use and communicate it in an ethical manner.

CILIP (2013) defines IL as "Information Literacy knows when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner."

According to Jagtar (2008) - An information literate person must learn to know, to do, to be and to work together. He should be able to make sense, ensure quality, learn independently, think critically, and use information ethically and strategically

Doyle (1992) defined an information literate person as one who:

1. Recognizes the need for information;
2. Recognizes that accurate and complete information is the basis for
3. Intelligent decision making;
4. Identifies potential sources of information;
5. Develops successful search strategies;
6. Accesses sources of information, including computer-based and other technologies;

7. Evaluates information;
8. Organizes information for practical application;
9. Integrates new information into an existing body of knowledge
10. Uses the information in critical thinking and problem solving

1.5 INFORMATION LITERACY SKILLS

Information literacy is “knowing when and why you need information, where to find it and how to evaluate, use and communicate it in an ethical manner”. (ACRL, 2004).

This definition implies several skills. We believe that the skills that are required to be information literate require an understanding of:

1. A need for information
2. The resources available
3. How to find information
4. The need to evaluate results
5. How to work with or exploit results
6. Ethics and responsibility of use
7. How to communicate or share your findings
8. How to manage your findings

1.5.1 Understanding a Need

This step includes the following:

1. Recognising that information is needed;
2. Understanding why information is needed,
3. What and how much;
4. What kind of information is required, as well as any associated constraints (e.g. currency, access);
5. Recognising that information is available in a wide range of formats in various geographical and virtual locations.

The capacity to express an inquiry thus builds up a concentration for the exploration is a critical expertise. Information might be accessible on paper

books, reference works, diaries, magazines, daily papers, and so forth, carefully on CD-ROMs, over the Internet or the World Wide Web (WWW), on DVDs, all alone PC or system, and so forth, through other media, for example, communicate or film, or from a partner or companion. It could possibly be advantageously near hand and effectively open, and measuring one's need and settling on a choice about the utilization of a information source might be influenced by the straightforwardness and speed with which an answer can be gotten.

1.5.2 Understanding Availability

This step includes the following:

1. Be able to identify what resources are available for exploitation,
2. Where they are available,
3. How to access them,
4. The merits of individual resource types,
5. And when it is appropriate to use them.

This requires a comprehension of sorts of asset paper-based, electronic and advanced, human, and so forth and when to utilize every; what are the benefits of individual asset composes; what are the contrasts between them.

1.5.3 Understanding how to Find Information

One ought to have the capacity to look for proper assets adequately and distinguish pertinent information. Clients need to react to indexed lists perhaps in light of the fact that there are excessively few or an excessive number of and know when to quit looking. A, information literate individual would likewise comprehend that, not withstanding purposive seeking, information can be obtained by perusing, filtering, and observing information sources.

1.5.4 Understand the Need to Evaluate Results

An information educated individual ought to have the capacity to assess information for its legitimacy, exactness, money, esteem, and predisposition. He ought to have the capacity to assess the methods by which the outcomes were

acquired with a specific end goal to guarantee that his approach did not create deluding or inadequate outcomes. This isn't simply whether the asset seems to answer the inquiry; however whether it is basically dependable.

1.5.5 Understand How to Work with or Exploit Results

Information education demonstrates the limit examinations and works with the information to give exact, respectable research results, or to grow new information and comprehension. One ought to have the capacity to comprehend, look at, consolidate, clarify, and apply utilizing the information found. He ought to perceive and comprehend a conceivable requirement for additional information seeking.

1.5.6 Understand Ethics and Responsibility of Use

An information literate person should know why the information ought to be utilized in a capable, socially delicate, and moral expert, business, individual morals way. He should regard secrecy and dependably offer credit to other individuals' work, comprehend the nature and employments of inclination, keeping in mind the end goal to report properly. Where fitting, he will have the capacity to give an adjusted report. This could incorporate issues of licensed innovation, unoriginality, out of line rehearse, reasonable utilize, opportunity of information, information insurance, codes of training and moral standards as set out by the businesses, organization, or expert.

1.5.7 Understand How to Communicate or Share Your Findings

The capacity to convey/share information in a way or organization that is fitting to the information, the target group and circumstance means that information proficiency. This goes past examination to the amalgamation, association as well as making of additional information in a fitting structure.

1.5.8 Understand How to Manage Your Findings

Know how to store and deal with the information one obtained utilizing the best techniques accessible is another marker of information education. He will think

about basically the procedure and accomplishment and additionally on the sources found keeping in mind the end goal to gain from the experience of finding and utilizing information.

1.6 INFORMATION LITERACY IN HIGHER EDUCATION

Academic libraries have assumed a critical part in information literacy improvements in Europe. Information literate activities in advanced education have taken an assortment of structures: remain solitary courses or classes, Web9 based instructional exercises, course-related guideline, or course-coordinated direction. Most creators appear to admit that information education should be coordinated into branches of knowledge. (Kemp, 1999).

Webber and Johnson (2008) vary from numerous different creators by supporting that information education can be dealt with as a train of concentrate in its own right, as opposed to favouring the educational modules joining model. There is likewise a move towards expanding accentuation on personnel custodian association and execution of current Information Communication Technologies (ICTs) in conveying information literate courses. There is an extensive experimentation with utilizing ICTs in European advanced education organizations when all is said in done, now and again to enhance the on-grounds learning background, at different occasions to convey remove learning. The general picture is that much of the time establishments are currently changing from a time of rich and for the most part base up experimentation to a stage in which foundation wide utilization of ICT is being energized (Collis and Wende, 2002).

While the new ICTs are having an assortment of direct consequences for instructing and learning in colleges, there are additionally various other imperative components having real effects on advanced education. The Bologna assertion in 1999 proposed a European Higher Education Area in which understudies and graduates could move openly between nations utilizing capability in one nation as satisfactory passage visa in another nation. The

ascent in deep rooted learning and extending of access to advanced education acquire new students with various past instructive encounters. The instructive strategy of the European Union (EU) has three primary goals, which concern:

- Increasing the quality of instruction and preparing framework in the EU.
- Facilitating access of all to instruction and preparing framework.
- Opening up instruction and preparing focus to most of the world.

In the UK setting, the gathering on Information Technology and Information Literacy in Glasgow, March 20-22, 2002 showed a few cases of good practice. The British Open University, Edge Hill College of Higher Education, Cardiff University, University College Northampton and the University of Sheffield have created fascinating information literate programs. Numerous projects depend on the SCONUL demonstrate. (Sconul, 1999).

Academic library programs are getting ready staff to encourage their understudies' authority of information literate abilities with the goal that the workforce can, thusly, give information education learning encounters to the understudies selected in their classes. The specific quality and growing amount of information present huge difficulties for society. The aggregate bounty of information and innovation won't in itself make educated residents without a corresponding comprehension and ability to utilize information viably. The information condition of the 21st century is mind boggling and liquid, connective and intelligent, differing, vague and capricious and one is no bigger compelled by physical accumulations, time, place and national limits (Todd, 2001).

1.7 SIGNIFICANCE OF INFORMATION LITERACY FOR ACADEMIC COMMUNITY

Information is the basic requirement of the academic community for their academic activities and it is important as food, air, and water. If the supply of information stops to the academic community, it will die. Therefore, Information has a great value in learning, education, and research process. In the present ICT era apart from the traditional printed sources, information is available in

abundance, in various forms and formats. Photographs, images, audio, and video and online are all valid source of information. Due to significant changes in the information environment in content, are affecting academicians and academic activities in several ways. Information is available through libraries, community resources, special interest organization, media, and internet is free of any geographical boundaries. Thus, there is so much unfiltered information that finding exactly what academicians want is not a simple process. The question of authenticity, validity, and reliability of culled out information clubbed with expanding quantity is also a serious problem, and needs valid consideration (Rajyalakshmi, 2006). The TCC General Education Assessment Plan characterizes information literacy as the core competency for the academic community and described its impotence as -"A person who is competent in information literacy recognizes when information is needs and has the ability to locate, evaluate, and use information ethically and legally and effectively". In figure-1 showing that an academician achieved his academic excellence with the help of information literacy competency.

Figure-1: Achieving academic excellence through information literacy

(Source:https://pixabay.com/en/career-man-career-ladder-silhouette-111932/)

In an academic system, students get motivated, inspired by their teachers during the course of their studies. Teachers are expected to be well read and constantly up-to-date in their fields of specialization. Their reading interests, current

awareness, subject knowledge have a direct impact on their learning, teaching, and research activities. The ability to find and use appropriate information to resolve academic problems, make decisions, conduct research etc. that have become obligatory requirements for academicians to keep pace with the present digital environment. Digitized information, networked world, and Information and Communication Technologies (ICTs) have become necessities in order 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 life because of the abundance of information may lead to confusion to the academic community. Now, the process of identifying and selecting information has become very complex and difficult for faculties and research scholars to carry out their education and research. This realization has led to appearing the term 'Information Literacy (IL) which has 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 to enter and adopt of all branches of knowledge. IL enables individuals to participate in a greater understanding of academic affairs. The 21st century has brought enormous in higher education throughout the world because of new information and technological developments. Information overload and ICT instability have resulted in info-stress and techno-stress among the academic community. Information literacy provides elbow support during these stressful moments. Moreover, in today's state of information explosion, the internet is open to anyone to post any information; therefore, evaluation of information becomes essential which is facilitated by information literacy.

1.8 ROLE OF LIBRARY PROFESSIONALS IN INFORMATION LITERACY

Change is inescapable in light of the fact that nothing is perpetual in this world and it is additionally valid for libraries, which are an observer of a considerable measure of changes in the most recent two decades. In this way, it needs to

change library expert's states of mind towards current ICT programs as per the circumstances to address the new difficulties as a result of changed the entire situation of libraries because of ICT and globalization impact. Presently a day library turns into the inside purpose of research-based learning and part of library experts are changing fundamentally with moving the learning and research ideal models. In the exhibit, advanced condition users' states of mind moved from based figuring out how to e-based learning. The acknowledgment of fast innovative changes together with the multiplication of information sources has started the moving of guidelines from the library to information literacy. Progressively as information comes to users in unfiltered positions, the users bring up issues about its realness, legitimacy, and unwavering quality and these postured new difficulties for the users on the grounds that without appropriate information education it is extremely hard to discover genuine information from the most real source and it additionally required a particulate proficiency aptitude. The word information is being utilized broadly because of information blast, which happened because of computerized chronicles on the Internet.

Library experts need to assume a critical part to advance information literacy among library users. Dynamic and quality information is the developing requests in the present arrangement of the condition. Because of innovative hindrances, the Librarians require sound information in the gathering, association, administration of learning and disperse as indicated by the requests of the client (Mishra and Mishra, 2010). There exists a hole amongst bookkeepers and users' information needs. To connect this hole users need to teach and re-instruct them an opportunity to time to obtain new aptitude and abilities for another part and they have to develop the idea of long-lasting learning for information literacy expertise. Curators are equipped in gathering, sorting out, assessing, and giving access to information in all organizations. (Barathi, 2013) announced that administrators need to assume numerous parts in this advanced society as subject master, worldwide information suppliers, asset directors, makers, safeguarding, navigational aids, communicators, and money related chiefs and so

on. He has a dynamic part in the electronic information condition as a teacher, mentor, partner, administrator, pioneer, and supporter. With respect to information proficiency in the scholarly educational modules, the part of the curator is most noteworthy in the instructing learning condition by including suitable criteria for result estimations in regards to information proficiency. Library experts need to assume a vital part in the instruction process by making academicians mindful of the need and inspiration the utilization of information as another learning and new capacity. Library personals need to recognize the most appropriate blend of PC abilities and learning with subject information to create a powerful program for instructive greatness. They should endeavor to manufacture new ideal models for information scattering and acknowledge their part as instructor and learning supervisor above all else. (Lallaisangzuali, 2013).

1.9 MIZORAM UNIVERSITY: AN OVERVIEW

An Act of Parliament of India developed Mizoram University as a Central University on 25th April 2000 and it functions from 2nd July 2001. Going before this, the University procured from North-Eastern Hill University (NEHU) had filled in as Mizoram Campus for quite a while since 1979. Various recognizable individuals have considered here and have proceeded to a broad assortment of master and transporters. The University life is lively and different; understudies start from different parts of the Country. There are total 208 faculties and 461 research scholars (total 669) in Mizoram University as of 31st March 2017. Prof. K. R. S. Sambasiva Rao is the present Vice-Chancellor of Mizoram University. Mizoram University incorporates 8 schools of studies and 34 insightful workplaces as found in the underneath table: **(Source: http://mzu.edu.in/index.php/downloads/forms/finish/8miscellaneous/10149-nirf-dcs-2018)**

Table-1 Schools of Mizoram University

Sl./No	Name of School	Name of Dept. under Schools
1.	School of Economics, Management & Inf. Sc. (SEMIS)	Economics, Library & Information Science, Commerce, Management Mass Communication
2.	Education & Humanities	English, Mizo, Education, and Hindi
3.	Social Science	Psychology, Public Administration, History & Ethnography, Political Science, Social Work
4.	Earth Science & Natural Science Resources Management	Geology, Forestry, Geography & Resource Management, Extension Education & Rural Development, Horticulture, Aromatic & Medical Plants, Environmental Science
5.	Life Science	Botany, Bio-Technology, Zoology
6.	Physical Sciences	Physics, Chemistry, Mathematics & Computer Science.
7.	Engineering & Technology	Electronics & Communication Engineering, Information Technology
8.	School of Fine Arts, Fashion & Arch	Department of Architecture

(Source: www.mzu.edu.in)

Mizoram University has been on the excursion of passing on quality heading by working up the enthusiastic HR with great and incredible respects while boosting their drive characteristics explore the lifestyle, and innovative limits. The central goal of the University is to give pushed preparing of general checks and along these lines, each one of the exercises is required to meet overall measures. Amazingly experienced and qualified agents determinedly had with the upkeep and upgrade of understudy driven learning condition through innovative instructional strategy, layout the foundation of the University.

Mizoram University takes after the Choice Based Credit System (CBCS) with Outcome-Based Approach, which is an offer by each one of the undertaking. The adaptability in the educational modules has been made in observe out of industry-particular targets and the educator recognizes finish opportunity to honest to goodness the syllabus by consolidating the most recent information and connecting with the inventive personalities of the understudies. The examination part utilizes reliable appraisal with grade point midpoints. It is recognized sincerely that it will meet the wants of all associates – understudies, security guards and the associations of the alumni and postgraduates of Mizoram University.

It is likewise evident that that in Mizoram University, research, consultancy, and headway are viewed as the mainstays of progress. The majority of the workers of the University are shielded in with inquiring about by pulling in financed meanders from different supporting affiliations. The result of the examination is passed on to understudies through live undertakings from endeavours. The entrepreneurial essentialness of the understudies is engaged and overseen. The workforce demonstrates understudies as Liberal Arts College appear with exploring as a base for instructing and approach towards fundamental thinking limit and societal issues as the best need.

Mizoram University has presented ventures on delicate limits and preliminary getting ready for strong examinations are offered to make understudies more employable and towards 100% position. The business progress hones and the foundation of 'Headway Incubation Canters' in the University stretch out full help to the creating business visionaries to enable their contemplations with change and imaginative capacity and set to up a meander for learning exchange and riches creation.

1.9.1 Central Library

In the year 2008, the whole library impacts have been made open in the machine-readable record. The mechanized bibliographic information of the

library property has likewise been accessible for users' looking all through the grounds through 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 on 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.

1.9.2 Library Services

1. Computerized Braille System for the understudies had been successfully launched and started to function in the Central Library since December 2011.
2. Besides, execution of front position development in the field of unmistakable evidence, security, following and modernized treatment of Library materials using Electro-alluring and Radio Frequency Identification (RFID) Library organization system with a particular ultimate objective to upgrade the viability of Library errands had been done and started using the structure since 21st March 2012.
3. The work of attaching existing CD/DVD substance close by the bibliographic record of the books, and making it available for the customers to easily get to the mechanized information substance from WebOPAC all through the grounds organize (Intranet), had been done since November 2013.
4. For enhancing the security of the Library, 4 CCTVs had been presented in the significant territories of the working in November 2013,

remembering the right objective to screen the activity of customers and also to empower the security of property to counter.

5. A large separate space for getting to and downloading of E-resources by the users with 15 PCs had been made in November 2013. Power back-up of 100 KW stays single-handed Sun oriented PV control plant had been presented for an un-interrupting power supply toward the beginning of the year 2013.
6. RFID Proximity Visitors Attendance System had been used and executed since 28th September 2015 to supplant the manual interpreted Visitor's Registers kept in the Main entryway and in Periodical fragment of Central Library.
7. Library modernized its present Library Management Software by joining with an SMS and E-mail Alert System. The new arrangement will send SMS and Email caution for each trade to the customers i.e. issue, return, rebuilding, et cetera of books with basic information. For past due books, a refresh will be sent to the customer close by the fine entirety. The new arrangement has been working since the fourteenth of January 2016.
8. The library gives the Best Library User Award (Student and Teacher Categories) from the academic session 2014-2015.
9. E-Resources: E-Resources have been provided by INFLIBNET through e-ShodhSindhu, Consortia for Higher Education E-Resources, where resources from 22 Publishers are open - 7,506 numbers of e-journals. The library has been purchasing in IEEE All-Society Periodicals Package (ASPP), offering access to the IEEE focus assortment of planning, equipment, and programming designing periodicals since 2016-17.

In the mid-year of 2017, 29,214 books were obtained by the users and had 38,096 visitors. Central Library earned the assessment for NAAC Peer group, November 2013 as 'having enormous offices, great support and a magnificent library' and also 'prominent amongst other libraries in North-East India as well as Eastern India'. (Source: www.mzu.edu.in)

1.10 SIGNIFICANCE AND SCOPE OF THE STUDY

Information literacy is a critical importance, students are expected to discover things for themselves, find the information they need and use the information to support their assignment and projects. It is thus paramount for the universities to ensure that all scholars acquire competencies in knowing how to learn, to formulate questions, to access potential sources of information, to evaluate what is found for accuracy, to organize information and finally to use the information to do something with it. The present study is confined to the Faculty members and Research Scholars of Mizoram University. The study is based on "information literacy competency among faculty members and research scholar of Mizoram University in of the digital environment".

1.11 RESEARCH DESIGN

1.11.1 Statement of the problem

Many studies have been conducted on information literacy in universities and in the workplaces. These studies have demonstrated that information literacy is a competency, required right from the first year of academic study and is particularly important for thesis writing. It is also required for subsequent professional activity, as part of lifelong learning. A number of institutions in the developed countries have produced standards, guidelines, models, and research reports on information literacy. Good research is good because it advances collective understanding. To advance the collective understanding, a researcher or scholar needs to understand what has been done before, the strengths and weaknesses of existing studies, and what they might mean.

Information Literacy Competency Assessment is important not only for the individual person but also for the institution and nation as a whole. Thus, this study is set in the Indian environment and attempts to assess information literacy competency among the faculty and research scholars. The present study tries to throw light on the construction of a tool for information literacy competency assessment. This study selects personal, educational, and academic

performance related-factors and information literacy competency assessment among Faculty members and Research scholars.

1.11.2 Objectives of the Research Study

The objectives of the study are:

1. To identify the level of information literacy awareness among faculty members and research scholars.
2. To determine the ICT based IL and explore the perceptions on it,
3. To identify the ability to use ICT for information communication by the faculty members and research scholars,
4. To assess the ability of faculty members and research scholars in acquiring, organizing, evaluating and using information effectively
5. To know the information literacy initiative taken by the University Library and its impact on Information Literacy competency of faculty members and research scholars,
6. To find out the area of strengths and weakness of information literacy skills in Mizoram University academia, and give suggestions for the enhancement.

1.11.3 Hypotheses:

The hypotheses of the present study are:

1. H1: Faculty members and research scholars covered under study are significantly aware of information literacy skills
2. H2: Faculty members and research scholars have positive perception about information literacy for various academic performances
3. H3: Research scholars are more used to electronic media than faculty members

1.11.4 Research Methodology

The present study adopted survey method for assessing the information literacy competency of faculty members and research scholar and for examining the status, nature, and type of programmes organized by the University Libraries.

For a collection of primary data from respondents, following data collection tools:

I. Survey of Libraries

A structured schedule of questions containing ten (10) questions about the university library' emphasizing the various aspects of the library including a year of establishment, Library collection, Library service provided, number of users, library orientation programme, and how long it has been conducted, specific training, the method followed to conduct library orientation programme.

II. Survey of Respondents

The user's community survey consists of Faculty Members & Research Scholars of Mizoram University. A structured questionnaire was prepared with sixty questions related to IL and distributed to 502 respondents out of which, 311 filled questionnaire were received to assess the Information Literacy competency of Mizoram University in context of Digital environment.

III. Sample Selection

The sample was selected on the basis of simple random sampling design techniques. The data was collected from the faculty members and research scholar of School of Economics, Management & Information Science (SEMIS), Education & Humanities, Social Science, Earth Science & Natural Science Resources Management, Life Science, Physical Sciences, Engineering & Technology, and School of Fine Arts, Fashion & Arch. There are total 208 faculties and 461 research scholars (total 669) in Mizoram University as of 31st March of 2017, (www.mzu.edu.in). Out of which 66% of the total respondents among faculties and research scholars (which constitute 155 faculties and 347 research scholars) that is total 502(66%) was the total sample size for this study. The data collected from the respondents have been analyzed and presented in (Chapter 5).

IV. Response rate

The structured questionnaires were distributed among 502 pupil constituting 155 faculties and 364 research scholars out of whom 311(61.95%) questionnaires were received which comprised 136(87.4%) faculty members. and 175(50.43%) research scholars.

V. Tools for analysis

Information collected through the survey methods was analyzed using Microsoft Excel to draw the tables, figure, and percentage. The collected information has been analyzed with the help of SPSS. The Mann-Whitney U test (Non-parametric equivalent to independent samples t-test) was used to compare whether there is a difference in the dependent variable for two independent groups. It compares whether the distribution of the dependent variable is the same for the two groups and therefore from the same population. The test ranks all of the dependent values i.e. lowest value gets a score of one and then uses the sum of the ranks for each group in the calculation of the test statistic.

The Mann-Whitney U test (2-tailed)

$$U = n_1 n_2 + \frac{n_1 (n_1+n_1)}{2} - R_1$$

$$U' = n_1 n_2 - U$$

Where R_1 is the sum of the ranks for group1

Compare the critical U value to either U or U', whichever is larger.

1.12 DIFFICULTIES EXPERIENCED IN COLLECTION OF DATA

The researcher needs to counter various challenges in accepting the questionnaire filled in by the Respondents. Some of the respondents are assumed that review work appeared to be unimportant work and they need the respondents to leave the questionnaire with them to be filled in by them at an additional time. Some even did not return the questionnaire to the researcher. Some lack ability to fill in the questionnaire at the particular time and rehashed

demands must be made to get the questionnaire filled in. The respondent additionally had a deficiency of time because of their educating related duties.

1.13 CHAPTERIZATION

The present study consists of the following chapters:

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Information Literacy: An overview

Chapter 4: Information Literacy Standard and Module

Chapter 5: Data Analysis

Chapter 6: Findings, Conclusion, and Suggestions

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2. REVIEW OF LITERATURE

In any research review of related literature is very essential, if we reviewed the recent related literature, the investigator can easily get an idea about various aspects of different topics such as the significance of the study, methodology to be used for collection of data, analysis, scope etc. It enables him to brief review of previous studies on the specific problem and significant writing related to the topic chosen by him. It is also very important to alert our self to duplication of research.

In this chapter, an effort has been made to provide an overview of the researches done on the various facets of information literacy. There are a very few studies in the literature on information literacy of medical professionals. For this reason, it has been very important to critically look at information literacy assessment from other disciplines. This literature evaluation highlights important information literacy studies, and it evaluates and compares them to verify their relevance to the present study that assesses the information literacy competency of Faculty member and Research Scholar of Mizoram University in a digital context.

Information Literacy is an umbrella term, which covers different kinds of literacy's, like ICT Literacy, Digital Literacy and Computer Literacy, Tool Literacy, Media Literacy, Visual Literacy, Library Literacy and Technology Literacy, etc. Various studies on various aspects of information literacy have been conducted over many years. Some of such studies that deserved mention are: Abroad- 23, National- 21, and North East - 8

Anandhalli (2018)[1] in the present information society, information, and learning are the fundamental assets and access to them is very important. Without the learning of ICT and information literacy aptitudes, it is hard to deal with the sea of information and literacy. Information literacy is a wide region of fitness that envelops the substance. In the present examination, an endeavor has been made to contemplate the impact of information proficiency aptitudes on the scholastic execution of the understudies. In the present investigation three

factors specifically sexual orientation, place, and information education abilities considered as predictor factors and scholastic accomplishment as a needy factor. By utilizing relapse direct model test their association impacts was completed It is watched that aggregate commitment of three informative factors on the scholastic accomplishment of understudies is observed to be 25.3%. In which, (X3) information proficiency abilities contribute greatest that is 21.47% to the scholastic accomplishment took after by 2.262% of sexual orientation (X1) and place (X2) 1.56% individually. It was a view that an information literacy aptitude is developed as one of the vital indicators of evaluation of scholarly accomplishment of the understudies. Consequently, endeavors ought to be improving the information literacy aptitudes among the understudies at degree level.

Chanchinmawia & Verma (2018)[15] examined assessment of Information Literacy Skill among Research Scholar of Mizoram University. They observed that about four-fifths of the respondents are still very young below 35 years of age, more than half 96(54.85%) were female and less than half 79(45.14%) of the respondent is male. Half of the respondents visit Library only to borrow and return the book. The entire research scholar visited the library for writing a research paper, three-fifth 102(58.28%) of the research scholars visited the library for preparing a bibliography. Majority of respondents are having a high level of computer skills in Open and save, print document/file, copy/paste, and transfers file, whereas average skills in search OPAC, write a research paper using the word and make a power point presentation. All the respondent assert them self-familiar with the use of MS Word follow by PowerPoint and MS EXEL which is very influential in the field of teaching and research. We can evidently declare that majority of the respondents were familiar with MS Office. It was found out that Nine-tenth of the research scholar needs instruction and training on Library catalogue& classification. Follow by three-tenths of the research scholar needs instruction or training on the use of e-resources, also, three-tenths of the research scholars require instruction or training on search strategies.

Aftab & Singh (2017)[3] present study reports of a survey conducted at Aligarh Muslim University (AMU), Aligarh and Jamia Millia Islamia University (JMIU), Delhi to analyse the information literacy skills of sociology explore researchers. The significant discoveries of the investigation uncovered that greater part of the exploration researchers of both the colleges required data for their examination work and to refresh subject information. It was similarly revealed that there is a deficiency of awareness among the examination researchers in regards to the deployment of the reference book and a list of the sources. They are not particularly familiar with the utilization of truncation and Boolean administrators for productive information recovery. Large portions of the exploration researchers know about reasonable utilize and copyright infringement. The larger part of the examination researchers opined that information literacy programs are advantageous for them. The most remarkable number of researchers expected to prepare to utilize electronic assets, seek methodologies utilization of PC/web.

Chanchinmawia & Verma (2017)[11] study Academy of Integrated Christian Studies, Aizawl, concerning the assessment of Information Literacy Skills among Students. The finding of the examination reveals that 73% of the respondents are UG course and 17 % are PG course. Majority (69%) of the respondents are male. Around 90% respondents are youthful and below the age of 30 years. More than half of the respondents are regular users of the library and went to the library day by day. Among the rest of the respondents, 30% went to library week after week, 10% month to month and 4% once in a while when they feel some necessitate. The other as often as possible utilized sources are Internet and e-resources (34%) while 32% of respondents are utilizing print resources as a favoured wellspring of information. 73% of respondent knows the technique to locate the book, 80% respondents know the present source of information, 56% of respondent know the shelves arrangement. Around 90% of respondents are happy with library orientation program and they feel that it is extremely helpful to upgrade their library artistic yet a large number of them feel that a few

segments like the utilization of PCs, utilization of OPAC, how to utilize print asset need to enhance in future library orientation program.

Chanchinmawia & Verma (2017)[12] investigated Information Literacy Skills among, UG Students of Govt. Mizoram Law College (MLC), Aizawl, Mizoram. A total of 70 (82%) filled questionnaire was received among 118 randomly spread design questionnaire for data analysis. In general, it was revealed that students had adequate skills in management information for their basics needs. Majority of the students were familiar with the used of e-resources but lack of knowledge in handling the information for their explicit requirement. Majority of the students were aware of copyright and fair used, but still, 30% percent of the respondents still practicing the habits of copying the whole text from the original author. This study urges the addition of an information literacy program in the course programme and supplementary awareness is required among students that will prepare the students to be more information literate.

Chanchinmawia & Verma (2017)[10] discussed that the present digital environment has changed the traditional and restricted mode of information generation and communication into online mode. The technological changes with tools have created a positive threat to the academic community and it provides a huge opportunity for the whole academic community to uplift their education and research activities. But, the uncertain quality and expanding quantity of information pose major challenges and threats to the academic society. The information literacy is a set of skill requiring information users to become aware of when information is needed and have the skills to use efficiently the needed information. The role of library professionals becomes very important and crucial in such situation because ICT has brought drastic changes in the field of acquisition, organization, management, and dissemination of information in the present digital environment.

Chattopadhyay (2017)[14] carried out a study on information literacy through community development programmes of public libraries concerning the possible

ways of reaching the unreached community. Odisha state is an example for this discussion. Information literacy is the only solution for the development of any socio-economically disadvantaged community and the various community development programmes may be organized by the public libraries. People are unable to access their required information. They should get their required information through the community information services and community development programmes of public libraries. The digital divide is an important factor which is responsible for increasing the gap between information deprived and information rich. The only resolution to bridge the gap is to organise more information literacy programmes, which can accelerate the lives of disadvantaged community people.

Noh (2017)[40] carried out a study on the effect of digital literacy on Information use behavior. He observed that the ability to process information has the most significant effects on information use behavior followed by information judgment, information control, community analysis, document editing and use of tools and ability to create a cyberculture in that command. The literacy indicator with the lowest effects on information use behavior was the ability to communicate form self-identity.

Jessy, Bhat, and Rao (2016)[26] revealed that three-fifth 60.7 % of the respondents were able to give the names of online information bases connected to their field. Also, 56.4 % of the students were able to correctly point out the use of the library catalog after the Information Literacy Instruction session. Post-Information Literacy Instruction program feedback revealed that the majority of the students (95.73 %) were intelligent to know the open access resources. Four-fifth 79.49 % of the respondents could identify the features of bibliographic information bases. The respondent's knowledge of the use of Boolean operators improved to a great extent (from 6.8% to 30.8%) after Information Literacy Instruction. Increased number of students expressed confidence in their ability to identify and search the exact and right kind of

information, in the post-ILI feedback. Therefore a further development of their search skills may be brought about by progressing training programs for the same specific group. ILI program organised by the library has been successful and created knowledge about various• resources of the library, search strategies as well as services and facilities of the library as known from the students' responses and comments.

Munshi and Nagar (2016)[39] the inspiration behind this investigation is to analyze the information skills with respect to the library assets among the postgraduate understudies at Aligarh Muslim University and to know their necessary needs of information and Information search procedures in the library and also in electronic assets. The present examination chooses the elucidating study scheme and spreads 329 postgraduate understudies of five chose resources e.g. Personnel of Expressions, Faculty of Science, Faculties of Commerce, Faculties of Theology, and Faculties of Social Science at AMU. The researcher examines their information seeking techniques on OPAC, their web index inclination, familiarity with e-assets, level of information proficiency aptitude, needs of information literacy ability and so forth. The paper uncovers that the greater part of the understudies knows about the data sources, which are accessible in the library. This investigation might be considered as an exceptional one which draws out the present status of information literacy aptitudes among the users at AMU. It will help perceive the administrator and instructors to train understudies as to where to look through the wellspring of information and step by step instructions to assess information to meet their data needs.

Prasad (2016)[42] carried out a study on information search and information literacy skills of the faculty of Polytechnic colleges in Karnataka in utilizing information resources. The study from the analysis of the information revealed that nine-tenths of the faculty members have the skills and competency to identify and find various sources of information. Whereas, 641 (87.80%) of the

faculty members are in need of academic information, followed by (80%) of the faculty members are in need of general information whereas three-tenth of the faculty members need political information. It is revealed that (45%) of female faculty members have identified all the skills relating to parts of books. The nonsignificant association is found between male and female faculty members with respect to skills to identify the parts of books. Half of the faculty members of the age group between 51-60 years have the skills to identify the document Encyclopedia. Three-tenths of the faculty members have chosen the correct Boolean operator to search for a given topic. It is also examined that (86%) of the faculty members use the computer for teaching and research purpose; followed by (78%) of the faculty members use the computer for personal use, whereas only (18%) of faculty members use the computer for the purpose to write an article. Also, (77%) of the faculty members said that their knowledge level has improved by using social network sites in a different way.

Bruce (2015)[8] examined the information literacy reveals about an area as it is spoken by the rising aggregate cognizance of information literacy scientists. Five measurements of the comprehensive awareness are proposed: 1) the sectoral area of the examination 2) methods for considering information education 3) 'what' is being explored, that is the exploration question, 4) how the complaint is being explored, that is the examination methodologies and ideal models, and 5) disciplinary impacts. These measurements are utilized to 1) uncover the nature of the information education look into an area which is in beginning times of development; 2) point out how a range of types of research methodologies can reveal various types of insight into the question of research; and 3) show how the five measurements work together in the improvement of new examinations.

Corrall (2015)[17] examination researched vital engagement with this idea in advanced education and investigated the improvement of markers to assess a foundation's level of engagement. A review of UK colleges (n=114) was directed to distinguish confirmation of key sense of duty regarding information education. Information gathering was restricted to reports in general society

space available from institutional Web sites, which were sought and perused efficiently. Subjective substance examination was completed on the information, which identified with seventy-five organizations. Information was coded, arranged and promote deciphered, utilizing lattice investigation strategies to distinguish and record remarks on basic subjects and differentiating highlights. UK colleges are drawing in with information proficiency at a vital level; however, execution is uneven over the segment and inside foundations. The outcomes reflect spaces of engagement talked about in the writing, yet in addition recognize different regions of action and open doors for key improvement adjusted to current enthusiasm for HR and learning exchange. Additionally explore is expected to create, test and refine the proposed assessment structure.

Ferdows and Ahmet (2015)[23] analyzed an experimental examination of information abilities among college understudies at Dhaka University. The questionnaire-based study was introduced to get students aptitudes. The survey comprised of statistic information, PC and Web encounters, and an arrangement often inquiries identifying with information abilities. An aggregate of 199 college understudies reacted to the review. The outcomes demonstrate that students' information abilities were poor. Just a couple of them were effective in noting a portion of the inquiries accurately. The primary purposes behind these contrasts and the general disappointment in noting the errand addresses effectively are generally ascribed to the nonattendance of information proficiency guideline inside the college, the absence of online information assets and deficient information and correspondence innovation offices.

Lallaisangzuali (2015)[29] conducted a study to investigate information literacy among Post Graduate Students and Research Scholar of Mizoram University. The paper highlight that Information Literacy is the foundation for learning where a technology changes its dimension within a short period of time. The findings of the study revealed that majority of the respondent's visits 2-3 times a week, and mostly used library material and catalogue. Majority of the Post Graduates

Students visited Library to do their assignment whereas Research scholar read journals to support their Research. Both the research scholars and PG Students preferred to use print and electronic formats. Most of the PD Students have insufficient time to search documents whereas the Research feels that information available in the Library is not up to date.

Asadullah, B. (2014)[5] conducted research on Digital Information Literacy: A Survey among Research Scholars of Vellore District. The result of the examination revealed the review of Digital Information Literacy among researchers of the Arts and Science Research Scholars living in Vellore District. The review uncovers that researchers feel that the library has a more prominent part to play in the advancement of computerized information education among its client group. The review proposes that the University should begin interdisciplinary activities to advance computerized information education, with a dynamic joint effort from the Departments of Computer Applications, Library and Information Science, and the other centre regions of study, effectively connected with investigating exercises. This joint walk will arrange the exploration researchers about the accessible openness and utilization of advanced assets in their general area of research. The discoveries of this examination are used for organization of the concerned local body for approach detailing.

Islam & Rahman (2014)[25] analyzed the information literacy competency (ILC) of human expressions understudies at the University of Dhaka, Bangladesh and decide their qualities and shortcomings and it was discovered that understudies had restricted aptitudes in the zone of data education and explanations for it are not talked about broadly in their scholastic course educational modules. This investigation motivations the consolidation of a information literacy program in the course educational modules and all the more written work, exchange and other pertinent issues that will make the understudies more data proficient in light of the fact that information literacy is vital and supportive in scholarly work

and research and they propose that data education training ought to be installed in the educational programs and it ought to likewise be acquainted right on time in instruction with make it more compelling.

Mahajan and Kumar (2014)[33] assess basic information literacy competency and the perception of information literacy behavior of post-graduate students and research scholars of Punjab University, Chandigarh. The findings of the study have been discussed briefly and all the essential suggestions have been made on the basis of the results of implementing proper information literacy competency programmes at Punjab University, Chandigarh. The study has been found that students require competency to solve information-related problems.

Rafique (2014)[44] examined Information Literacy Skills of Faculty Members of the University of Lahore, Pakistan and observe that majority of the faculty members have the skills to get their required information and to deal with, separate, survey and totally take hold of the retrieved information. 34.5 percent of the required information in online association while, 64.3 percent of the representatives needs information in print orchestrate. Some of the workers did not have the skill in key interest in list and information bases. Also, countless were delicate in the assurance of imperative information sources. What's more, to get to the required information resources larger part was not prepared to devise extraordinary request systems and to use proper subject wording.

Baikady & Mudhol (2013)[6] carried out a study on Computer Literacy and the use of Web Resources: A Survey on the Medical Faculty and Students. The study revealed that almost all the respondents obsessed with basic computer literacy skills. We can say that 76.1 % of the faculty members and PG students who possessed expert computer literacy skills used the web resources. The faculty and PG students who were having above average computer literacy skills used web resources less frequently. The faculty members and postgraduate students who were having below average computer skills did not access web resources frequently.

Devendra & Manoj (2013)[18] observed that Information literacy competency of PG understudies was attractive despite the fact that there was a huge distinction between the first and second-year understudies. After effects of the paper separate between the first and second year understudies in the light of five Information Literacy (IL) models alongside different contemplations. Different preparing activities were found to positively affect information Literacy competency of PG understudies.

Dubicki (2013)[19] carried out a study on scholarly workforce view of information Literacy at eight New Jersey higher instructive establishments. The examination looks at the esteem and significance workforce put on information Literacy, the implantation of IL into curricular learning results and an appraisal of the competency levels understudies accomplish in acing IL aptitudes. This examination adds to the exploration in the field as a multi-institutional investigation led at two-year and four-year establishments, researching full-time and low maintenance personnel points of view. Discoveries depend on results from an online review, with an aggregate of 353 usable reactions. Generally speaking, personnel nature with IL ideas was high; staff are overwhelmingly steady of IL and are consolidating these aptitudes into learning results for their courses; and there are solid desires for understudies' accomplishing IL abilities by graduation, yet workforce discernments are that understudies miss the mark concerning acing those aptitudes before the finish of their projects.

Lata & Sharma (2013)[31] examined the IL skills of the faculty and students of Postgraduate Institute of Medical Education and Research, Chandigarh and Pt. B.D. Sharma University of Health Science, Rohtak. All the respondents were able to indicate their information needs. It was found out that majority of the faculty and students rated their skills high in accessing information in print and electronic format. Also for evaluating information in print format, it was observed that most of the respondents rated their skills very high whereas in the

electronic format most of them rated their average skills. In comparison to faculty, the students of both the medical colleges were not familiar with the bibliography. Finally, a very small percent of the respondents of both the medical colleges were familiar with the Boolean operator.

Lata (2013)[30] carried out a study on Information Literacy among the college students of Punjab and Chandigarh in the Electronic Environment. Majority of the respondents visit the library day by day. We can state that four-fifth 78.4% of the respondents of the considerable number of colleges utilize the data to refresh information. Additionally, most of the respondent likes to peruse both print and electronic organization. Also, it is revealed that 23.7% of the respondents know about Meta web indexes. The outcomes uncover that understudies don't have a superb comprehension of this sort of hardware and may trust that Google and Dog-heap accomplish pretty much a similar thing. The larger part of the respondent's four-fifth 76.2% has information literacy guideline in the educational programs. The reactions of both the classes of respondents are relatively indistinguishable with a slight distinction in status-wise.

Sinha, Bhattacharjee, and Bhattacharjee (2013)[50] discuss about N-List program execution, and status of the ICT and Internet Literacy abilities among the College Library clients of Barak Valley of South Assam. Ten chose school libraries have been chosen for the investigations to know how they get to e-assets accessible under N-List assets. The study technique was utilized to uncover the real conditions which incorporate circulation of survey, perception of the members and meeting of a portion of the members. A questionnaire containing 19 questions has been disseminated among 200 examples, which were arbitrarily chosen. Out of which 153 respondents have restored their answers. The discoveries demonstrate that the vast majority of the more youthful age has acknowledged the Internet as the fundamental hotspot for getting the important data for the scholarly reason and research work, yet the

senior residents are as yet focalized with customary assets that for the most part rely upon print assets. Be that as it may, it was discovered that the volume of continuous utilization of e-assets to be at ideal level.

Sinha, Bhattacharjee, and Bhattacharjee (2013)[49] revealed the present status of ICT among different College Library Users of, South Assam. The study includes the UG level standards of education. The review has been covering 400 respondents, who were selected on the basis of simple random technique, among the distributed questionnaire 300 respondents submit their answer. The paper revealed all the factor effecting the ICT Literacy, significance of the Internet and Internet Use Pattern among users from various universities who get to the Internet for every day needs, examinations, and express research which are available in various setups by the end users.

Eyal (2012)[22] highlight the major functions of the teacher in a digital environment and focus on the skills, abilities, and perceptions required of the teacher in the digital environment and will demonstrate the significance of adapting the various technologies to the different assessment purposes. The requirement for evaluation education in view of estimation and quantitative information moved toward becoming weakened, both regarding the conventional approach of the appraisal on which it depends on, and given that information innovation can address these necessities productively. The evaluation education expected of an educator today is of a totally extraordinary kind, one that is adjusted to the computerized condition and custom fitted for the academic methodologies of the 21st century.

Duncan & Varcoe (2012)[21] examined information literacy skills and also determine the effectiveness of information literacy models delivered to them, it was observed that more than seven-tenths 75.8% of the respondents preferred search engines to find information followed by more than half websites 51.6%, consulting teachers and library staff 19.4% and using Wikipedia 17.7%. The

findings revealed that 93.5% of the respondents had knowledge about the criteria used for evaluation of Internet resources. It was also observed that half 51.6% of the respondents were familiar with the ethics of information use and about seven-tenth 70% of the students know the issues related to copyright. 74% of the respondents were able to identify a citation from a given statement. It was also observed that more than half 54.1% of the respondents had knowledge about the Boolean operators.

Pinto et al. (2012)[43] carried out a survey of doctoral students of information science of four universities which are located in Latin America and Spain to find out students' perceptions of their own information literacy competency. The results of the survey revealed that more than three-fifths 63% of the respondents rated themselves adequately in determining their information needs. More than seven-tenth 75.6% of the respondents is able to identify source according to their information needs. It was observed that three-fifth 61% of the respondents need training in organization and evaluation of the quality of information.

Sinha (2012)[48] carried out a study among students, Research Scholar and Faculties of University to know the extent of Internet Literacy. Purposive sampling technique has been used for carrying out the survey. A Questionnaire containing 18 question has been distributed among randomly selected 480 samples, out of which 324 respondents have responded. The paper uncovered the overview in regard of ICT and Internet Literacy Skills, Internet example, and some other issue looked by the respondents alongside couple of proposals and recommendations.

Tylor (2012)[52] conducted an examination of User skills and the information search procedure. The measurable examination was utilized to inspect these outcomes and decide whether there were connections between criteria choices, importance judgments, and the subject's movement through the information

seeks process. Discoveries affirm and expand discoveries of past investigations, giving solid measurable confirmation of a relationship between the information look process and the decisions of significance criteria by clients, and distinguishing particular changes in the client inclinations for particular criteria through the span of the information look process.

Amritpal (2011)[4] examined the impact of e-journals on university libraries in term of resources, staffing, spaces, technical services, and equipment. A well-structured questionnaire was designed to elicit opinions of the librarians. The results of the survey provide useful information regarding the impact of e-journal on a subscription to e-journals, infrastructure service, staff, space, technical services, photocopy, Inter-library loan, library use and reference service. On the basis of the results, some suggestions have been put forward for developing e-journals and ensuring their proper maintenance and utilization".

Baro (2011)[7] investigated the state of information literacy education the researcher conducted a survey of more than 60 library schools in Africa. In order to collect information, the researcher used both email questioning and content analysis of web pages of the schools it was found out that majority of the schools did not offer information literacy as a stand-alone course in their curricula; it was briefly discussed as a topic in related courses. The researcher concluded with the suggestion that all the library schools in Africa should review their school curriculum to include information literacy course and the university authorities in Africa should employ qualified staff with the technological knowledge to teach information literacy and also provide the required technological tools in the departments.

Sasikala & Dhanraju (2011)[47] carry out a study on information literacy skills among science students of Andhra University. The study mainly focuses on IL skills in finding, locating, accessing, applying and evaluating both print and electronic sources. It was observed that among the respondents there are

students who had never used the library during their period of study. The main purpose of visiting the library is 'reading textbooks'. For consulting reference materials also the significant percentage of students are availing the library facility. It was noticed out that more than one-fourth of the students are visiting the library for competitive examination and for recreational reading. These findings point out the nature of use of various information sources and facilities available in the library.

Moghaddam & Nahanji (2011)[35] carried out a comparative study of information literacy skills of students of ordinary and intelligent high schools in Hamedan, Iran. The findings of the study revealed that one-twentieth 21.4% intelligent school students had the skills to access information effectively while very less 3.3% ordinary school students had it. It was depicted that 4.9% of ordinary school students had a high score in evaluating information critically whereas the percentage of intelligent school students was three-tenth31.9%. The study further revealed that while only one-tenth 10.5% of ordinary school students were in a high state regarding using information accurately, this rate of intelligent school students was three-tenth 34.6%. The researcher suggested that compulsory lessons on research methods and information literacy should be provided to the students.

Angelo (2010)[2] led an investigation of mindfulness and utilization of electronic information sources. One of the primary goals of the examination was to survey the information literacy abilities of animals domesticated animals scientists in Tanzania. The contemplate was directed at three animals look into organizations in Tanzania with a general example size of fifty respondents comprising of domesticated animals specialists, what's more, information literacy. Detailed surveys, interviews, and perceptions were the techniques utilized for information accumulation. Information was broke down by utilizing the statistical Package for Social Sciences (SPSS) and substance investigation. The finding of the examination was the absence of information literacy abilities

among a large portion of the specialists and this was observed to restrain their entrance and utilize of e-assets.

Mishra & Mishra (2010)[34] explored the relevance of Information literacy in the digital era in the context of library services and concluded with the role of library professionals to enhance the IL among the academic community. It was uncovered that Librarians need to bestow aptitudes on web looking procedures, assessment and setting up credibility and unwavering quality of information recovered from web space to the clients. The paper likewise concentrates a portion of the real zones like the importance of information literacy in the contemporary library and information administrations.

Choudhury & Sheti (2009)[15] made an analytical examination on the PC proficiency of library experts in the University libraries of Orissa. The fundamental point of the examination was to distinguish the level of aptitude and self-adequacy displayed by the library experts of University libraries of Orissa. It was a far-reaching study on information literacy of University library experts. Uncommon reference was made to quickly change the situation of different information assets and its varying organizations and media, which were colossally influenced by the consistently developing information and correspondence innovation in the 21st century.

Narzary (2009)[38] carry out a study on Information Literacy for College Libraries with Special reference to lower Assam and discussed that a single library cannot stand alone to disseminate maximum information for the user. Academic, Public or Special Library needs to integrate and link each other to access information. The government needs to form an appropriate plan to know the value and importance of information for the country. The Library needs to grow in a different corner, Collection, Infrastructure, Man Power and ICT equipment. The useful model, guideline, and Strategies need to be framed and adopted at the state or National level.

Oakleaf (2009)[41] presented the Information Literacy Instruction Assessment Cycle, to explain the seven different stage, and to offer an extended example that demonstrates. By taking part in the ILIAC, Librarians can increase critical information about the information conduct of understudies, and a more prominent comprehension of understudy qualities and shortcomings. The ILIAC urges administrators to explain learning results plainly, break down them genuinely, commend learning accomplishments, and analyze issue territories.

Mokhtar & Majid (2008)[36] depicted the quantity of reported information literacy norms and rules. In the light of the unmistakable qualities of these norms and rules, the researcher view current age of digitization of information and correspondence advancements. It was regularly sawed that ICT capability was likened to information education. The paper was finished up with a few proposals for making ICT and information literacy more unique which could be quickly utilized for viable results.

Karisiddappa & Rajgoli (2008)[27] completed an examination of information literacy projects and practices of chose establishments in Bangalore. The study revealed that the libraries had for some time been engaged with preparing their users in library to utilize, its administrations, and resources. In the computerized age, fencing around 'library resources' was a scary undertaking, and the instructional needs of users were changed significantly as new techniques for nations, for example, India was still in its preparatory stages, as these nations had just as of late moved toward becoming completely inundated in the data culture.

Katz (2008)[28] examined College understudies first through senior years, took the information skills and first-year understudies took the Core information skills appraisal. Upperclassmen took the more troublesome advanced information skills evaluation. Overall class levels, information skills scores differed of course. Examinations uncovered powerless connections amongst

portfolio and Core information skills scores and direct relationships amongst portfolio, and advanced information skills scores. As two related yet particular frameworks of request intended to investigate undergrad understudy execution, the ETS information skills evaluation and the NJIT ILS taken both independently and together yield imperative data with respect to understudy execution.

Maharana and Mishra (2007)[32] examined the use of digital resources and their knowledge of searching for and evaluating resources by faculty members of Sambalpur University. The studies revealed that from the total respondents 98.57% of faculty members expressed their need for electronic information in addition to traditional print sources. Four-fifth 58 (82.86%) of the respondents indicated that they use e-journals. However, e-articles, e-thesis and dissertations and e-information bases are used by more than 50% of the faculty. Other forms of e-information such as an e-book, subject gateways, e-archives are not very popular among the teaching community. A majority of faculty use e-information in order to update their knowledge only in their respective subject area. More than three-fifths 60% of the faculty use e-resources for the purpose of research support, preparation of course materials, and preparation of scholarly articles for publication. Also, a majority of the university faculty members have Internet knowledge.

Rajgoli (2007)[45] revealed that the information and communication technology infrastructure facilities are available in the majority of the libraries selected for the survey. It has been observed that information literacy programmes are conducted using advanced technological utensils such as Intranet portals and E-mails. The new technology, particularly the Internet has proved its potential in the education sector and the library instruction programmes are also designed using services provided by the Internet. The libraries under study have great chance to exploit other expertise available in the institution in developing and delivering information literacy products. There are also other problems of useful delivery of information literacy instruction such as teaching information skills to

very intellectual staff. There is a fewer opportunity for information literacy education in these situations as often these staff particularly those with important administrative responsibilities find themselves too busy to waste time in acquiring information literacy skills.

Thomas and Trudi (2005)[51] proposed that information literacy initiatives cannot be achieved single-handedly; it must be a shared concern among faculty and librarians. Both the Department faculties and Librarian play an exact important role. These positions are reinforced by accreditation standards that view information literacy as an innermost point of student learning and best addressed within a combined framework. Two models for collaboration are described as teaching alliances and campus partnerships. These two model needs to go hand in hand to accomplished the information literacy initiatives of the users.

Nicholas & Jake (2005)[38] discussed the dynamic role of library and information association to enhance the information literacy. They also discuss many professional associations of the world who is working to make awareness about IL among the people. Formulating leadership particularly in the area of information literacy gives some insight into how a national professional association is uniquely positioned to support professional status and encourage job opportunities.

Cole & Kelsey (2004)[16] carried out a study on a quantitative survey of post-registration nursing students to assess their skills in both computer and information literacy. It was observed that one-fifth 17.3% of the students knew what keyword mapping was, only one-tenth 12.2% rated their understanding of it as adequate or better. Nine-tenth 93.6% of the students knew what the Internet was and three-tenth 65.9% had often used it to access information. Only 6.9% of the students showed their understanding of Boolean searching. Four students did not respond to the question about Boolean searching. Nearly half of

the students used e-mail (49.1%). The authors concluded with a suggestion that an introductory course should be provided to the nursing students and they should have access to computer-based learning packages.

Freeman (2004)[24] investigated the relationship between undergraduates' self-assessment of library skills and their opinion of library instruction a survey was conducted for the year undergraduate students at Armstrong Atlantic State University in Savannah, Georgia. It was observed that 82.5% of the respondents were able to use the Library effectively. Whereas, 55% able to differentiate the citation to a book and article. It was also depicted that 80% of the respondents had the skill to use Library.

Salisbury & Ellis (2003)[46] evaluated selected information literacy programs provided to the students in the Arts faculty researcher conducted a project at the University of Melbourne. The results revealed that seven-tenth 73% of the students were able to recognize a citation to a journal article at the start of the session. Majority 50% of the students were not able to select the correct Boolean operator even after attending the session. The results of the project led to the modification of some of the information literacy programs.

Caravello, Herschman & Mitchell (2001)[9] assessed the information literacy skills of undergraduates at the University of California, Los Angeles. The study revealed that majority four-fifth 78% of the respondents chosen web for locating current information, it was also found out that majority of the respondents were regular library users. Yet less than half 45.5% did not know that in a Boolean statement, OR retrieves more records than AND or NOT. About half 52% of the sample said that they would check a statistic from a newspaper in a government source before using it in a term paper, meaning the other half would just use the unproven information. The researchers also found that three-fifths 62% of the sample could not recognize a correct and complete journal article citation for a bibliography.

Doyle (1994)[20] traces the history of the growth of the term "information literacy" and discusses the appearance of information literacy as one of the most important concepts in contemporary society. Information plays a very important role in the growth and development of education. Two major events are examined that have driven information literacy into the front position of educational reform: the Secretary's Commission on Achieving Necessary Skills (SCANS) Report and the National Educational Goals. The impact of technology on the concept of information literacy is clearly discussed. Also finally, the most update revisions in National Curriculum standard are examined discussed, including mathematics, social sciences, and science standards that imply recognition of information literacy skills.

The review of literature shows that, number of studies has been carried out to measure information literacy competency of teachers, research scholars and students in India as well as over the Globe by different researchers, but no detailed study have been conducted to measure the information literacy of academicians of Mizoram University which is situated in the last corner of Country and very away from the mainland. Therefore, this study is an attempt to depict and reveals the information literacy competency of faculty members and research scholars of Mizoram University in Digital environment.

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3.1 INTRODUCTION:

Information started as an answer and a clarification to a lot of tests and trouble to look at the Information World. It is an asset that is normally required in every human action, exceptionally essential to the advancement of a country, without which there would be no general public. In this manner, it is currently normally watched that the material success of a country is connected specifically to its resources. Information accessibility and its free course through a successful distribution lead to an essential pre-condition for the development of a product of an educated population. With the growth and development (ICT) and globalization of Information, it is a lesser amount of requirement for people to acquire information from anywhere.

Expansion of Information in an assortment of structures, groups, and the amount has made the contemporary period ' Information concentrated' with complex decisions to get to and recover Information. Be that as it may, this requires the abilities to abuse the best decision among the population. Besides, the present situations confound users assessing the quality and baldness before they expend Information. Every one of these complexities posture challenges for people in getting to and recovering Information proficiently, filtering and assessing its authenticity and reliability for its possible utilize. Here emerges the requirement for Information Literacy (IL), which supports basic reasoning and insight about the entire range of Information and its fluctuating organizations, preceding its utilization.

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

American Library Association (1989) trust that “being information proficient requires knowing how to obviously characterize a branch of knowledge of

examination, select the reasonable phrasing that communicates the idea or subject under scrutiny, figure a procedure that takes into various wellsprings of information and distinctive ways that information is composed; investigations into the information gathered for esteem, importance, quality, and appropriateness, and thus transform information into learning".

Information Literacy has slowly turned into a vital issue for scholastic establishments, where the emphasis is set on instructing and learning systems that convey the abilities needs by understudies to prevail in an undeniably aggressive condition. Information Literacy is normal to all controls, to all learning circumstances, and to all levels of education. It empowers students to know the indisputable nature and extend their speculation.

We know that Computers help out the users to keep an eye on information as well as provide the additional information in the right time. At the first phase, this information comes to people in an unfiltered unorganized. Along with this line, questions come out about its authenticity, soundness, reliability, and dependability. In this circumstance to find, access and use real, considerable and solid information from the large quantity resources one must be essential information literate in his explicit field. With this regard, the awareness of information literacy is essential.

3.2 LITERACY MEANING

The United Nations Educational, Scientific and Cultural Organization (UNESCO) define literacy as, the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts". Literacy may deal with a person or individual involvement in the community or society to develop his understanding and knowledge, and to attain his objectives in the right way at the right time.

In simple way Literacy can be term as the skills to 'read and write'. The innovative term's importance expanded to incorporate the capacity to utilize

language, numbers, pictures, PCs, and other fundamental intends to comprehend, convey, increase valuable learning, take care of scientific issues, and utilize the prevailing image frameworks of a culture. The thought of literacy is increasing in Organisation for OECD nations to shape in aptitude to get to information from side to side innovation and ability to survey complex contexts. A man who ventures and lives in an isolated nation, however, cannot read or local people as being unskilled would likewise view write in the dialect of the host nation.

Improvement is the road to learning literacy; a group of aptitudes that starts with the capacity to understand words and unravels create words, and comes full circle in the thoughtful understanding of content. Perusing progress includes a capacity of complex dialect including familiarity with conversation sounds, sentence structure, spelling designs examples of word expansion and word sense together give an important stage to perusing familiarity.

If these aptitudes happened, the per-user can achieve full language education, which incorporates the capacities to relate to printed material essential examination and arrangement to generate with accuracy and intelligence and to make use of information and bits of knowledge from content as the reason for educated choices and original thinking. The failure to do as such is name lack of knowledge or analphabetic.

There can be better ways to think about this very difficult crisis. Most important point in literacy is that, what readers need to be able to do to function in modern society, to live and earning something, to obtain some skills, also one must take part and involve in the election of new government whether it is in democracy or Communist Country and be responsible for the families. To attain this stage, a person needs to possess the skills of critical literacy.

What ordinary people really do with related to literacy may be the greatest approach to look directly at it. Let us assume that not more than half of the

people in the United Kingdom vote for their country election. Do you think we can blame this situation for the lack of critical literacy skills and explanation case? About half of the students who went to college turn out unable to finish. What position does the lack of critical literacy involve in that situation? None of the Child Left Behind legislation has shaped a cottage industry in testing and evaluation. Skills in critical literacy methods are measured directly by how many of the students? The NALS information proposes that most of the convict criminal lack literacy skills. An international and community-based definition depends in part or all in all on this previous work. The realistic confirmation of the behaviour of elder citizens in the United State suggests that there is a very serious problem with illiteracy in the entire country, as well as around the world. This review of existing definitions helps elucidate what literacy is and sets a clear goal for the entire population to achieve it.

Figure-3.1 Literacy
(Source: http://www.rotarynasik.com/literacy/)

Literacy is a noteworthy arrangement and supporter of, long lasting learning. Information literacy competency expands adapting more remote than all the proper classroom arrangement and started preparing free examinations, as

people shift into impermanent jobs, initial master positions, and raising duties in all aspect of life.

Literacy has bit by bit turned into a vital issue for scholastic establishments, where the accentuation is set on instructing and learning systems that convey the abilities needs by understudies to prevail in an undeniably aggressive condition. Literacy is natural to all controls, to all learning conditions, and to all levels of training. It empowers students to know the unequivocal nature and extend their speculation.

3.3 GENESIS OF THE TERM INFORMATION LITERACY

The first informal type information literacy program had recorded during the seventeenth century when Library of German University has started a lecture program for their users to make aware them about reference books and its use, study techniques, how to use the library etc. (Virkus, 2003). It was seen that in the late 1960s Christine Bruce has revealed the use of the word information literacy and refer it too soon advancements in PC based information innovation, however, this term was not utilized generally until 1980s. Paul Zurkowski was the first to present the term Information Literacy in 1974. He is very popular among the academic community and the leader of the Information Industry Association. According to Zurkowski, “People trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources in 21 molding information solutions to their difficulties” (Eisenberg, Lowe, and Spitzer, 2004). The development of information literacy began with a publication, Nation at risk in 1983 and another publication educating the students to think: The role of school Library media programme. “In 1988, the American Association of School Librarians, a branch of the American Library Association published Information Power National Guidelines for school library media programmes. The stated mission of

Information power was to ensure that students and staffs for effective use of new ideas and information" (ALA, 1989).

3.4. INFORMATION LITERACY; HISTORICAL OVERVIEW:

Information Literacy, as a symbol has explained over the last two decades to incorporate and deal with constantly developing and user requirement for useful handling of information. (Behran, 1994) analyzed some of the major definition and delineations of the concept to investigate the chronological extensions and meaning. For this reason, some definitions suggested since the 1970s were analyzed based on the trends in the literature; he has outlined the future of information literacy in 1990s.

Figure-3.2: Concept of Information Literacy
(Source: https://www.pinterest.co.uk/pin/38843615510801062/

3.4.1 Information Literacy concept in the 1970s

Information literacy is actually a term that exist in the 1970s, however, has experienced various changes to keep it present. Since it is not reliant upon anyone innovation or set of advancements, 'Information literacy ' has been

energetically taken locally available by curators (Martin 2008) and governments (Fieldhouse and Nicholas, 2008) alike. As of late, it has been characterized as a 'propensity for the mind' as opposed to an arrangement of abilities:

3.4.2 Information Literacy in the 1980s

The idea of 'Information Literacy' increased genuine hold in the 1990s with the higher prerequisite and request of the web. In a short period of time information turned into a couple of easy keystrokes and mouse clicks away instead of living in awesome tomes in a physical place. Getting to this information and utilizing it for the correct reason constituted, for defenders of the idea, ‘literacy’. This was a period when lawmakers utilized the term 'Information Superhighway' to freely clarify the open doors managed by the web.

Information Literacy as a term was helped hugely by a definition and six-sort out show for working up the thought settled upon by the American Libraries Association in 1989. The leading group of trustees endowed with examining information proficiency proposed that a information education individual would see when information is required and can discover, evaluate, and use plainly the required information." (Fieldhouse and Nicholas, 2008). Accomplishing the condition of being ‘information literate’ includes going through six phases, the plot in (Bawden, 2008):

1. Recognizing a requirement for information
2. Identifying what information is required
3. Finding the information
4. Evaluating the information
5. Organizing the information
6. Using the information

Boekhorst (Virkus, 2003) trusts that to be sure, all implications of information literacy showed during the time can be cleared up in three thoughts. In the underlying stage, there is the ICT thought; using ICT to recover and dissolve

information. Second is the information resources thought; the ability to find resources freely without the guide of representatives. At long last comes, the information method thought; seeing information require, improving, evaluating, using and scrambling of information to acquire or widen learning. All things considered information instruction has once in a while been seen as including PC related proficiencies, from time to time as a part of such aptitude levels, and once in a while as being periphery to them.

3.4.3 Development in the mid-1990s

In the late 1980s and mid 1990s information literacy created to incorporate a moral measurement 'knowing when and why you require information, where to discover it, and how to assess, utilize and convey it in a moral way' – SCONUL (1999) and a monetary measurement 'Information literacy will be basic for every future representative's (Martin, 2008). Information literacy has been viewed as a 'liberal craftsmanship' with a component of basic reflection (Spitzer, et al., 1998), basic assessment Open University Library site, in (Virkus, 2003), and as including trouble explaining and basic leadership measurements (Bruce, 1997).

3.4.4 Information Literacy in the 21st Century

However a lot of scholars propose it as an 'over aching education of life in the 21st century' (Bruce, 2004) and bodies, for example, the US Association of Colleges and Research Libraries think of execution pointers for the idea (Martin, 2008), information literacy experiences an absence of graphics power. It is excessively aggressive in scope, too far-reaching in the application and not sufficiently exact in detail to be helpful in a significant way. Indeed, even a move from looking at being 'information proficient' to 'information clever' (Fieldhouse and Nicholas, 2008) keeps running into challenges for similar reasons. Meanings of the idea are as well goal and free of the student – notwithstanding when portrayed as seven key attributes (Bawden, 2008).

3.5 DEFINITIONS OF INFORMATION LITERACY:

There can be many definitions for Information Literacy; here are some of the definitions of information literacy:

1) The Association of College & Research Libraries (ACRL) defines information literacy as: "the set of skills needs to find, retrieve, analyze, and use information." The ACRL has created a set of standards that outline in detail the skill set needs to be information literate. The website also provides guidance on collaboration, curriculum design, and pedagogy (ACRL, 2008).

2) 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)

3) "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)

4) Webber (2010) has defined information literacy for the 21st century as "the adoption of appropriate information behavior to identify, through whatever channel or medium, information well fitted to information needs, leading to the wise and ethical use of information in society" (Webber, 2010).

According to (Chanchinmawia and Verma, 2018) Information literacy includes the capabilities to perceive information needs and to find, assess, apply and make information inside instructive, social, and social settings. It is essential to the upper hand of people, ventures, districts, and countries to gives the way to powerful access, utilize and making of substance to help monetary advancement, instruction, wellbeing and human administrations. Every other part of contemporary social orders and along these lines gives the essential establishment to satisfying the objectives of the Millennium Declaration and the World Summit on the Information Society. It additionally reaches out past current advances to cover learning, basic reasoning, and an interpretative aptitude crosswise over expert limits and engages people and networks. In the time of information and learning society, each individual should be information literacy and have the capacity to perceive the need of information including the capacity to find, assess and utilization of the information and it assumes an indispensable part in learning, training, and research in the present developing information society.

Information Literacy is characterized as the capacity to get to, assess, and utilize information from an assortment of sources. Information literacy is an aptitude, capacity, skill, ability and competency of a man that makes him ready to locate the correct information from the correct source (Prasad, 2016). It knows information about information and the wellspring of information. Information Literacy isn't just a system for Information arrangement; we can guarantee it as a gifted guide of a mind boggling scene. A man furnished with all the fundamental aptitudes for taking care of information empower to advance himself and his condition with most sophisticating information needs.

Information stretches out to incorporate learning, basic reasoning and interpretative aptitudes over expert limits, and engages people and networks (Chanchinmawia and Verma, 2017). Information literacy frames the premise of deep rooted realizing, which is regular to all controls, to all learning situations and to all levels of instruction. It empowers students to locate the correct

information from legitimate sources and expand their examinations, turn out to be more self-coordinated and accept more prominent control over their own particular learning. It has turned into the duty of advanced education to make the understudies as deep rooted students (Kelvin, 2014). Understudies are required to be all around educated and constantly become higher in their vocation stepping stool as people. Information literacy assumes an imperative part in encouraging this development and causes understudies to wind up autonomous and deep rooted students.

The Van Pelt and Opie Library supported both the integration of information literacy into student's courses and their skill development as an information literate individual and stated that, "Information literacy is a significant arrangement of abilities and capacities essential for individual's at all instructive levels and in every expert profession. These aptitudes envelop the capacity to lead exhaustive research and after that utilization that exploration viably and morally to create high calibre, enlightening composition, productions, ventures, and introductions". They explain the extent of information need by the following figure-3.3:

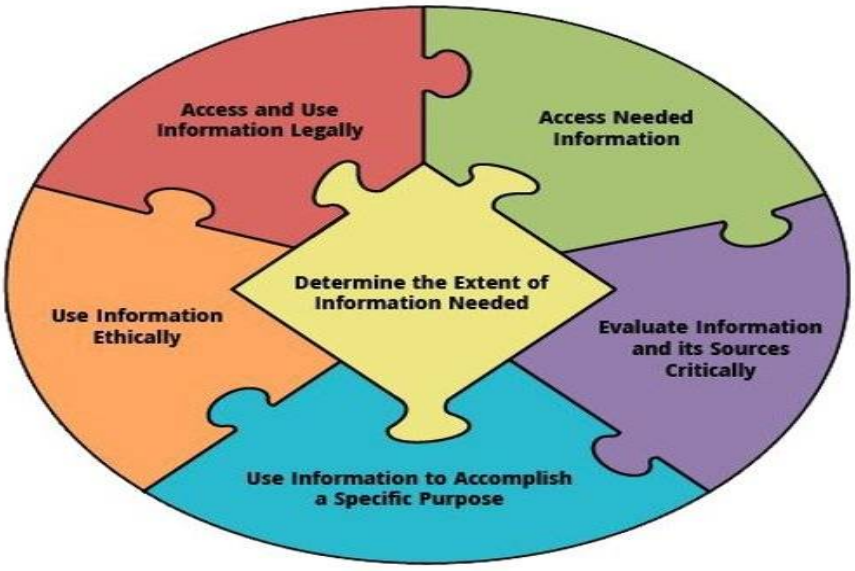

Figure-3.3: the extent of information need and its use

(Source:http://www.mtu.edu/library/instruction/information-literacy/)

3.6 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-3.2: 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	The 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.

3.7 AIMS OF INFORMATION LITERACY

Information Literacy aims at developing the following noble abilities to transform an ordinary individual as information literate.

1) The skills to apply the principle of scholarly communication to the difficulty of information handling.

2) The skill to locate, select and use appropriate information retrieval tools in order to obtain useful information in connection with studies or work of the end user, and when required;
3) Confidence in using and satisfaction in carrying out information searching. One of the important objectives of the information literacy programmes for the learners is to facilitate him to develop a systematic method of searching for information related to the area of their studies.
4) Aware of a wide range of source available for finding information and select the source which will definitely meet users need;
5) Aware of appropriate indexing and abstracting services and information bases and be aware of the principles of their use;
6) Build up information base searching techniques for accessing both web-based and CD-ROM information bases.
7) Use National and International academic Network for receiving information.
8) Make use of the local discussion forums, list serves, online chat services and blocks for obtaining and disseminating information.
9) Make use of local library network for obtaining document through inter-library loan and document delivery services;
10) Compare and critically evaluate information obtained from various sources;
11) Cite all the bibliography reference in their academic project, paper, articles, reports or thesis.
12) Construct a personal bibliography system

3.8 NEEDS FOR INFORMATION LITERACY

The information literacy helps to identify what information is need; to locate various sources of information, to evaluate the information to find out whether using the information solves the difficulty. The word information is being used widely due to the information explosion. (Singh, 2009) has stated that "information literacy is known mainly because of the arrival of information and

Communication Technologies and World Wide Web. Information overload and ICT insecurity have resulted in info-stress and techno-stress among the information users. Information literacy provides elbow support during these stressful situations. Moreover, in today's situation of information explosion, the internet is open to anyone to post any information; therefore evaluation of information becomes necessary which is facilitated by information literacy".

Information Literacy frames the premise of deep rooted realizing which is normal to all controls, to all learning situations and to all levels of training. It empowers students to locate the correct information from valid sources and broaden their examinations, turn out to be more self-coordinated and expect more noteworthy control over their own learning. It has turned into the obligation of advanced education to make the understudies as deep rooted students. Understudies are required to be all around educated and constantly become higher in their profession step as people. Information Literacy assumes a crucial part in encouraging this development and causes understudies to end up autonomous and long lasting students.

3.9 MAGNITUDE OF INFORMATION LITERACY:

Information Literacy is a comprehensive and never-ending lifelong process. It has a wide range of fields such as Computer Literacy, Network Literacy, Web Literacy, Digital Literacy, Media Literacy, Visual Literacy, Critical Literacy and Scientific Literacy. Every type of information literacy has its specific nature and characters. The different magnitudes of IL are summarized in table-3.1

Table-3.1: Magnitudes of Information Literacy

Computer Literacy	Computer literacy is competence in the use of computers. It includes skills required to operate a variety of computer application programs like word processing, information bases, spreadsheets, etc. together with some general IT skills.
Network Literacy	It is the ability to properly manage, connect and organize, evaluate and get information in a right way.

Web Literacy	It is a separation of information literacy, which requires the ability to access, search, communicate and generate information on the World Wide Web.
Digital Literacy	It refers to an ability to access, collect, organize, evaluate and use of digital resources and services in an effective way.
Media Literacy	It is the ability to comprehend and create images in a variety of media in order to communicate effectively. 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.
Visual Literacy	Visual literacy is the ability to understand and use images
Critical Literacy	It is the capacity to assess fundamentally the human, scholarly and social quality, advantages and expenses of Information Technology (IT).
Scientific Literacy	Scientific Literacy is the information and comprehension of Scientific ideas and procedures which are required for individual basic leadership.

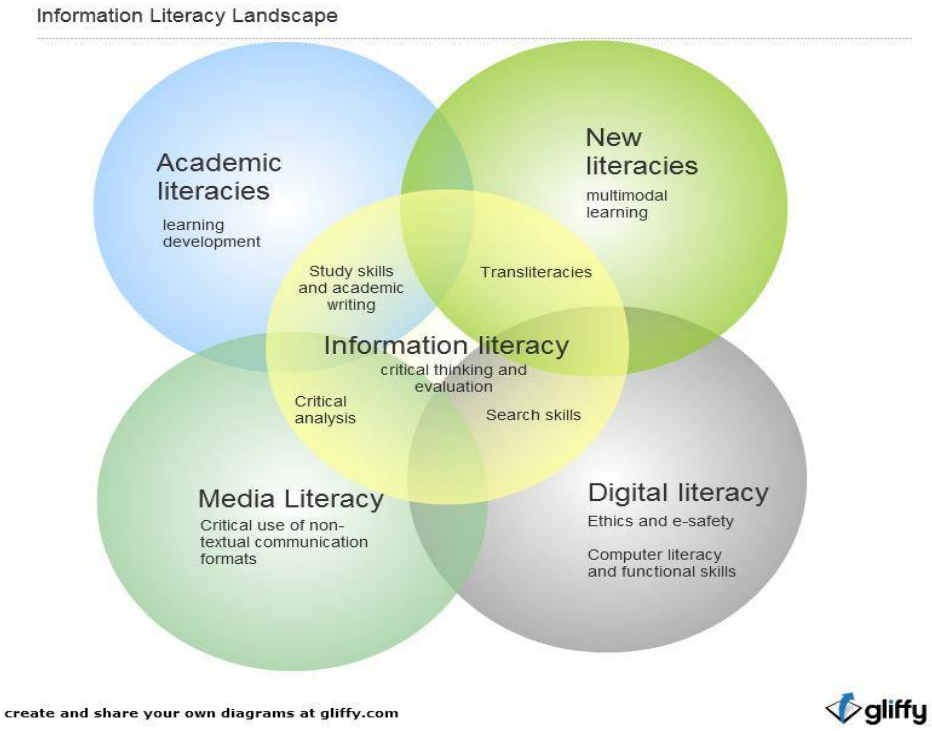

Figure-3.4: Information Literacy Landscape

(Source: https://www.google.co.in/search?q=INFORMATION+LITERACY+IMAGE&client)

3.10 DIGITAL LIBRARY

Digital libraries are repositories of high-quality human-generated information in digital format multiple dedicated servers connected over different electronic networks. The purpose of the digital library is:

a) To acquire, store and information and knowledge in digital form
b) To enhance cost-effective and quick delivery of information
c) To build up communication and cooperation between government, research, business and educational communities
d) To contribute the lifelong opportunity

One of the most frequently quoted terms in the field of library and information science in recent time is a digital library. “Digitization means the conversion of any fixed or analog media such as books, journals, articles, photos and paintings into electronic form through scanning, sampling etc., where they can store and manipulate by a computer” (Kaur, 2009). The main aim of the digital library is to

provide quick access to obtain the required information and allow users for remote access by breaking the physical boundaries via national and international network because users need well-digitized information for their research and professional activities now. At present, the libraries are facing great transformation and challenges with emerging web-based services to cater to its potential users. With the growth and popularity of digital libraries, users are accessing a vast amount and variety of e-resources library resources in anytime, anywhere and anyway (24X7) modes which was not possible in traditional library services but for proper utilization of these resources users must be “technologically literate” which means that users should have knowledge of technology literacy, computer literacy, web literacy, visual literacy and media literacy. Digital library facilitates users to great extent for access to a wide range of information resources through the network. Figure 6 shows how peoples are connected in a network environment.

Figure-3.5: Shows the connection of peoples in network

(Source: http://generationsafe.ikeepsafe.org/)

3.11 USE OF DIGITAL ENVIRONMENT

Like printed archives and recorded sound and video exhibitions, advanced reports are established on a refinement between a source and the duplicates created from it. The source is an advanced portrayal or some likeness thereof, an

accumulation of bits. The duplicates are the sensible impressions or indications content, illustrations, sound, whatever that show up on paper, on the screen, and in the wireless transmissions. Getting from the source to the duplicate requires a mind boggling blend of specialized and social condition, including a detailed setup of equipment and programming.

In one sense, digital technologies are very much model on the printing press. They allow users to create what amount to digital printing plates from which they can “print” an arbitrary number of copies. The relation with traditional print is particularly strong when the copies produced are textual and graphical in nature, as is so much of the material on the Web today. But digital documents, even those with textual content, share significant features with analog audio and video recordings as well. With audio and video, digital entities are generally less stable than their counterparts on paper and other tangible media, and digital production tends to yield much greater variability of product than analog production does. In the case of print, once we have the plate and a press, the amount of variability is limited. Even more so is this the case with an analogue recording: once we have the tape and an appropriate player, the amount of variability in performances is typically fairly well constrained. The differences generally are limited to minor variations in quality. For digital copies, however, there is likely to be a much greater range of variability. Some of the variability is intentional and it is a great strength of the technology. We can easily edit digital documents and quickly produce variants. Some variability is unintended and is an unresolved difficulty: digital copies are extremely sensitive to the technical environment, to the point that features we would like to preserve in subsequent copies may be hard to maintain. Displaying the file on a different computer may lead to font substitutions, different line breaks, and so on. These same sorts of variability may even occur on the same computer if, in the interim, the environment has changed in some crucial way.

Consequently, two different viewings of the “same” source may differ in important ways they may not be “the same.” Under such circumstances of radical variability, there does not appear to be anything like a stable document or object. Over time, the digital source may move from server to server. The version that ends up on your local computer may have been copied from a server and will likely have undergone further transformation; for example, your local browser or editor may generate other local, and possibly partial, digital sources in the process of creating something you can actually see. What you do see at any given moment will be the product both of the local digital source and of the complex technical environment which is changing in complex and unpredictable ways.

3.12 INFORMATION LITERACY AND HIGHER EDUCATION

Creating deep rooted students is fundamental to the mission of any advanced education organizations. Schools and colleges give the establishment to proceed with development all through their professions, and in addition in their parts as educated natives and individuals from networks. Information Literacy is a key part of, and supporter of, long lasting learning. Information Literacy competency expands learning past formal classroom condition and furnishes hone with self-coordinated examinations as people move into temporary positions, first expert positions, and expanding obligations in all everyday issues. Information Literacy grooms an understudy's competency in assessing, overseeing, and utilizing the correct information in each conceivable everyday issue.

For the understudies not on normal grounds, information assets are regularly accessible through systems and different channels, and appropriated learning advancements allow educating and figuring out how to happen regardless of whether the educator and the understudy are far from each other. The test for that advancing information literacy in remove training courses is to grow nearly a similar scope of learning encounters through the diverse information assets as are offered on conventional grounds. Along these lines information literacy skills gained by remove learning understudies have managed most proportionate to

those for the "on grounds" normal understudies. So as to fuse information literacy into all the noteworthy exercises of the University requires the collective endeavours with respect to the workforce, the curator, and the directors. Workforce moves understudies to investigate the obscure, offer direction on how best to satisfy information needs, and screen understudies' advance.

The pretended by the scholarly custodian in bestowing the Information Literacy aptitudes is imperative. Scholarly administrators facilitate the assessment and determination of scholarly assets for projects and administrations; sort out, and keep up accumulations and a ton of purposes of access to information and give guideline to understudies and personnel in this manner fulfilling their information require.

3.13 MOTIVATION TRIANGLE AND INFORMATION LITERACY

In higher education, motivation to the required areas is developed by the credit-bearing information literacy course. The information literacy training programmes can overpass the gap in understanding information literacy better and implementing it wherever necessary. Motivation comes from within the organization. The instructor can appoint students and control the classroom environment and content in such a way as to do everything possible so that students themselves will be motivated to learn more about information literacy. In higher education, the three sides of the motivation triangle have to be totally focused so that it can be positively affected to increase the student motivation in order to learn about the three major components the Students, the Content and the Teacher (Colborn, 2010).

3.14 INFORMATION LITERACY IN INDIA

After Independence, the number proficient and taught nationals increment step by step. India has encountered developing populace of proficient and instructed natives because of different advancements in fortifying of basic training through projects like District Primary Education Program (DPEP), Sharva Shiksha

Abhiyan (SSA), and National Literacy Mission e.t.c. Then again, for the encouraging proficient subjects with the adequate narrative and learning assets, governments have set up open libraries. The people group information focuses and town learning focuses are the present augmentations to this action that would change India into an information society, where information and information assets are considered as a genuine element for advancement. In any case, the primary trouble is with the compelling and efficient utilization and assessment of information assets, so educated native can take the right choices. It is realized that information proficiency can assume a key part in teaching the users of libraries on various information and narrative assets, where to begin looking of information, how to survey and think about recovered information, how to convey their information or discoveries to the general individuals and specialists. In India, it exceptionally standard that the idea of information education starts to show up in the library and information science (LIS) writing is extremely later, however, related terms, ideas, and administrations are there in research and practice in India amid the 1990s. Information proficiency cuts over a variety of orders even political motivation: custodians, educators, and staff, specialists in instructive innovation, learning facilitators, all add to the preparation in information education of subjects, even while unaware of the idea and its suggestions. In late audits in essential and optional mandatory training and the advanced education divisions, all these are connected in a few approaches to the IL encounter. Recording the advancement and accomplishments of IL in India isn't a simple assignment as a result of its awesome assortment, yet lately LIS foundations in India have experienced a quickened pace being developed which absolutely has had a solid positive impact for all IL-related exercises and benefits and for the boundless acknowledgment of the idea itself (Karisiddappa, 2004)

A global Information Literacy workshop was introduced in India by Punjab University with the help of Emerging Trends and Developments of Information Literacy with Special Reference to LIS Professionals in India 37 UNESCO in Oct

2005 to advance Information Literacy in South and South East Asia. They established that Information Literacy ought to be presented inside the national educational program at all levels including long-lasting learning projects to make the partners free students and basic scholars. There is a requirement for the social obligation to use the advantages of LIS experts for the under favored. As of late the Department of Library and Information Science, University of Kerala proposed to actualize an Information Literacy program in schools associated with its college. Various classes and workshops are being led in India, because of the liberal stipends from UNESCO. Notwithstanding this college is leading workshops and symposia.

3.15 WHY INFORMATION LITERACY IS ESSENTIAL TO LIBRARIES

Giving the correct information to the opportune individual at the ideal time in the correct way is the way to progress for any foundation or association. Library experts with the skill important ought to have the capacity to find, recover and use information keeping in mind the end goal:

1. It enables simple access to information assets in all organizations while assuming liability for its money and pertinence
2. It identifies and gains the materials of general significance
3. It organised those materials in an effortlessly available way
4. It trains staff to access and endeavor important information assets in the best way;
5. It takes the lead in raising the levels of information education inside the association.
6. Information education abilities enable library and information experts to make, create, and deal with a library or information unit.

Conclusion:

We are living in a world of knowledge explosion. Because of it, many disputes happen due to lack of correct information. Information literacy is the only problem solver to this difficulty. Information literacy provides us with novel skills, techniques, and technologies to help us know when we need information and where to locate it effectively and efficiently. It trains us with the latest technology, knows ours needs to use the modern library as a gateway to information. It enables us to analyze and evaluate the information that acquires, we thus making every information aspirant be more capable to take the right decision. Information literacy plays the most indispensable role in the educational, economic and social development of any nation. True to the words, information literacy is the process of knowing when and why information is required, where to find it, and how to evaluate, use and communicate it in an ethical way.

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4.1 INFORMATION LITERACY MODEL:

It is primarily for the following studies to shape out how to consider information instead of to get pre-bundled actualities or resources in increasing information-based society. The massive six critical thinking approaches is an instructional philosophy used to combine information recovery straight into any subject educational programs. It created essential and investigative reasoning abilities by applying the student's own particular ability and experience to the underlying issues tackling and information improvement. At any point, a time after time increasing number of understudies start on their reality result, by using web crawlers on the WWW, college or school instructors may be closer by a more essential part in the sequence of essential thinking capacities by giving a care about information literacy as a little piece of the learning policy. The massive six critical thinking approaches are prominent amongst the most vital instructing procedures that can take normal circumstance and make taking in circumstances from them. This approach is utilized the intuitive application to draw in the gathering of students full by acquainting genuine reproduced issues with being unraveled. As the educator presents particular issues, understudies start the way toward detailing a speculation and discovering information to help their thoughts on the proposed arrangement. The most likely to these arrangements are tried now and then by experimentation and answer the greatest tackles the issue is advertised.

Critical of MODELS:

1) Models help us to plan thoughts
2) Provide a system to design against
3) Give is phrasing to start a dialog
4) Help us to quantify advance
5) Allow us to express the result
6) Give an unmistakable structure and shared objectives
7) Prove guides into other expert fields
8) Need to be adaptable and versatile

4.1.1 Information Search Process-Kuhlthau:

The Information Search Process (ISP) gives us an inclusive perspective of information searching for from the users' point of view in different six phases "assignment start, determination, investigation, centre detailing, gathering, and introduction". All the six-phase model of the Information Search Process joins three domains of experience; the reaction of the psychological and the physical normal to every stage. The ISP depicts regular encounters throughout the time spent looking for an unpredictable task that has a discrete start and finishing and that requires significant development and figuring out how to be sophisticated. The model uncovers a hunt procedure in which a man is looking for importance over the span of looking for Information. From the client's point of view, the essential goal of information looking for is to achieve the errand that started the hunt, not simply the gathering of information as an end in itself. The ISP presents looking for information as a way to achieve an objective. The model of the ISP is explained in an all-encompassing perspective of information looking for from the client's viewpoint in six phases:

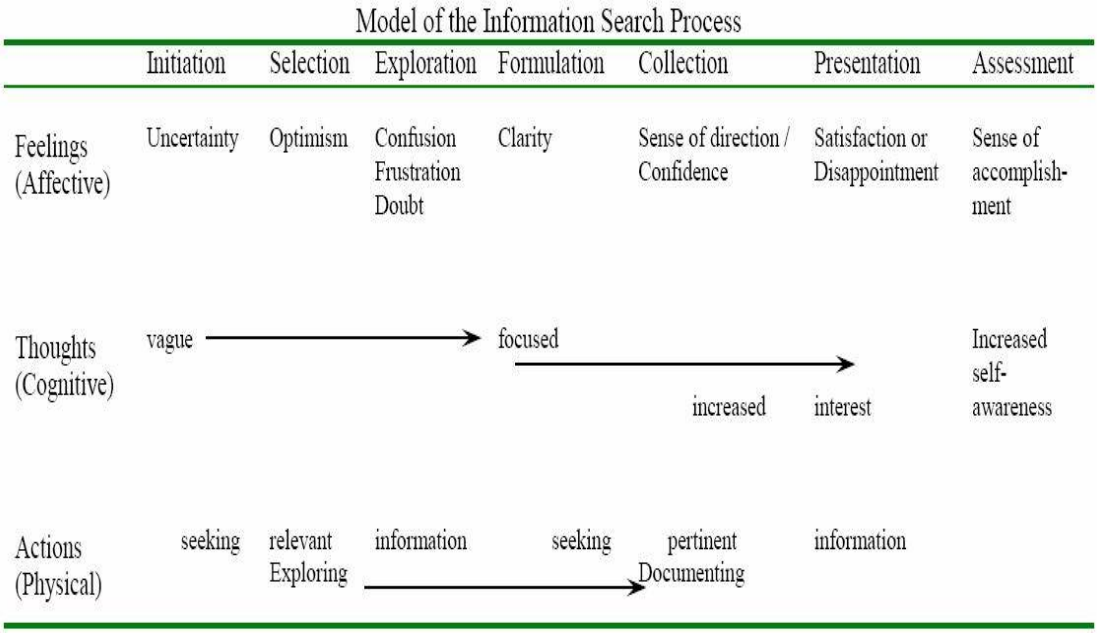

Figure-4.1: Model of Kuhlthau's Information Search Process
(Source: http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm)

1) **Initiation:** when a man initially winds up mindful of an absence of information or comprehension, sentiments of vulnerability and trepidation are normal.
2) **Selection:** when a general zone, subject, or issue is distinguished, starting vulnerability frequently offers a route to a short feeling of confidence and an availability to start the hunt.
3) **Exploration:** when conflicting, contradictory information is experienced, vulnerability, disarray, and uncertainty as often as possible increment and individuals wind up "in the plunge" of certainty.
4) **Formulation:** when an engaged point of view is framed, vulnerability lessens as certainty increments.
5) **Collection:** when information related to the engaged point of view is assembled, vulnerability dies down as intrigue and inclusion extends.
6) **Presentation:** at the point when the chase is done with another understanding enabling the person to illuminate his or her make sense of how to others or by one means or another put the making sense of how to use.

4.1.2 Pitts and Stripling Research Process model: 1988

The REACTS Taxonomy created by Barbara Stripling and Judy Pitts centers around basic reasoning in the exploration procedure: This model spotlights on procedures for guaranteeing abnormal state considering and coming about quality items. The REACTS Taxonomy incorporates the accompanying components:

1. Recalling
2. Explaining
3. Analyzing
4. Challenging
5. Transforming
6. Synthesizing

Alongside the showing systems related to the REACTS Taxonomy, Stripling and Pitts composed a 10-step procedure to enable understudies to build up their

research paper from point choice to conclusive item. Each progression incorporates intelligent inquiries to enable the understudy to center their exercises.

1. Choose a wide subject
2. Get an outline
3. Narrow the subject
4. Develop postulation articulation
5. Formulate questions
6. Plan for investigate
7. Find, dissect, assess
8. Evaluate confirm
9. Establish a conclusion
10. Create and present the last item

4.1.3 Big6 Eisenberg and Berkowitz Model: 1990

Made by Mike Eisenberg and Robert B. Berkowitz, the Big6 is the most extensively known and by and large used data training approach to managing demonstrating data and development aptitudes on the planet. The Big6 is a data and development proficiency show and instructive projects, executed in countless through cutting edge training. A couple of individuals call the Big6 a data basic reasoning methodology because with the Big6, understudies can manage any issue, assignment, decision or errand. Big6 is a six-sort out a model to empower anyone to deal with issues or settle on decisions by using data. Two different sub-stages are a small piece of each essential class in the Big6 show:

Figure-4.2 Big6 Eisenberg and Berkowitz Model
(Source: https://drbmorris.weebly.com/big6--super3.html)

1. **Task Definition**
    a) Define the information issue
    b) Identify information required
2. **Information Seeking Strategies**
    a) Determine every single conceivable source
    b) Select the best sources
3. **Location and Access**
    a) Locate sources
    b) Find information on sources
4. **Use of Information**
    a) Engage (e.g., read, hear)
    b) Take out important information
5. **Synthesis**
    a) Organize from various sources
    b) Present the information
6. **Assessment**
    a) Judge the item (adequacy)
    b) Judge the procedure (effectiveness

(Source: https://drbmorris.weebly.com/big6--super3.html)

4.1.4 The 8Ws Model for Information Literacy: 1990

(Source: http//virtualinquiry.com/inquiry/8ws.htm)(http://eduscapes.com/instruction/5.htm)

The 8Ws Model for Information Literacy was created by Annette Lamb in the mid-1990s. The model is relatively crafted by Eisenberg, McKenzie, Kuhlthau, Pappas, and Tepe. However, a fun similar sounding word usage was utilized to stimulate understudy intrigue and spotlight on the understudy's point of view. The understudies know about the 5Ws (who, what, when, where and why), here are 8 new ones:

1) **Watching** (Exploring) requests that understudies investigate and end up being more onlookers of their condition. It requests that understudies turn out to be more in order to their general surroundings from various types of family needs worldwide concerns.
2) **Wondering** (Questioning) centers around conceptualizing alternatives, it talks about thoughts, distinguishing issues, and furthermore creating questions.
3) **Webbing** (Searching) guides understudies to ready to find, scan for, and interface thoughts and information. One bit of information may demonstrate the best approach to new inquiries and zones of intrigue. Understudies pick those assets that are significant and sort out them into important groups.
4) **Wiggling** (Evaluating) is frequently the hardest stage for understudies. They're regularly dubious about what they've found and where they're running with a venture. Squirming includes diverse execution of assessing content, alongside wandering aimlessly information searching for pieces of information, thoughts, and viewpoints.
5) **Weaving** (Synthesizing) comprises of sorting out thoughts, making models, and defining strategies. It simply centers on the application, investigation, and an amalgamation of information.
6) **Wrapping** (Creating) includes making, bundling thoughts and arrangements. Why is this vital? Who has to think about this? In what manner would I be able to successfully pass on my plans to others? Numerous bundles get wrapped and rewrapped before they're given away.
7) **Waving** (Communicating) is imparting thoughts to others through introducing, distributing, and sharing. Understudies share their thoughts, experiment with new methodologies, and request input.
8) **Wishing** (Assessing) will be surveying, assessing, and considering the procedure and item. Understudies start contemplating how the

undertaking went and think about conceivable outcomes for what's to come.

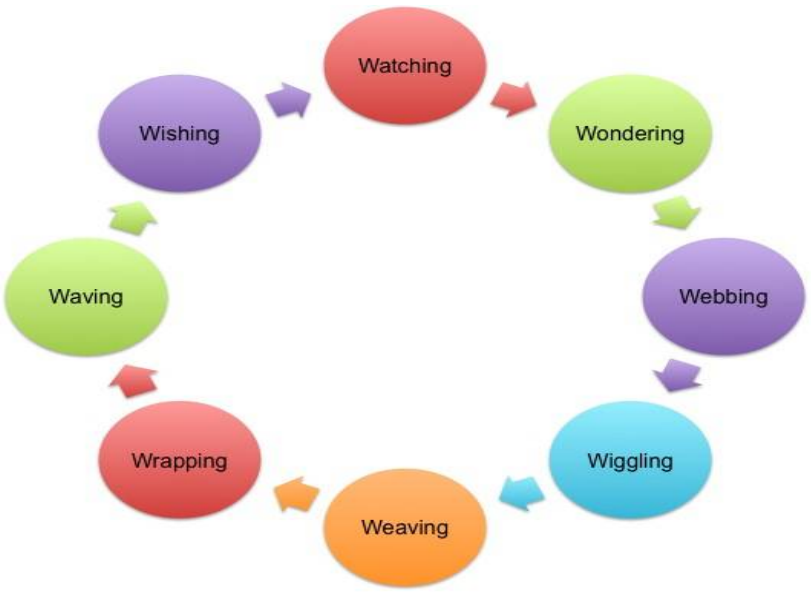

Figure-4.3: The 8Ws Model for Information Literacy
(Source: http://eduscapes.com/instruction/5.htm)

4.1.5 Pappas and Tepe Pathways to Knowledge Information Skills Model: 1995 (source: http://virtualinquiry.com/inquiry/pathways.htm)

The Pathways to Knowledge show supported by Follett was created by Marjorie L. Pappas and Ann E. Tepe. Intended for youngsters and youthful grown-ups, the creators push the significance of addressing and real learning. Their emphasis is on a nonlinear procedure for discovering, utilizing, and assessing information. The model incorporates the accompanying stages:

1) Appreciation and Enjoyment

(Analyze the word)"Individuals acknowledge writing, human expressions, nature and information in their general surroundings through differed and different arrangements, including stories, film, depictions, regular settings, music, books, periodicals, the Web, video, and so on. Gratefulness regularly encourages interest and creative energy, which can be a prelude to a disclosure stage in information looking for action. As students continue through the conditions of information looking for their gratefulness develops and develops" (Pappas &Tepe, 2002)

2) Presearch

(Build up an outline; investigate connections) "The Presearch arrange empowers searchers to make an association between their theme and earlier information. They may start by conceptualizing a web or inquiries that attention to what they think about their subject and what they need to know. This procedure may expect them to take part in exploratory looking through general sources to build up an expansive outline of their point and investigate the connections among subtopics. Presearch furnishes searchers with methodologies to limit their concentration and create particular inquiries or characterize information needs." (Pappas &Tepe, 2002)

3) Search

(Distinguish information suppliers; select information assets; look for important information) "Amid the Search organizes, searchers recognize suitable information suppliers, assets, and apparatuses, at that point design and execute a pursuit methodology to discover information significant to their exploration question or information required. Searchers are available to utilizing print and electronic instruments and assets, agreeable seeking and interfacing with specialists." (Pappas &Tepe, 2002)

4) Interpretation

(Decipher information) "Information expects the translation to end up information. The Interpretation arrange connects with searchers during the time spent examining, incorporating and assessing information to decide its pertinence and helpfulness to their exploration question or information required. All through this stage, searchers think about the information they have assembled and develop individual significance." (Pappas &Tepe, 2002)

5) Communication

(Apply information; share new information) "The Communication arranges enables searchers to sort out, apply, and display new learning important to their exploration inquiries or information required. They pick a configuration that fittingly mirrors the new learning they have to pass on, at that point design and make their item." (Pappas & Tepe, 2002, p.19)

6) Evaluation

(Assess process and item) "Assessment (self and companion) is continuous in their nonlinear information process show and ought to happen all through each stage. Searchers utilize their assessment of the procedure to make modifications that empower them to build up their own particular one of kind information looking for a process. It is through this ceaseless assessment and correction process that searchers build up the capacity to wind up free searchers. Searchers additionally assess their item or the consequences of their correspondence of new learning." (Pappas &Tepe, 2002)

4.1.6 The PLUS model 1996 (http://farrer.csu.edu.au/PLUS/)

Concocted by James Herring, PLUS is an information literacy display which encourages the school understudies to enhance their learning by making them more information educated. In addition display fuses the components, for example, reason, area, utilize and self-assessment. The PLUS model is seen as an iterative model and not a direct model as understudies may need to come back to a before organizing in the model amid their information definition, hunt and utilize the process.

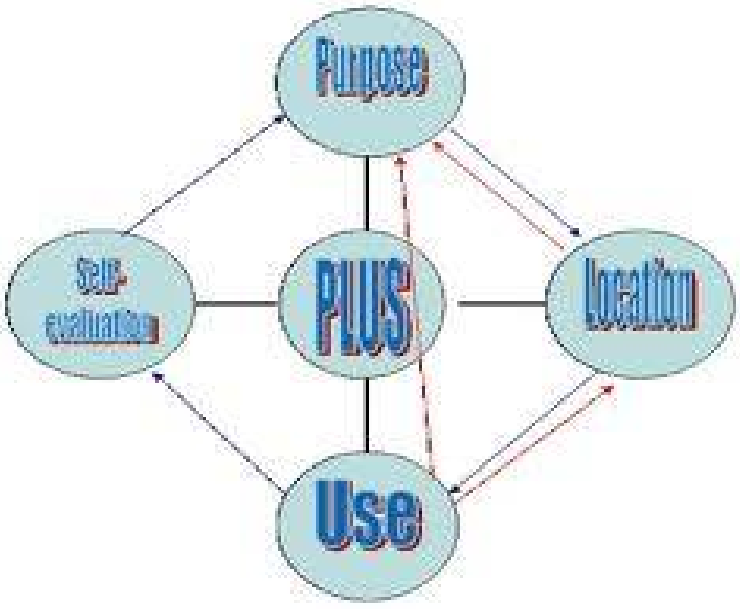

Figure-4.4: The PLUS Model
(Source: http://athene.riv.csu.edu.au/~jherring/PLUS%20model.htm)

4.1.7 The Seven Pillars of Information Literacy: Core Model for Higher Education: 1999

(www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf)

In 1999, The SCONUL Working Group on Information Literacy distributed "Information aptitudes in training: a SCONUL position paper" (SCONUL, 1999), presenting the Seven Pillars of Information Skills show. From that point forward, the model has been embraced by curators and educators around the globe as a method for pushing them to convey information abilities to their students. Nonetheless, in 2011 it was felt that the model should have been refreshed and extended to reflect all the more unmistakably the scope of various wordings and ideas which we now comprehend as Information Literacy. All together for the model to be important to various client groups and ages, the new model is exhibited as a non-exclusive 'centre' model for Higher Education, to which a progression of "focal points", speaking to the distinctive gatherings of students, can be connected.

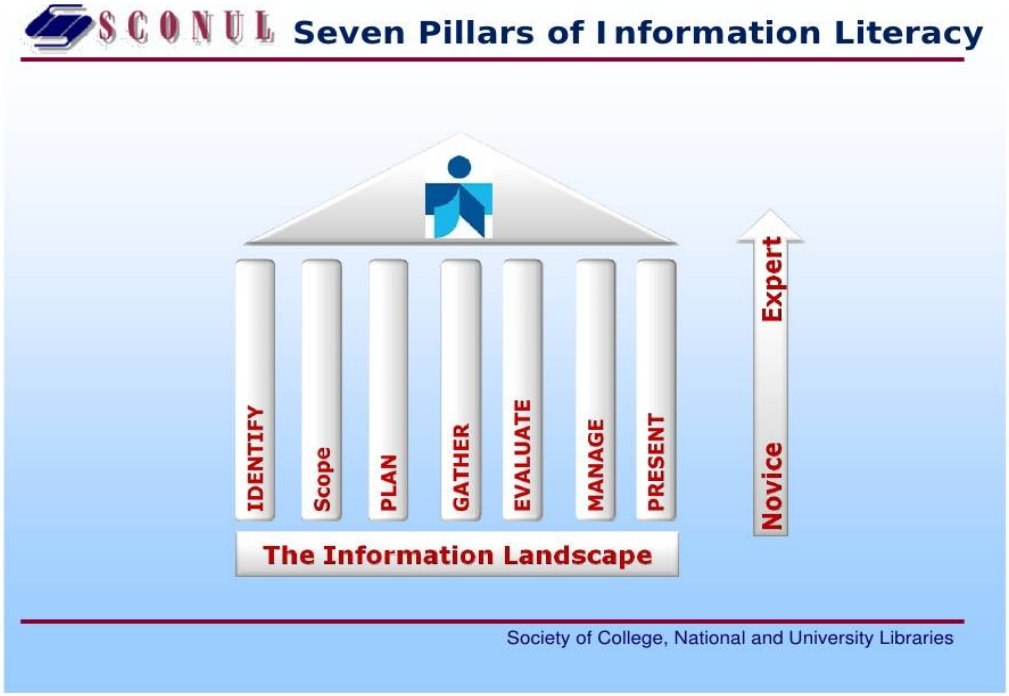

Figure -4.5: The Seven Pillars of Information Literacy
(Source: https://www.slideshare.net/infolit_group/bent-stubbings)

The center model portrays an arrangement of bland abilities and understandings; for various client groups a "focal point" can be produced which features diverse characteristics, includes more perplexing or less difficult articulations and utilizations dialect perceived by the particular group which it speaks to. Along these lines, it is trusted that the model can be utilized adapt ably by people and educators; they can adjust it as fitting to individual conditions.

4.1.8 Definition and Core Competencies Model: 2001

(Source: https://21cif.com/resources/materials/conferences/necc_070506.pdf)

Digital Information Fluency (DIF) is the capacity to discover, assess, and utilize computerized information viably, productively, and morally. DIF includes knowing how computerized information is not quite the same as print information; having what it takes to utilize specific apparatuses for finding advanced information, and building up the attitudes required in the computerized information condition. As instructors and bookkeepers build up these aptitudes and show them to understudies, understudies will turn out to be better prepared to accomplish their information needs. The accompanying DIF show speaks to the discoveries of the give program's progressing research around 21st Century information, attitudes and states of mind should have been fruitful online students. Advance evaluating DIF information and aptitudes is spoken to by the accompanying outline. The Digital Information Fluency Model comprises of various choice focuses, every one of which adds to discovering, assessing and utilizing information adequately, effectively and morally. The procedure isn't exactly as straight as the model delineates, however, to define skills required and evaluation openings, the model is adequate.

4.1.9 Empowering 8-NILIS: 2004

National Institute of Library and Information Sciences (NILIS) of Sri Lanka under the sponsorship of IFLA/ALP in 2004 sorted out a universal workshop on 'Information Skills for Learning' which brought forth Empowering-8, an information education demonstrate. Enabling 8 can be characterized as a model

which can be utilized to take care of any information issue successfully utilizing eight phases with a few sub-organizes under every part. It isn't important to finish these phases in a straight request, yet one can enter the cycle from any point and continue in a patterned way. Be that as it may, one is taken through all phases in a fruitful information critical thinking circumstance. (Wijetunge, 2008)

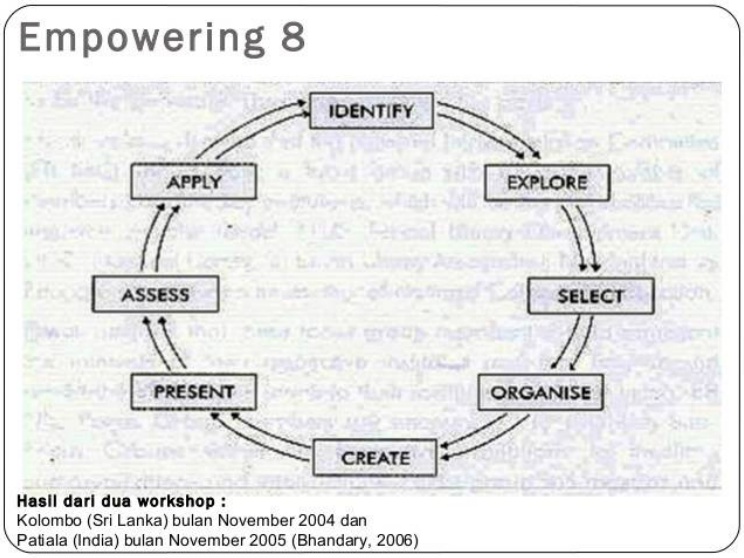

Figure-4.6: Eight components of Empowering 8 Model
(Source: https://sites.google.com/site/iledusrilanka/)

Anyway unique library and information science capable bodies worldwide have conveyed standards and guidelines for information instruction. Close by abilities, diverse frameworks have similarly been made by which these capacities can be proficient. Information Literacy Competency Standards for Higher Education and Australian and New Zealand Information Literacy Framework are the noteworthy benchmarks grasped far and wide.

4.1.10 INFOhio DIALOGUE Model for Information Literacy

(Source: http://virtualinquiry.com/inquiry/dialogue.htm)

The Dialog demonstrates includes the accompanying territories that spell Dialog:

1) **Define** - Explore/Identify the requirement for the information; Determine the essential inquiry
2) **Initiate** - "Upsetting obliviousness"

3) **Assess** - Identify watchwords, ideas, and conceivable assets; Consider information education abilities; Tapping earlier information and Building foundation
4) **Locate** - Identify conceivable wellsprings of information; Develop a hunting technique; Locate and recover accessible assets
5) **Organize** - Identify the best and most useful information sources; evaluate the information in good condition.
6) **Guide** - Search log or diary; Student help and audit; Educator help and survey
7) **Use** - Determine introduction design; Present outcomes; Communicate information
8) **Evaluate** - Evaluate the task/comes about; Evaluate the procedure; Assess the instructing and learning

4.2 INFORMATION LITERACY STANDARD AND GUIDELINES

Worldwide Standards this segment incorporates a proposition for information literacy benchmarks for the IFLA universal library group. They are the center part of these rules. The models can be received as they may be, in any case, if conceivable, it is desirable over adjust them to the nearby needs of associations or nations.

4.2.1 Structure of the gauges:

"The information education measures for getting to be successful students incorporate three essential parts: access, assessment, and utilization of information. These centre objectives are found in the vast majority of the benchmarks made by library affiliations, for example, the applicable commitments of AASL, ACRL, SCONUL and the Australian and New Zealand Institute for Information Literacy, trailed by crafted by different nations, similar to Mexico, and individual teachers" (Stripling, 1999). The IFLA information education measures depend on these worldwide encounters and commitments and are completely depicted in the list of sources toward the finish of the

archive. The IFLA models are assembled under the three fundamental IL segments.

A. ACCESS. The client gets to information successfully and productively

1. Definition and verbalization of the information required:

a) Defines or perceives the requirement for information
b) Decides to accomplish a remark the information
c) Express and characterizes the information require Initiates the hunting procedure

2. Location of information:

a) Identifies and assesses potential wellsprings of information
b) Develops seek procedures
c) Accesses the chose information sources
d) Selects and recovers the found information

B. Assessment. The client assesses information basically and capability

1. Appraisal of information:

a) Analyzes looks at and extricates information
b) Generalizes and deciphers information
c) Selects and combines information
d) Evaluates the precision and importance of the recovered information

2. Organization of information:

a) Arranges and orders information
b) Groups and sorts out the recovered information

C. Utilize the client applies/utilizes information precisely and innovatively

1. Utilization of information:

a) Finds better approaches to impart, present and utilize information
b) Applies the recovered information
c) Learns or disguises information as individual information
d) Presents the information item

3. Communication and moral utilization of information:

a) Understands moral utilization of information

b) Respects the legitimate utilization of information

c) Communicates the learning item with an affirmation of protected innovation

d) Uses the significant affirmation style principles

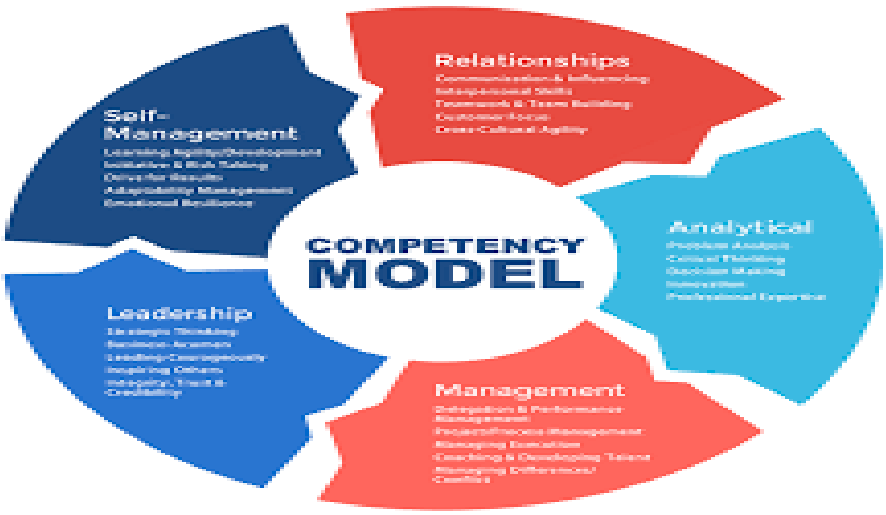

Figure-4.7: Information Competencies
(Source: http://keisypalencia23.weebly.com/core-competency-diagnostic-and-planning-guide.htm)

4.2.2 Avoid underestimating abilities and decisions:

It must be determined that having information does not really make an explanation of into the motivation to determine the need for information. In Walton's terms (individual correspondence, November 2004), it is much of the time expected that people who find information are level-headed people who will settle on the best decision – explore shows this isn't valid. Moreover, with specific reference to understudies, we ought to perceive 18 the power that the perusing list has over their decisions. What's more, alternate courses understudies use to find information, for example, between understudies, sharing what they have found or definitely know, ought to likewise be underlined. Truth be told, 'constructivist' approaches (especially as gathering work) regardless of whether vis-à-vis or virtual, empower these sorts of trades and ought to be perceived in these guidelines.

At last, information literacy is additionally now and then alluded to as basic reasoning, or figuring out how to learn, and has been customarily instructed to understudies in school libraries and media focuses and progressively is being instructed to grown-ups as of now in the workforce, in both formal instructive and in addition business and proceeding with training preparing settings and settings.

4.2.3 Information Literacy Competency Standards for Higher Education

(Source: http://www.ala.org/acrl/standards/informationliteracycompetency)

Information Literacy Competency Standards for Higher Education give a framework for assessing the information capable individual. It moreover expands made by the American Association of School Librarians Task Force on Information Literacy Standards; consequently allowing propelled instruction to verbalize its information proficiency capacities with those of K-12 so a continuum of wants makes for understudies at all levels. There are five benchmarks and twenty-two execution markers. The measures focus upon the necessities of understudies in cutting edge training at all levels. The rules similarly list an extent of results for assessing understudy progress toward information training. These outcomes fill in as tenets for staff, clerks, and others in making adjacent techniques for assessing understudy learning concerning an establishment's exceptional mission.

4.2.4 Australian and New Zealand Information Literacy Framework

(Source: http://archive.caul.edu.au/info-literacy/InfoLiteracyFramework.pdf)

The second version of the 2001Information literacy rules is entitled the Australian and New Zealand information training structure: gauges, measures, and practice to reflect the manners in which scholastics and caretakers have used the principle discharge. It wires changes made at a workshop in Sydney in January 2003. Going before the workshop, input was gotten from school, and propels direction and diverse guardians from around Australia and New Zealand. The Framework gives the gauges, standards, and practice that can

reinforce information proficiency preparing in all direction portions. The Framework solidifies measures and learning results that involve the characteristics, qualities, shapes, learning, states of mind, attitudes, feelings and wants identified with the information instructed a person. The benchmarks are grounded in flat capacities, information aptitudes and characteristics and feelings. The Framework outfits associations with heading for approach headway inside Disciplines and purposes for living and an explanation behind whole of establishment evaluation of the ampleness of frameworks to realize institutional game plans. The Framework in like manner gives a structure to understudies to have a care and understanding of their coordinated effort with information. The Australian and New Zealand information instruction framework relies upon four generally speaking measures. These are that information instructed people.

These are that information educated individuals.

1) Engage in free learning through developing new significance, comprehension, and information
2) Derive fulfillment and individual satisfaction from utilizing information shrewdly
3) Individually and all things considered look for and utilize information for basic leadership and critical thinking with a specific end goal to address individual, proficient and societal issues
4) Demonstrate social duty through a promise of deep-rooted learning and group support.
5) The standards outline six center gauges, which support information literacy securing, comprehension and application by a person. These benchmarks recognize that the information educated individual:
6) Recognizes the requirement for information and decides the nature and degree of the information required
7) Finds required information viably and effectively
8) Critically assesses information and the information looking for process
9) Manages information gathered or produced

10) Applies earlier and new information to develop new ideas or make new understandings
11) Uses the information with comprehension and recognizes social, moral, monetary, legitimate, and social issues encompassing the utilization of information.

4.2.5 The Nine Information Literacy Standards for Student Learning

(Source: http//umanitoba.ca/libraries/units/…/InformationLiteracyStandards_final.pdf)

Information Literacy Standards for Student Learning give an applied structure and wide rules for depicting the information educated understudy. The gauges comprise of three classes, nine norms, and twenty-nine pointers. The center learning results that are mostly straightforwardly identified with the administrations gave by school library media programs are found in the three gauges and thirteen pointers in the 'information literacy' classification. The other two classifications—three benchmarks and seven markers for autonomous learning and three measures and nine pointers for 'social obligation'— are grounded in information education, however, depict more broad parts of understudy figuring out how to which school library media programs likewise make vital commitments. Taken together, the classes, principles, and markers portray the substance and procedures identified with information that understudies must ace to be thought about information proficient. The principles and pointers are composed at a general level with the goal that library media pros and others in singular states, regions, and destinations can tailor the announcements to address neighborhood issues. These instructors are the ones who know their understudy populaces; their part is to apply these general articulations in light of the formative, social, and adapting needs of the considerable number of understudies they serve. By offering expansive rules for portraying the information educated understudy, Information Literacy Standards for Student Learning give an applied structure and supporting material for nearby endeavors.

4.2.6 Initiatives taken for the advancement of information literacy

The idea of information education has turned into the worldwide concern worldwide from the most recent two decades. A few national and universal associations and affiliations have taken activities for advancing information literacy. The critical endeavors taken at national and universal levels are given underneath:

4.3 INTERNATIONAL LEVEL

4.3.1 American Library Association (Source: http://www.ala.org/)

ALA is one of the chief affiliations, which worked for the advancement of information literacy around the world. It is the oldest and largest Library association that exist in the world. It was founded on October 6, 1876 during the centennial Exposition in Philadelphia. The main mission set by ALA is "to provide leadership for the development, improvement and promotion of Library and Information services and the profession of librarianship in order to enhance learning and ensure access to information for all,"

(Source: http://www.ala.org/aboutala/)

4.3.2 Global Federation of Library Associations and Institutions

Global Federation of Library Associations and Institutions (IFLA) have created different plans and methodologies for advancing information literacy. "IFLA has included information literacy proclamations in a large number of its arrangement records, including The IFLA Internet Manifesto, and The UNESCO Public Library Manifesto. All can see the effect of IFLA's exercises in segment C4 of the world summit of the information society plan of action. Everybody ought to have the essential abilities to profit from the Information Society" and goes to allude to ICT education and later e-literacy (Babu, 2008).IFLA has made a Section on Information Literacy, which is 2004 issued International Guidelines on Information Literacy. These rules help the libraries to meet the current information needs of the individuals who are occupied with instructive projects that are school and advanced education. IFLA Information Literacy Standards

are the value specifying commitment of IFLA for the advancement of information education. (Source: http://www.ifla.org/)

4.3.3 UNESCO (Source: http://www.unesco.org)

UNESCO has assumed a generally urgent part of advancing instruction and libraries, yet it just as of late started working, through IFAP, to handle the worldwide difficulties of information literacy. Various exercises have been embraced, including the drafting of the Declaration of Principles of the World Summit on the Information Society, and the Alexandria Proclamation on Information Literacy and Lifelong Learning 'Signals of the Information Society', and also the distributing of the monograph Towards Information Literacy Indicators. The making of the information society is the key point talked about in the International Meeting of Experts in 2003, sorted out by the US National Commission on Library and Information Science and the National Forum on Information Literacy, with the help of UNESCO. Information literacy is the necessary piece of the Information for All Program of UNESCO. Alongside Commonwealth Broadcasting Association, UNESCO has as of late distributed rules for supporters on advancing client created content (UGC) and Media and information literacy.

4.4 NATIONAL LEVEL

4.4.1 InfoLit India (Source: http://infolitindia.org/)

InfoLit India, the school information literacy venture propelled by the Library Media Centre of Kendriya Vidyalaya in April 2012, is a pilot venture on information education for the new generation students to make them viable users of information accessible in any configuration. The project is gone for building up the fundamental 21st-century literacy aptitudes (Information, Media, and Library) in the understudies of Kendriya Vidyalaya Pattom, Thiruvananthapuram, Kerala (India) through direction, preparing and examine. The task has three fundamental segments.

a) Internet Literacy 'Web Challenge'

b) Media education ‘Media matters’

c) Library Literacy ‘Face-a-book’

The venture goes for choosing a gathering of understudies and doing an arranged information literacy programme for the coming one year. This is the primary school in India propelling this undertaking on information education. The undertaking is imagined on a fundamental information literacy curriculum developed as per the requirements of understudies in an Indian instruction environment. Foundations and associations for advancing information literacy in India have made several endeavours. National Institute of Science Communication and Information Research (NISCAIR) sorts out different information education programs. Notwithstanding a propelled two years relate send in Information Science, it leads a couple of here and now instructional classes on the topics, for example, web-based business essentials, bibliometrics, re-distributing, Internet get to, online information recovery, library mechanization, asset sharing, and utilization of Microsoft Office software.

Documentation Research and Training Centre (DRTC), Bangalore has been conducting information education programs for library and information experts in different areas, for example, library Robotization and Internet for bookkeepers. Information and Library Network (INFLIBNET) of the University Grants Commission (UGC), India is directing several programmes to make mindfulness and create e-asset utilize abilities among the users for the use of UGC-INFONET Digital Library Consortium. “What's more, it advances the information literacy through PC application to library and information administrations, a four-week intensive preparing program concentrating on the viable angles in the utilization of PCs in libraries, and Convention on Automation of Libraries in Education and Research Institutions” (CALIBER, 2011). Proficient bodies, for example, the Indian Library Association (ILA), the Indian Association of Special Libraries and Information Centres (IASLIC), the Society for Information Science and Developing Library Network (DELNET) are as well

engaged with continuing professional advancement around there through their few periodical exercises (Bhatt, 2011).

The investigation of informal education programs in India uncovers that significant activities have been taken by the legislature at the school level. However, for advanced education in India, no tried model and guidelines for information literacy have been started. In the organizations of higher learning in India, client training, library direction and bibliographic guideline programs are provided. In colleges for a look into degree programs, a course on inquire about the approach is offered, in which library explore methods are additionally included. A few colleges and research institutions subscribe to the electronic assets on consortium premise or individual premise. The makers or vendors of these electronic assets direct client preparing programs for utilization of those resources. Some introduction projects and refresher courses additionally confer information literacy competency to the students. In the corporate associations and corporate R&D centers, information education competency is a fundamental characteristic of the specialists and information workers.

The scientists and learning laborers are being instructed about the most recent train oriented information assets accessible inside the associations and outside the associations (Ghosh & Das, 2006). Various workshops, gatherings, and dialogs are being sorted out by various universities in India yet these are more centered on the need and significance of information literacy than on essentially implementing it. The need of great importance is to incorporate the information literacy content in the scholarly educational modules of higher instructive establishments, which ought to be practical-based and student-focused. The educator custodian joint effort is required while designing information literacy content.

CONCLUSION

Different models are proposed at National and International level stressing the combination of Information literacy inside the modules. Information Literacy from these portrayals is obviously a piece of learning and if understudies are to be instructed to gain from the assets accessible in Information rich, situations must be woven into the learning. ACRL norms are considered as a fundamental stage for every one of the countries to execute information literacy among understudies. Despite the fact that these guidelines are essential framework for faculty members and research scholars training, still there is a need to build up a model to encourage quality change in training. Information Literacy is a constant process which is a crucial competency skill of the 21st century related with information rehearses and basic reasoning keeping in mind the end goal to manage the complexities of the present information literacy condition.

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5.1 INTRODUCTION

This chapter contains the analysis of information collected from the faculty members and the research scholars of Mizoram University. Information analysis and findings are crucial for a scientific study and for that; the scholars have taken relevant information obtained through the filled-in questionnaire for assembly analysis and draw inferences. Analysis refers to the computation of certain measures along with searching for patterns of connection that exist among information groups. The analysis of information in a general way involves a number of closely interrelated operations, which are performed with the principle of summarizing the collected information and organizing these in such a manner that they answer the research questions. The analysis is the product of within reach into the total situation, paying upon the assembled facts and giving them a universal significance. Its validity depends more on common sense, experience, background knowledge, and intellectual honesty of the interpreter than upon consistency to any set rules that might be formulated.

5.2 DISTRIBUTION OF QUESTIONNAIRE

There are total 208 faculties and 461 research scholars (total 669) in Mizoram University as on 31st March 2017. However, 502(75%) total respondents which constitute 155 faculties and 347 research scholars were the total sample size for this study. The sample size has been selected on the basis of simple random sampling design techniques.

Table-5.1 shows the questionnaire distributed, received, and numbers of faculty covered under the study.

Table-5.1: Distribution of Questionnaire

Frequency	Questionnaire Distributed	Questionnaire Received	Percentage
Faculty	155	136	87.4
Research Scholars	347	175	50.43
TOTAL	502	311	61.95

(Source Primary Data)

The analysis of the data revealed that among 155 faculty members 136(87.4%) of the filled questionnaire was received back from the respondents. Whereas,

Only 175 (50.43%) filled questionnaire were received back from 347 research scholars.

It was observed that among 502 questionnaires were distributed, three-fifth 311 (61.95%) of the questionnaire were received back.

5.3 PROFILE OF THE RESPONDENT

Personal profile of the respondents has been studied in term of age, gender, and educational profile and the details have been presented in this section.

5.3.1 Respondent by Age

Table-5.2: Faculty and Research Scholars by Age

Age Group	Research Scholars	Faculty members
below 25 yrs	47(26.85%)	-
between 26-35yrs	98(56%)	8(5.88%)
between 36-45	24(13.71%)	75(55.14%)
46 year above	6(3.42%)	53(38.97%)
Total	175(100%)	130(100%)

(Source Primary Data)

The analysis of the data reveals that majority of the Research Scholars belongs to the age group of between 26-35 which is half (56%) of the respondents followed by the age group below 25 years 26.8% and between 36-45 year (13.71%). It is observed that (3.42%) of respondent are above 46 years. Majority of the Faculty members belongs to the age group of between 36-45 years, which constitute (55.14%) of the respondents, followed by the age group 46 year above 38.97% and 26-35 year (5.88%).

It was observed that majority of the Research Scholars are between 26 to 35 years whereas, the majority of the Faculty members belong to the age group of 36-45 which is 55.14% of the respondents. There are no respondents below 25 years of age among the faculty members.

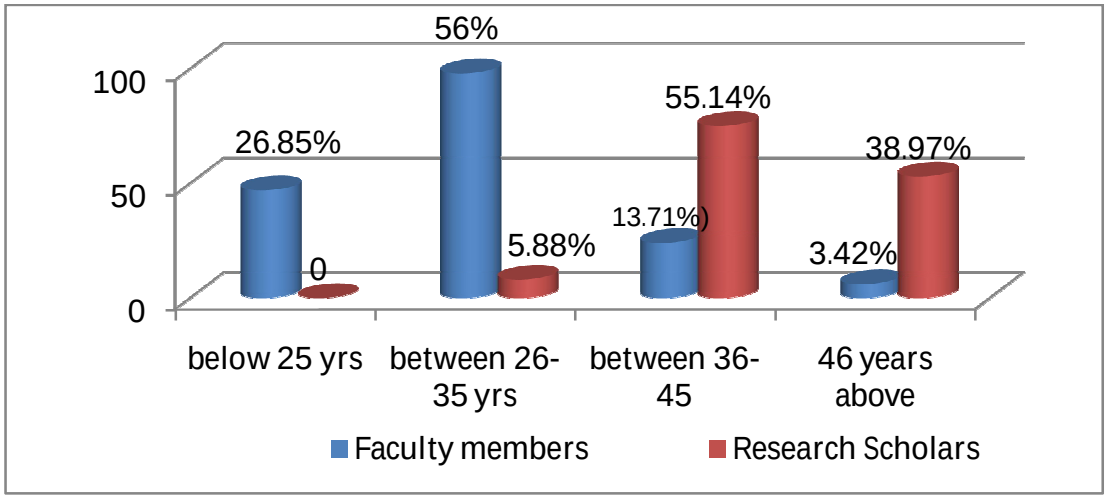

Figure-5.1: Faculty members and Research Scholars by Age

5.3.2 Respondent by Gender

Table 5.3 Faculty members and Research Scholars by Gender

Gender	Faculty	Research Scholars	Total
Female	41(30.14%)	96(54.85%)	137(44.05%)
Male	95(69.85%)	79(45.14%)	174(55.94%)

(Source Primary Data)

The analyses of the data depict that among 311 respondents there are 41(30.14%) female and 95(69.85%) male candidates from the faculty members. Followed by, 96(54.85%) female and 79(45.14%) male candidates from the research scholars.

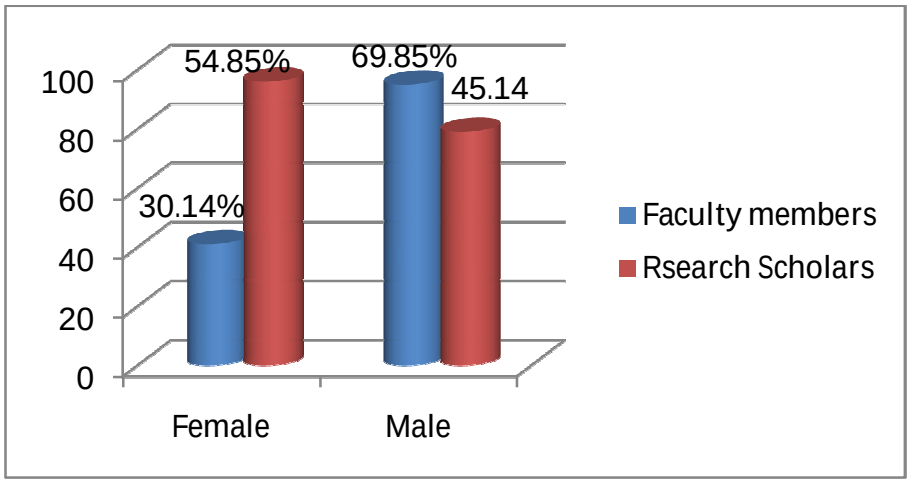

Figure-5.2: Faculty and Research Scholars by Gender

5.3.3 Designation wise

Table-5.4: Distribution of Respondents

Designation	Frequency	Percent
Research Scholars	175	56.27 %
Faculty	136	43.72%
Total	**311**	**100%**

(Source Primary Data)

The analysis of the respondent revealed that among the respondent there are 175 (56.27%) Research Scholars and 136 (43.72%) faculty members.

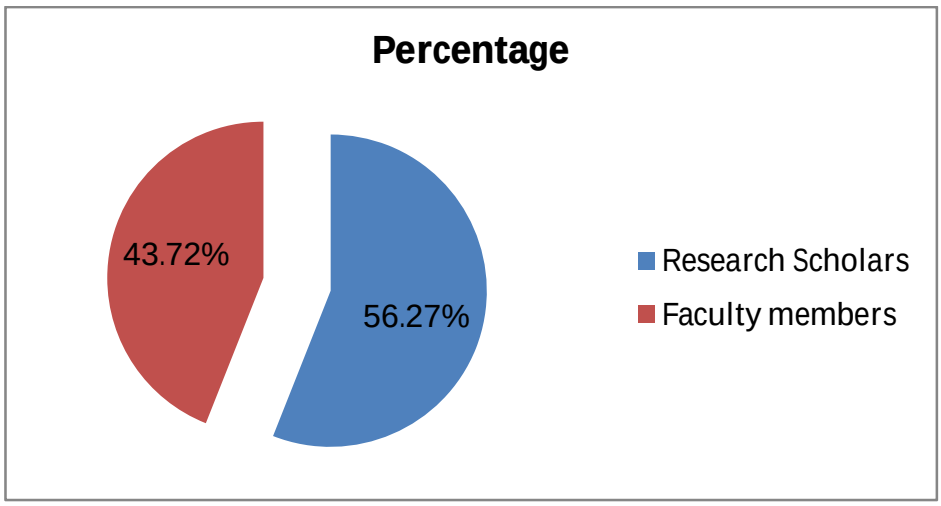

Figure-5.3: Distribution of Respondents by Designation wise

5.4 FREQUENCY OF LIBRARY USERS

The frequency of the library visit was a parameter to determine the utilization of library resources as well as the contentment of users about the library collection and services. The analysis of responses about the frequency of library visits depicts interesting finding. Information related to the frequency of the library visit has been gathered and presented in the following Table-5.5 and Figure-5.4.

Table-5.5: The Frequency of Library uses

Frequency of Visit	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Daily	-	11(6.28%)	11(3.53%)
Weekly	12(8.82%)	25(14.28%)	37(11.89%)
Monthly	28(20.58%)	74(42.8%)	102(32.79%)
Occasionally	96(66.17%)	65(37.14%)	161(51.76%)

(Source Primary Data)

The analysis of the data revealed that more than half 161(51.76%) of the respondents occasionally visited the library. Only one-tenth 11(3.53%) of the research scholars visited the library daily while there was no single faculty member visiting the library daily purpose. Only one-fifth 12(20.58%) of the faculty members visited the library weekly and less than three-tenth 28(20.58%) of the respondent visited on monthly basis. More than three-fifths 96(66.17%) of the faculties visited library occasionally while two-fifth 65(37.14%) of the research scholars visited library occasionally, three twentieth 25(14.28%) visited weekly, followed by seventeenth 74(42.8%) of the research scholars who went to the Library monthly.

It was observed that very less number of the respondents visit the library regularly, majority 161(51.76%) of the respondents visited library occasionally followed by monthly basis.

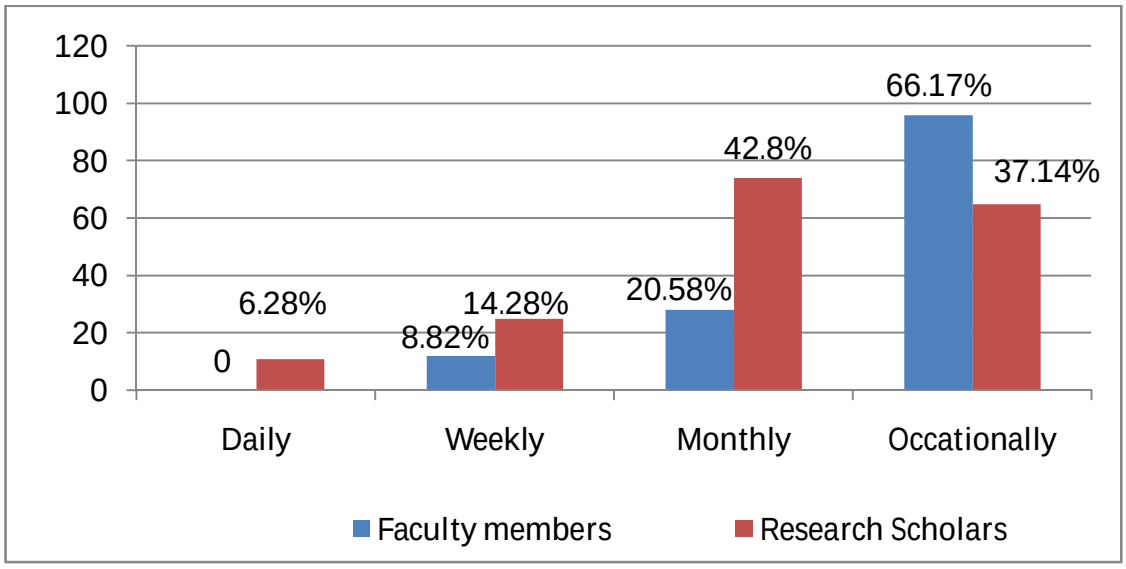

Figure-5.4: Frequency of Library uses

5.5 PURPOSE OF LIBRARY VISIT

Purpose of Library visits gives essential information about the reading materials that are required for the library users. This helps the librarians in developing the library collection as well as the services and facilities to provide better services to its user. The purpose of Library visits can be used to ascertain the value of the library facilities to the user various options were given to describe various

reasons for visiting the Library. Table-5.6 and Figure-5.5 show the purpose of library visit by the respondents.

Table-5.6: Purpose of Library Visit

Purpose	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
To borrow/return books	123(90.44%)	86 (49.14%)	209(67.20%)
To study	3(2.20%)	56(32%)	59(18.97%)
To read periodicals	9(6.61%)	34(19.42%)	43(13.82%)

(Source Primary Data)

The analyses of the data depict that nine-tenth 123(90.44%) of faculties and half 86(49.14%) of the research scholars visited library only for issue and return of books, while one-twentieth 3(2.20%) of the faculty members and more than half 56(32%) of the research scholars goes to library for study. Less than one-tenth 9(6.61%) of the faculties and more than three-tenth 34(19.42%) of the research scholars visited the library to read periodicals.

It was observed that majority of the respondent visit library on the occasion to borrow and return books.

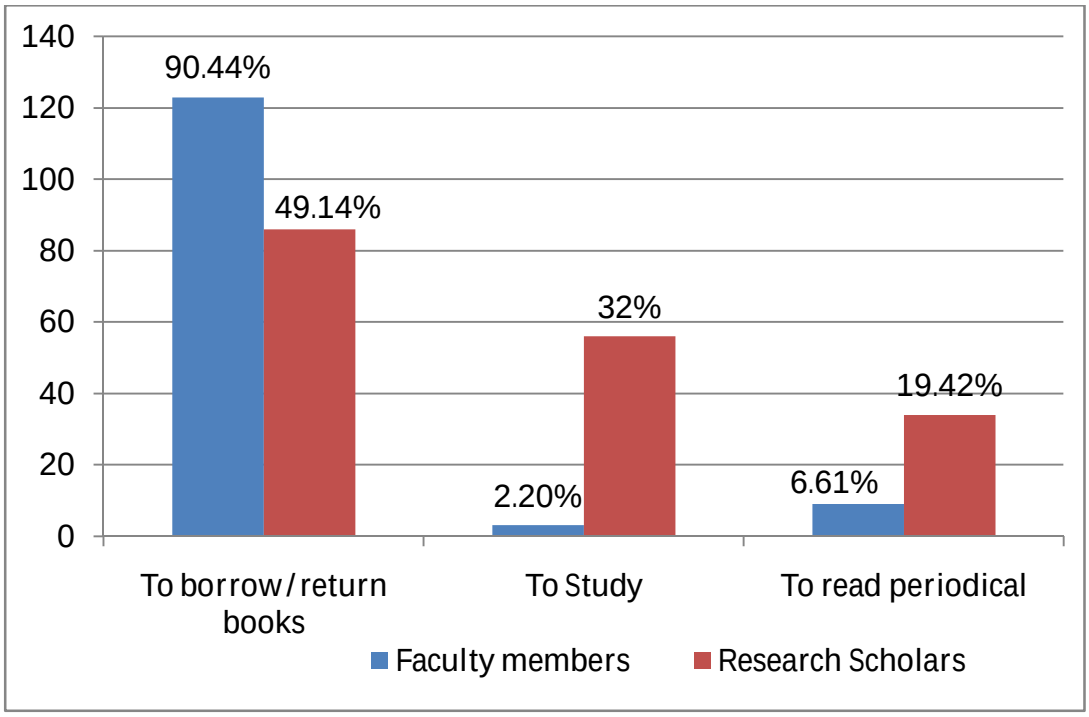

Figure-5.5: Purpose of Library Visit

5.6 ADEQUACY OF THE LIBRARY COLLECTION

Adequacy of library materials reflected the satisfaction level among users about library collection and services. Table-5.7 depicts the adequacy of library materials, followed by figure-5.6.

Table-5.7: Adequacy of the Library Collection

Adequacy	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Adequate	82(60.29%)	136 (77.71%)	218(70.09%)
Not Adequate	54(39.70%)	39(22.28%)	93(29.90%)

(Source Primary Data)

After analysis of the data it was revealed that 218(70.09%) of the respondents which constituting 82(60.29%) of the faculties and 136 (77.71%) of the research scholars find the Library adequate, whereas 93(29.90%) of the respondents which include 54(39.70%) of the faculties and 39(22.28%) research scholars find the library Not adequate.

It was observed that seven-tenths of the respondents find the Library collection adequate for the present requirement.

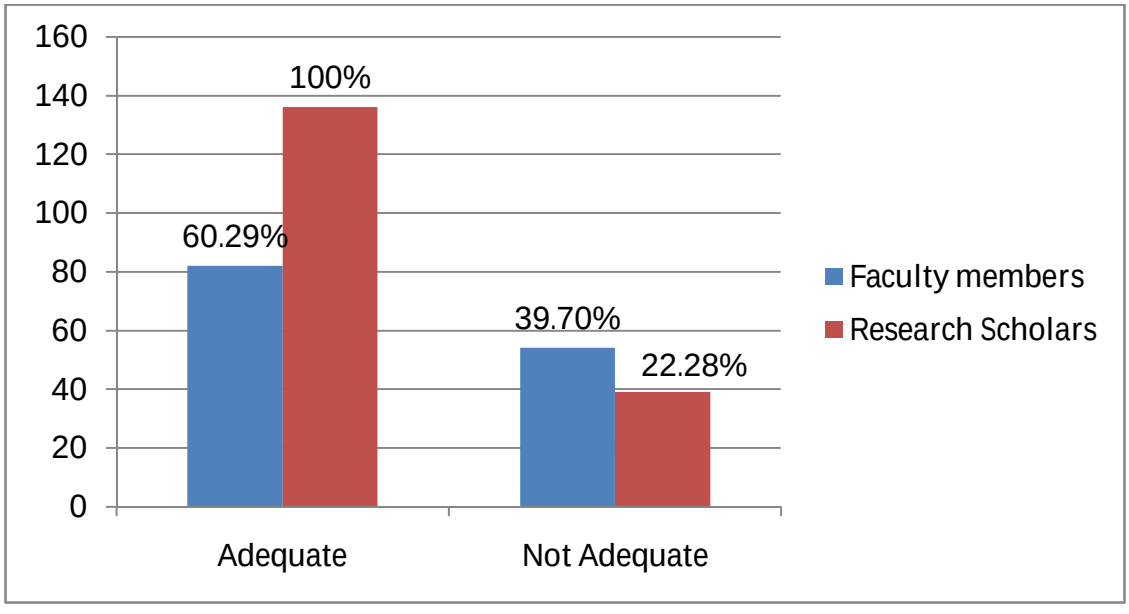

Figure-5.6: Adequacy of the Library Collection

5.7 USEFULNESS OF THE LIBRARY

The helpfulness of the Library cannot be exaggerated. We cannot do better than to create and develop a library movement and promote among casual readers a widespread demand for the library and a habit of using libraries for knowledge as well as for recreation. Table-5.8 and figure-5.7 depict the usefulness of the Library by faculty members and research scholars of Mizoram University.

Table-5.8: Usefulness of the Library

Usefulness	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Very Useful	74(54.41%)	123 (70.28%)	197(63.34%)
Useful	62(45.58%)	52(29.71%)	114(36.65%)
Not Useful	-	-	-

(Source Primary Data)

The analysis of the data revealed that more than half 74(54.41%) of the faculties and seven-tenth 123 (70.28%) of the research scholars find the Library very useful. Less than half 62(45.58%) of the faculty members and three-tenth 52(29.71%) of the research scholars find the Library just useful. All the respondents agreed with the word “Library is very useful”.

It was observed that a maximum number of the respondent find the Library useful.

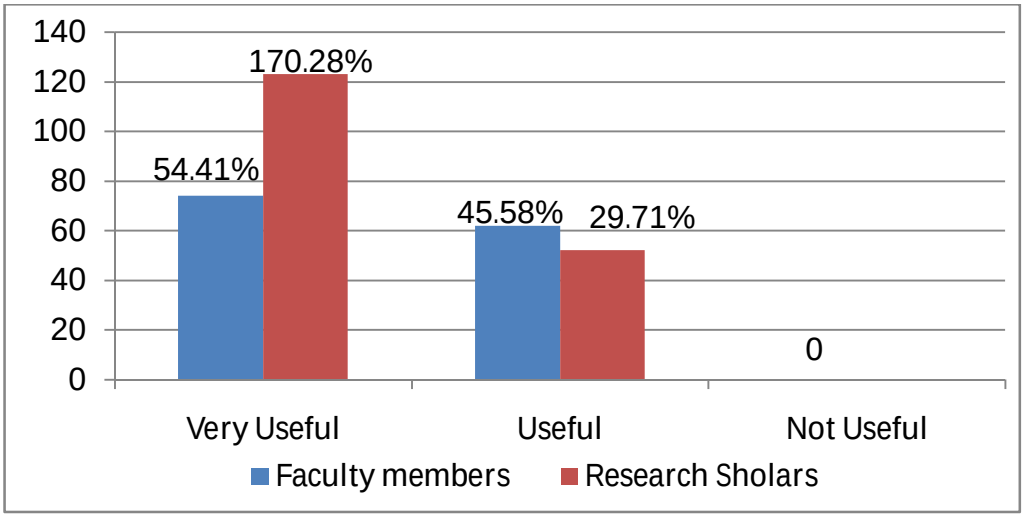

Figure-5.7: Usefulness of the Library

5.8 DEPENDENCY ON LIBRARY FOR ACADEMIC PURPOSE

Faculty members and Research Scholars may use the library resources and services for various academic reasons. Various options were given for students to indicate the nature of their dependency on the library for various academic purposes. The library users visited the library for different academic needs and it varies from users to users. Table-5.9 shows the dependency on the library for the academic purpose of respondents.

Table-5.9: Dependency on the Library for academic purpose

(More than one answer)

Nature of Dependency	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Preparing Note	59(43.38%)	65(37.14%)	124(39.87%)
Writing Research Paper	45(33.08%)	175(100%)	220(70.73%)
Preparing a bibliography	66(48.52%)	102(58.28%)	168(54.01%)
Preparing an assignment	-	45(25.71%)	45(14.46%)
For a project work	22(16.17%)	78(44.57%)	100(32.15%)

(Source Primary Data)

The analysis the data revealed that seven-tenth 220(70.73%) of the respondents, which include more than three-tenth 45(33.08%) of the faculty members and all the research scholars visited the library for writing a research paper. More than half 168(54.01%) respondents which include less than half 66(48.52%) of the faculty members and three-fifth 102(58.28%) of the research scholars visited the library for preparing a bibliography. Two-fifth 124(39.87%) of the respondents which include two-fifth 59(43.38%) of the faculty members and less than two-fifth 65(37.14%) of the research scholars visited the library for preparing a bibliography. Three-tenth 100(32.15%) of the respondents which include one-fourth 22(16.17%) of the faculty members and two-fifth 78(44.57%) of the research scholars visited the library for preparing a bibliography. Only less than half 45(25.71%) of the research scholars visited the library for preparing assignment whereas a number of faculties are nil.

It was observed that majority seven-tenth of the respondents depend on Library for writing Research Paper for academic purposes.

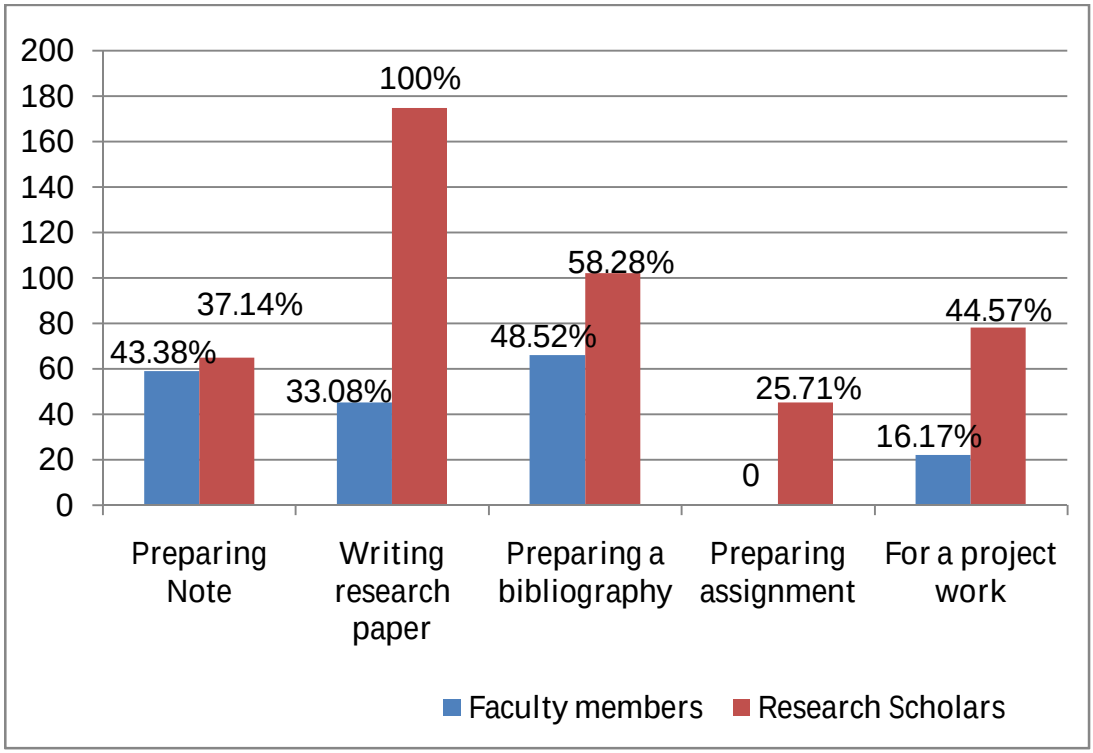

Figure-5.8: Dependency on the Library for an academic purpose

5.9 METHOD OF SEARCHING DOCUMENTS IN THE LIBRARY

The Table-5.10 and Figure-5.9 depict the Method of searching documents in the Library by the faculty members and research scholars of Mizoram University.

Table-5.10: Method of searching documents

Method	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Search Book Shelves directly	32(23.52%)	20(11.42%)	52(16.72%)
Use OPAC	98(72.05%)	141(80.57%)	239(76.84%)
Assistance from the Library staff	5(3.67%)	8(4.57%)	13(4.18%)
Taking assistance from friends	1(0.73%)	6(3.42%)	7(2.25%)

(Source Primary Data)

The analysis of the data reveals that, less than one-fifth 52(16.72%) of the respondents which comprises of one-fourth 32(23.52%) of faculties members and one-tenth 20(11.42%) of the research scholars, Search Books Shelves directly. Further, three-fifth 187(60.12%) of the respondents Use OPAC, which include two-fifth 55(40.44%) of the faculties and more than seven-tenths 132(75.42%) of the research scholars. One-twentieth 13(4.18%) of the

respondents take assistance from the library staff. Less than two-twentieth 7(2.25%) of the respondents, which include 1(0.73%) of the faculties and 6(3.42%) of the research scholars take assistance from friends.

It was revealed that only two-fifth 55(40.44%) of the respondent's search book from OPAC. The respondents need to be more aware of the use of OPAC in searching document from the Library.

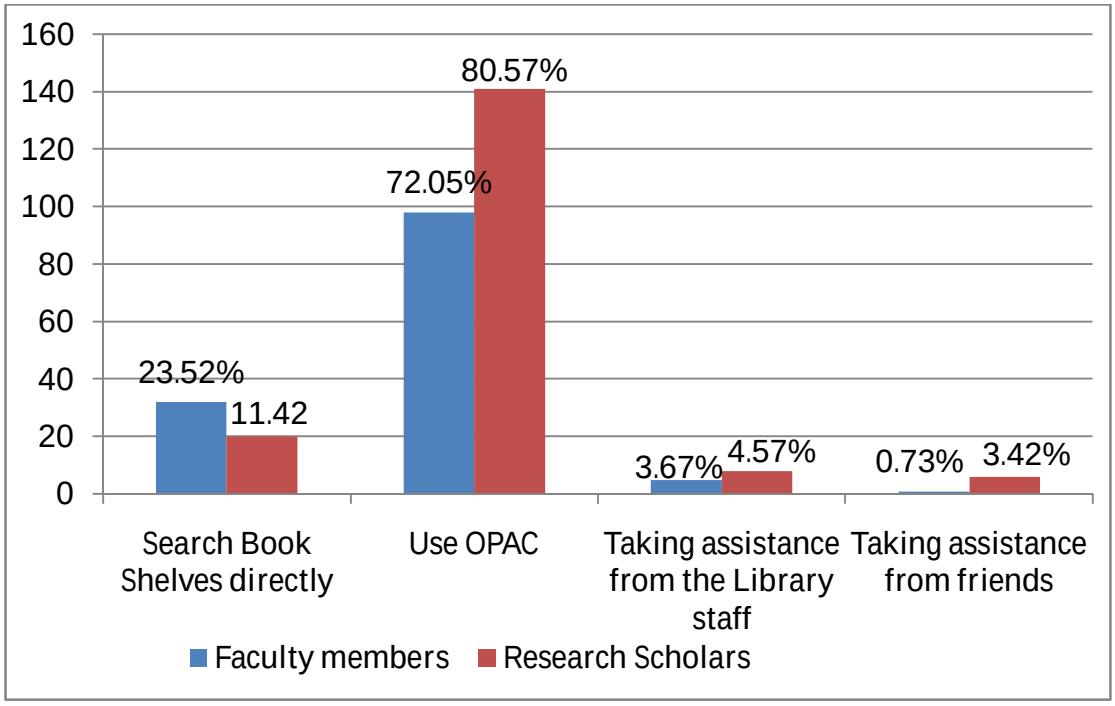

Figure-5.9: Method of searching documents:

5.10 USE OF E-RESOURCES OF LIBRARY

The uses of electronic resources increasingly become important day by day because they are up-to-date, reliable and global accessibility. Its add a lot of value in conducting the R & D activities. The table-5.11 and supported by figure-5.10 reveals the use of e-resources by respondents.

Table-5.11: Use of e-resources of Library

Use of E-Resources	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Yes	123(90.44%)	169(96.57%)	292(93.89%)
No	13(9.55%)	6(3.42%)	19(6.10%)

(Source Primary Data)

Analysis of the data reveals more than nine-tenths 292(93.89%) of the respondents, constituting nine-tenth 123(90.44%) of the faculties, and nine-

tenths 169(96.57%) of the research scholars were using e-resources, whereas 19(6.10%) of the respondents which include one-tenth 13(9.55%) of the faculties and only 6(3.42%) research scholars were not using electronic resources for their academic purpose.

It was found that the majority of the respondents more than nine-tenth 292(93.89%) were using e-resources, we can say that the requirement of e-resources is very high and many of the Library users depend on e-resources for their needs.

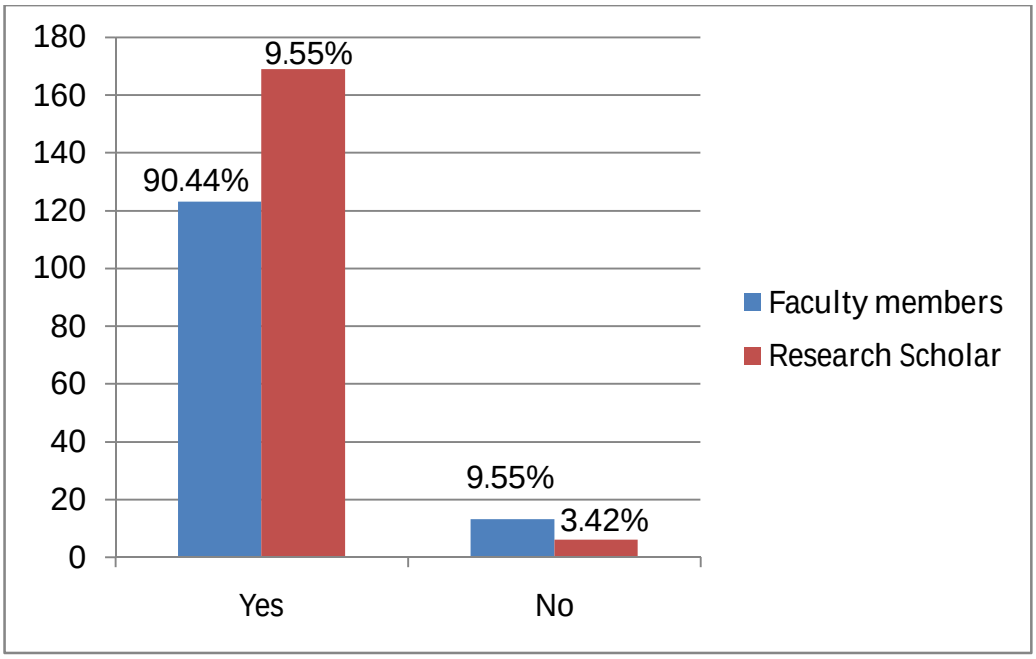

Figure-5.10: Use of e-resources of the Library

5.11 AWARENESS OF THE SERVICE PROVIDED BY THE LIBRARY

Awareness of the service provided by the Library is very important for the user to save time and access the right information at right time. Analysis of the awareness service provided by was done on different service provided by the library.

Table-5.12: Awareness of the Service provided by the Library

Services	Faculty (N=136)	Research Scholars(N=175)	Total (N=311)
Reference Services	89(65.44%)	78 (44.57%)	167(53.69%)
Circulation (Issue and Return)	136(100%)	175(100%)	311(100%)
OPAC	55(40.44%)	132(75.42%)	187(60.12%)
Current Awareness Services	11(8.08%)	21(12%)	32(10.28%)
Shelf Issue and Return (RFID)	45(33.08%)	68(38.85%)	113(36.33%)
Information base Searching	56(41.17%)	95(54.28%)	151(48.55%)
Photocopy Services	136(100%)	175(100%)	311(100%)
Internet Browsing Services	74(54.41%)	135(77.14%)	209(67.20%)
Brail Service for blind students	67(49.26%)	56(32%)	123(39.54%)

(Source Primary Data)

The analysis of the data reveals that a maximum number of respondents are aware of Circulation and Photocopy services, follow by seven-tenth 209(67.20%) of respondents who aware with Internet Browsing Services. Three-fifth 187(60.12%) of respondents from faculty members and research are aware with Online Public Access Computer OPAC. Whereas more than half 167(53.69%) of respondents were aware of Reference Services. It is also found that half 151(48.55%) of respondents are aware of Information base Searching. Two-fifth 123(39.54%) of respondents know Brail Service for blind students. Follow by less than two-fifth 113(36.33%) of respondents aware of Shelf Issue and Return (RFID). Only one-tenth 32(10.28%) of the respondents are aware of the Current Awareness Services.

It was observed that the respondents are aware of most of the service provided by the Library. Also, the majority of the respondents are not aware of the Current Awareness Services provided by the library only one-tenth of them are aware of the services.

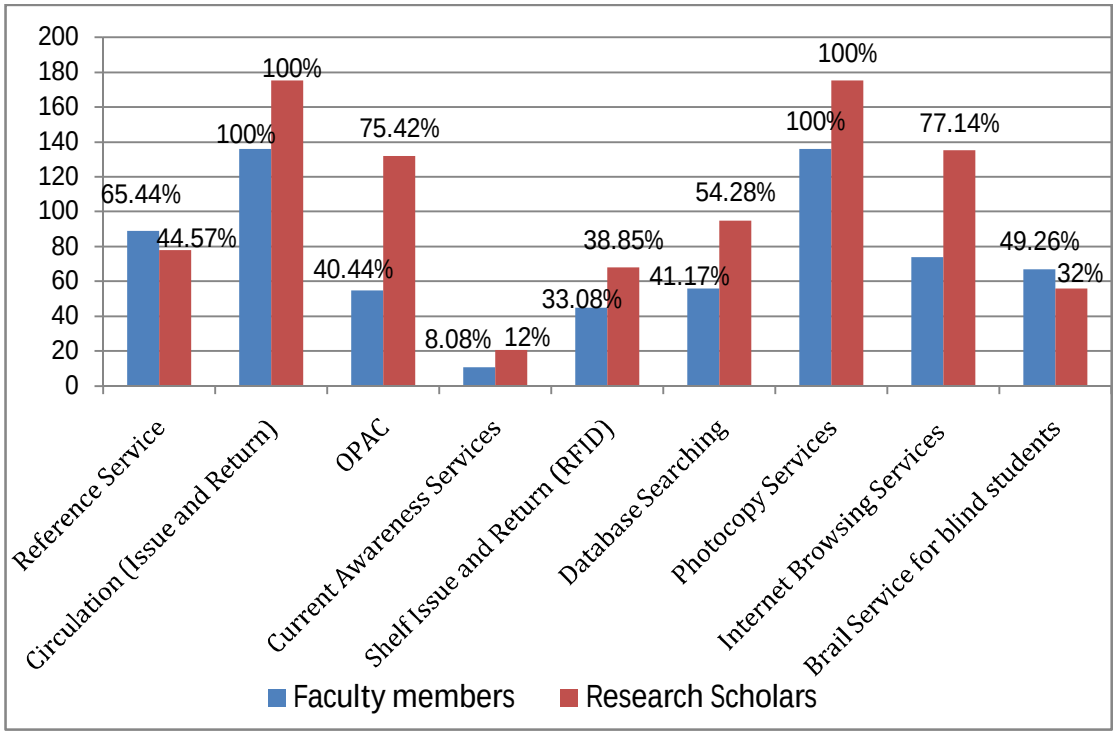

Figure-5.11: Awareness of the Service provided by the Library

5.12 FAMILIARITY WITH INFORMATION LITERACY

We can clearly say that information literacy is an essential skill that is useful in every aspect of a person life for research scholars it may lead to the independent and student-centric learning, rather than dependence on faculty in every step that they need to encounter. As seen in Table-5.13 and Figure-5.12 respondents' familiarity with Information Literacy, the respondents were asked to give their opinion whether they are familiar with Information Literacy.

Table-5.13: Familiarity with Information Literacy

Familiarity	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Yes	127(93.38%)	121(69.14%)	248(79.74%)
No	9(6.61%)	54(30.85%)	63(20.25%)
Total	136(100%)	175(100%)	311 (100%)

(Source Primary Data)

The analysis of the data revealed that nine-tenth 127(93.38%) of the faculty members are familiar with information literacy, while the remaining one-tenth 9(6.61%) are not familiar with information literacy. Also, less than seven-tenths 121(69.14%) of the research scholars are familiar with Information Literacy whereas three-tenth 54(30.85%) are not familiar with Information Literacy.

It found that the majority of the respondents from faculty members and research scholars are familiar with the word information Literacy.

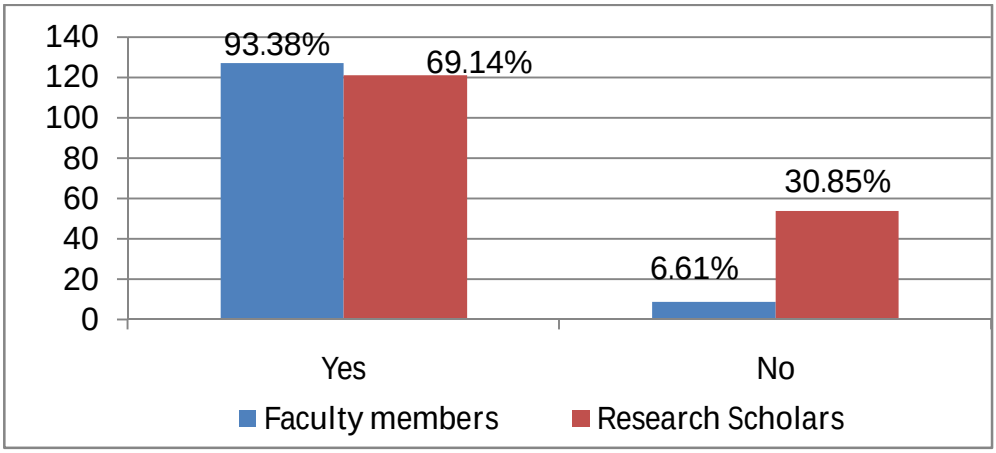

Figure-5.12: Familiarity with Information Literacy

5.13 ATTENDED LIBRARY ORIENTATION AND INFORMATION LITERACY PROGRAMMED

The respondents were asked whether they have attended Library orientation and Information Literacy programmed organized by the Library. Table-5.13 and Figure-5.12 depict the respondent's attendances on Library Orientation and Information Literacy Programmed organized by the library at Mizoram University.

Table-5.14: Programme Attended

Attended Orientation	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Yes	7(5.14%)	111(63.42%)	118(37.94%)
No	129(94.85%)	64(36.57%)	193(62.05%)
Total	136(100%)	175(100%)	311 (100%)

(Source Primary Data)

The analysis of the data revealed that three-fifth 111(63.42%) the majority of the research scholars had attended library Orientation whereas only less than one-tenth 7(5.14%) of the faculty members attended Library orientation.

This is because the Library has organized orientation on yearly basis, which focuses mainly on the newly enrolled students. Which result in the low rate of absentees in Library orientation from faculty members.

It was observed out that a maximum number of the research scholars had attended Library orientation conducted by Central Library, Mizoram University. On the other side, the number of attendance is very low among the faculty members. We can say that only a few members of the faculty members attended Library Orientation.

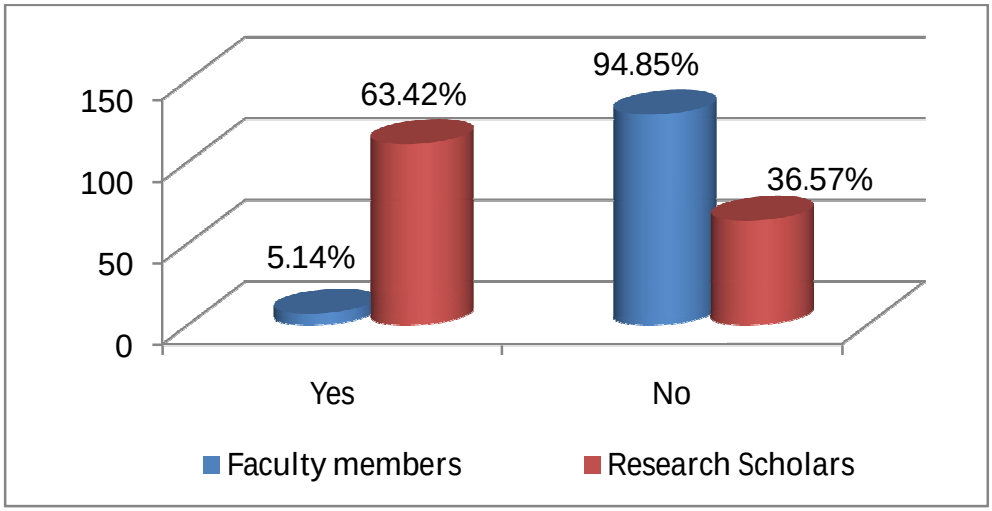

Figure-5.13: Programme attended

5.14. POSITIVE PERCEPTION ABOUT INFORMATION LITERACY FOR VARIOUS ACADEMIC PERFORMANCES

In order to find out that the Faculty members and the research scholars have positive perception about information literacy for various academic performances, respondents were asked to give their opinion whether is it very useful, useful and not useful or cannot say. Table-5.15 and Figure-5.14 provide the detail information about the respondent's information literacy skills in the present digital environment.

Table-5.15: Information literacy for academic activities

IL Skills	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Very Useful	37(27.20%)	63(36%)	100(32.15%)
Useful	99(72.79%)	112(65.88%)	211(67.84%)
Not Useful	-	-	-
Cannot Say	-	-	-

(Source Primary Data)

The analysis of the data revealed that less than three-tenths 37(27.20%) of the faculty members and two-fifth 63(36%) of the research scholars assert that information literacy skills in the present digital environment is very useful.

Whereas the majority of the respondent seven-tenth 99(72.79%) of the faculty members and three-fifth 112(65.88%) of the research scholars claim that information literacy skills in the present digital environment are useful. None of the candidates asserts that information literacy skill in the present digital environment is not useful.

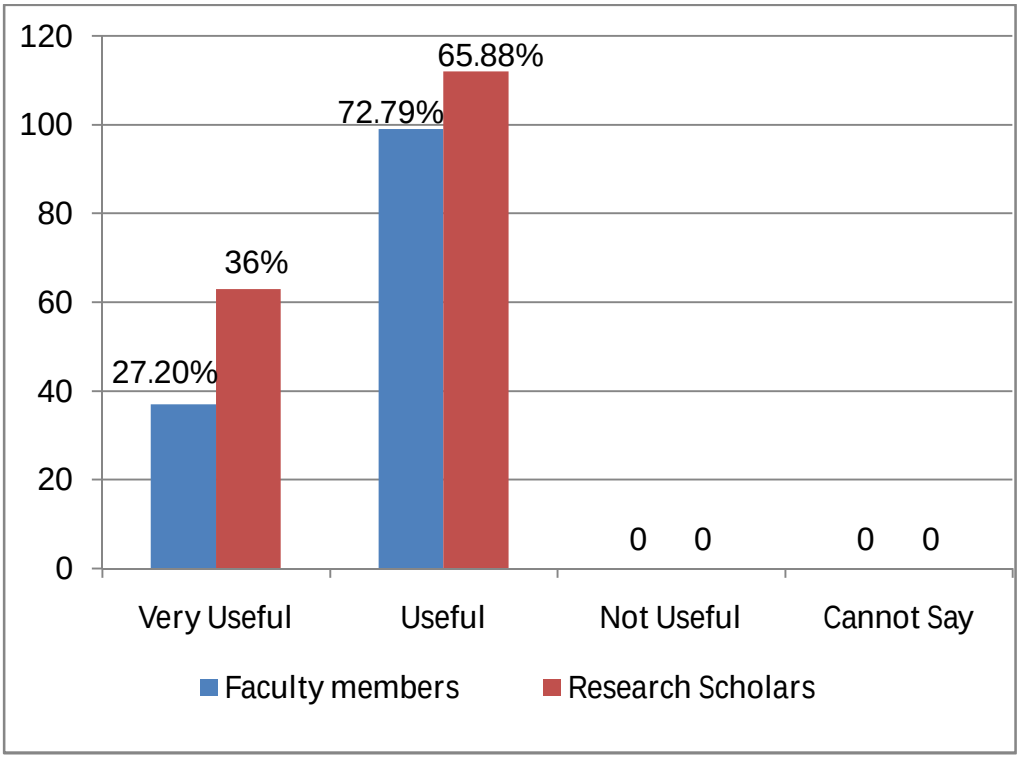

Table-5.14: Information literacy skills

5.15 PURPOSE OF INFORMATION NEED

Different students required information on different purpose the needs of information differ from one person to another on the basis of their course, discipline, and nature. In the information explosive world, it is extremely important to have the skills to identify and specify the information need and have the ability to access that needs information.

Table-5.16: Purpose of Information needs (More than one answer)

Purpose	Faculty (N=136)	Research Scholars(N=175)	Total (N=311)
Teaching	136(100%)	16(9.14%)	152(48.8%)
Writing Research Paper	55(40.44%)	175(100%)	230(73.95%)
General Awareness	23(16.91%)	43(24.57%)	66(21.22%)
Preparing an assignment	-	9(5.14%)	9(2.89%)
For a project work	11(8.08%)	16(9.14%)	27(8.68%)
Update Subject Knowledge	19(13.97%)	39(22.28%)	58(18.64%)

(Source Primary Data)

The analysis of the data revealed that less than half 55(40.44%) of the faculty members need information for writing Research paper, follow by one-fifth 23(16.91%) General Awareness, three-twentieth 19 (13.97%) Update Subject Knowledge and less than one-tenth 11(8.08%) needs information for a project work.

Whereas Maximum number 175(100%) of the research scholars need information for writing Research paper, followed by one-fourth 43(24.57%) General Awareness, similarly, one-fourth 39(22.28%) Update Subject Knowledge and less than one-tenth 16(9.14%) needs information for a project work. It was revealed that one-twentieth 9(5.14%) of the research scholars needs information for preparing assignment.

It was observed that a maximum number of the Research Scholars need information for writing Research paper, whereas a maximum number of the faculty members needs information for teaching.

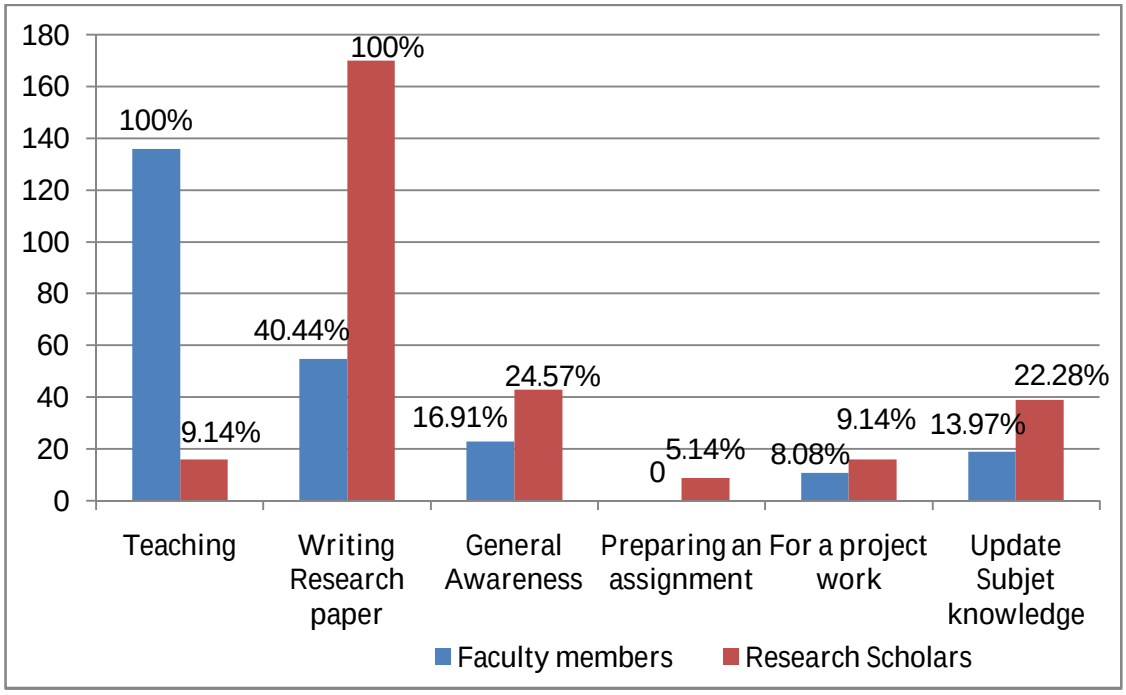

Figure-5.15: Purpose of Information needs

5.16 FINDING CURRENT INFORMATION

In order to find out the respondents' level of awareness with finding the most current information, the respondents were asked to opt for the most appropriate answer for finding out their level in finding the current information.

Table-5.17: Source of current information

Source	Faculty (N=136)	Research Scholars(N=175)	Total (N=311)
Book	5(3.67%)	3(1.71%)	8(2.57%)
Journal	129(94.85%)	167(95.42%)	296(95.17%)
Encyclopaedia	2(1.47%)	2(1.14%)	4(1.28%)
Bibliography	-	3(1.71%)	3(0.96%)

(Source Primary Data)

The analysis of the data depicts that one-twentieth 5(3.67%) of the faculty members and 3(1.71%) of the research scholars opted for Book to find current information. More than nine-tenth 129(94.85%) of the faculty members and similarly nine-tenth 167(95.42%) of the research scholars opted for the journal. One twentieth 2(1.47%) of the faculty members and 2(1.14%) of the research scholars opted for encyclopedia able to locate the most current information, whereas only few one-fifth 20 % of the student doesn't know where to find the most current information. Whereas only one-twentieth 3(1.71%) of the research scholars opted for bibliography. The overall analysis of the information revealed

that one-twentieth 8(2.57%) of the respondent opted for book, less than one-twentieth 4(1.28%) of the respondent opted for encyclopaedia, Nine-tenth 296(95.17%) opted for journal, less than one-twentieth 3(0.96%) of the research scholars opted for bibliography.

It was observed that the majority 95.17% of the respondent choose the correct answer Journal; we can say that the respondents are aware of choosing the current information from the Library collection.

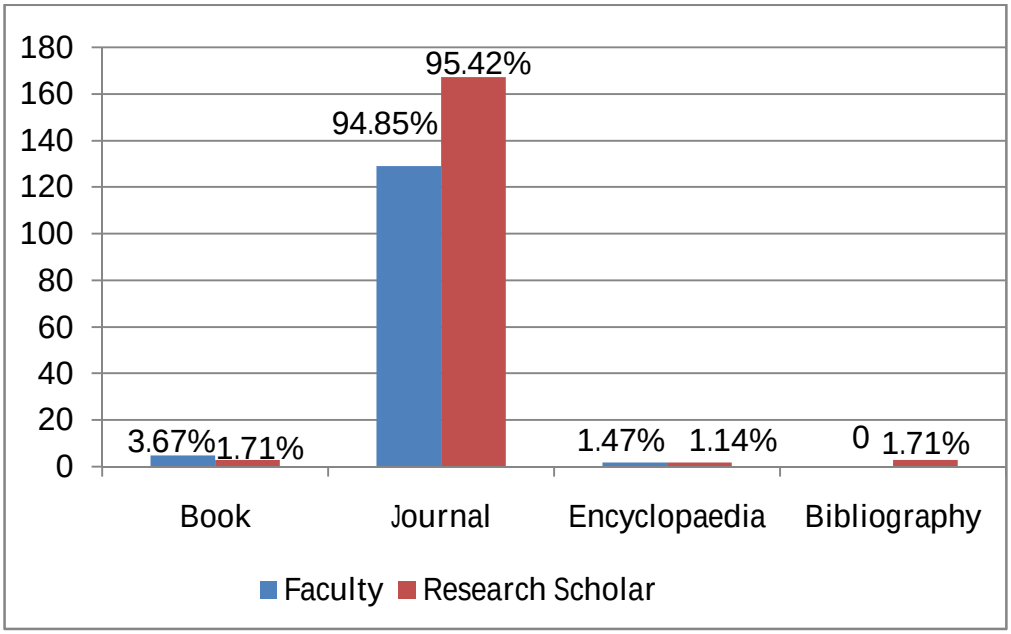

Figure-5.16: Source of current information

5.17 AWARENESS ABOUT SHELF ARRANGEMENT

The books in the library are arranged following a specific method to assist helpful sequence for easy used. The users must have sufficient understanding of the nature of arrangement these materials in the library, for the successful location of library materials. The students were asked to identify the system of shelving of books in the library, in order to find out the level of awareness of users in this regard. The responses are analyzed in the following Table-5.18 and Figure-5.17.

Table-5.18 Tool for locating documents on shelves

Method	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
ISBN number	16(11.76%)	22(12.57%)	38(12.21%)
Call number	110 (80.88%)	151(86.28%)	261(83.92%)
Title	4(2.94%)	2(1.14%)	6(1.92%)
Author	6(4.41%)	11(6.28%)	17(5.46%)
I Don't Know	-	-	-

(Source Primary Data)

The analysis of the data revealed that majority of the respondent 261(83.92%) which include one-tenth 110 (80.88%) of Faculty members and 151(86.28%) of research scholars stated that the books on the shelves are arranged by Call Number followed by similarly less than one-tenth 38(12.21%) of respondent those who felt that they are arranged by ISBN number. One-twentieth 17(5.46%) which include 6(4.41%) of Faculty members and 11(6.28%) of research scholars felt that they are arranged by Author and there are 6(1.92%) of the respondent who felt that documents on shelves are arranged by title.

It found that the respondents are aware of locating documents on shelves. The correct answer has been given by 261(83.92%) of the respondents.

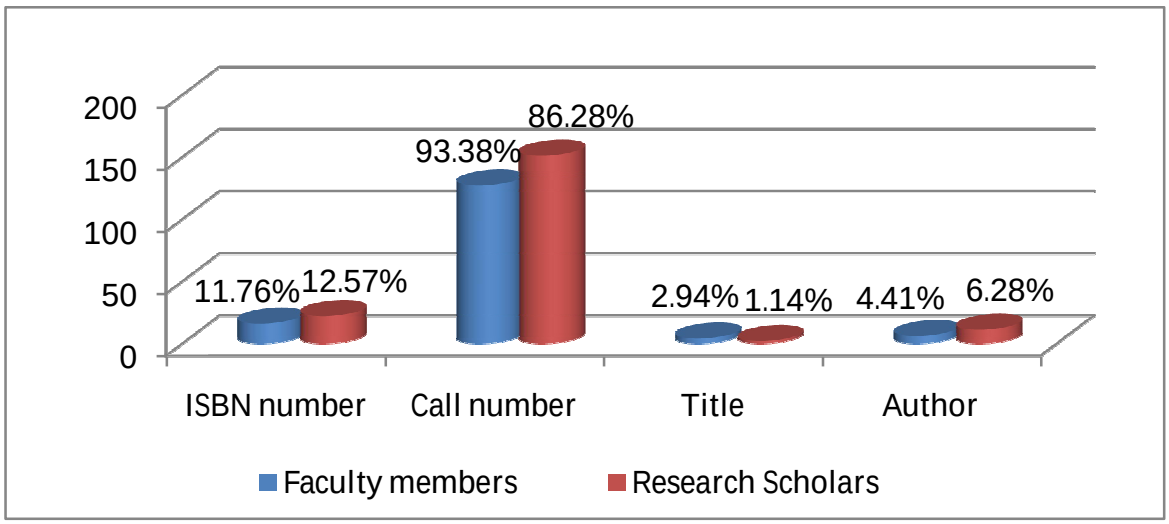

Figure-5.17: Tool for locating documents on shelves

5.18 MOST EFFICIENT SOURCE FOR FINDING OTHER RELATED ARTICLES

In order to find the most efficient source for finding other related articles the researchers had made four parameters i.e. Library catalog, Bibliography from the article, Search the information base and other issues and Vol. of the journal. The respondents were asked to give their answer from the given parameter.

Table-5.19 Finding related article

Source	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Library catalogue	3(2.20%)	5(2.85%)	8(2.57%)
Bibliography from the article	120(88.23%)	145(82.85%)	265(85.20%)
Search the information base	5(3.67%)	13(7.42%)	18(5.78%)
Other issues/vol. of journal	8(5.88%)	12(6.85%)	20(6.43%)

(Source Primary Data)

The analysis of the data revealed that one-twentieth 3(2.20%) of the faculty members and 5(2.85%) of the research scholars opted for Library catalog. Majority of nine-tenth 120(88.23%) of the faculty members and less than nine-tenth 145(82.85%) of the research scholars opted for bibliography from the article in finding other related articles. One-twentieth 5(3.67%) of the faculty members opted to search the information base whereas less than one-tenth 13(7.42%) of the research scholars preferred to search from the information base. One-twentieth 8(5.88%) of the faculty members and less than one-tenth 12(6.85%) of the research scholars opted for other issues and Vol. of the journal.

It was observed that the respondent has the skills to find another related article. Majority nine-tenth of the respondent has given the correct answer 'Bibliography from the article'.

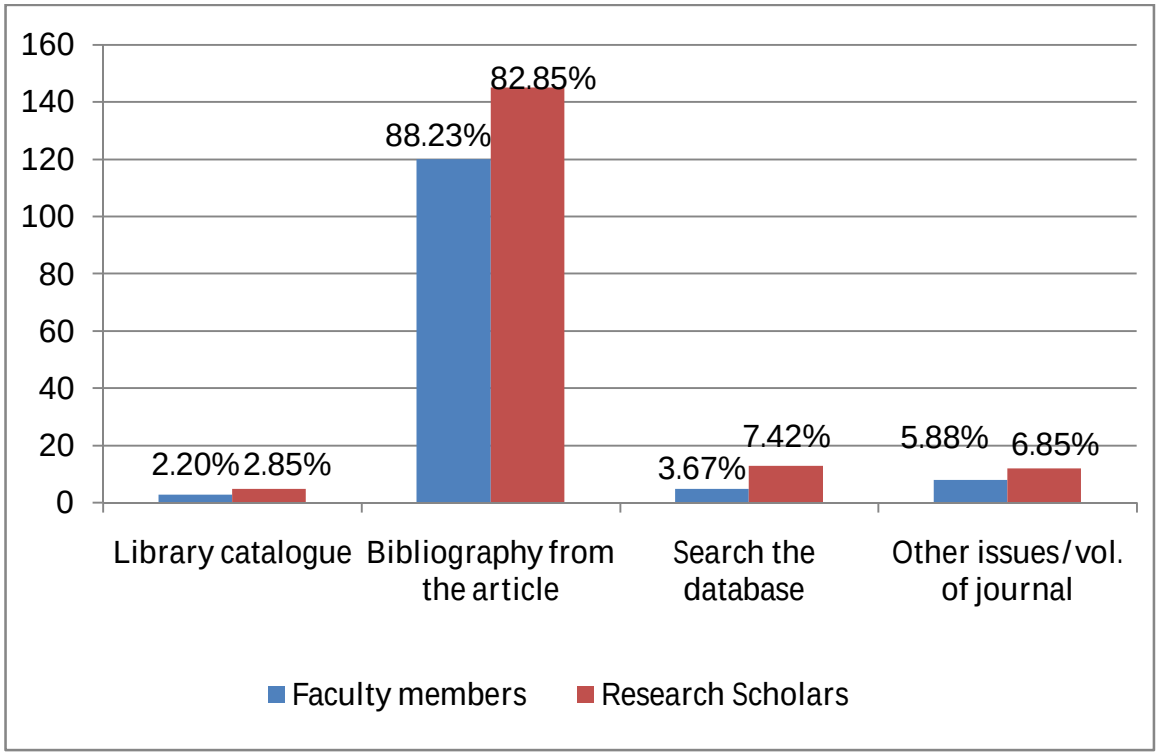

Figure-5.18 Finding related article

5.19 BEST PLACE TO LOOK FOR A BROAD INTRODUCTION TO A TOPIC

In order to find out the skills of the respondent to look for a broad introduction to a topic such as 'Climate change,' the researchers had made four opted answer to choose. The respondent gives their preference in the three given option such as Journal Article, Encyclopedia, and Book. Whereas, none of the respondents opted for the parameter 'Video,' to look for a broad introduction to a topic such as 'Climate Change'.

Table-5.20: Search Capabilities on the broad topic

Source	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Journal article	4(2.94%)	9(5.14%)	13(7.42%)
Encyclopedia	33(24.26%)	45(25.71%)	78(44.57%)
Books	99(72.79%)	121(69.14%)	220(70.73%)
Video	-	-	-

(Source Primary Data)

The analysis of the data depicts that less than one-twentieth 4(2.94%) of the faculty members and one-twentieth 9(5.14%) of the research scholars opted for Journal article **t**o look for a broad introduction to a topic such as 'Climate change'. Follow by more than one-fourth 33(24.26%) of the faculty and less than three-tenth 45(25.71%) of the research scholars opted for Encyclopedia to look

for a broad introduction. Whereas the majority of the respondents from more than seven-tenths99(72.79%) faculty members and seven-tenth 121(69.14%) of the research scholars choose Books which is the correct answer **t**o look for a broad introduction.

It was observed that m seven-tenth of the respondent were aware of finding their required topic from the Library. Also, since three-tenth of the respondents opted for the wrong answer the respondents' needs to improve their searching capabilities on a broad topic.

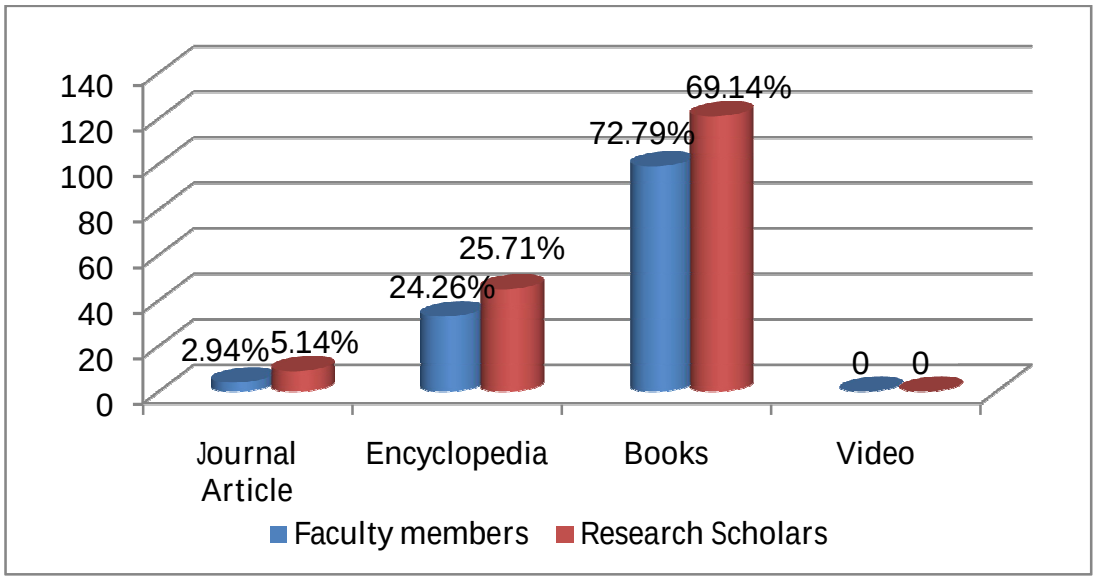

Figure-5.19: Search Capabilities on the broad topic

5.20 TO IDENTIFY THE BOOK IN THE LIBRARY COLLECTION YOU USED

In order to identify the book in the library collection used. The respondents' were given four parameters such as Books in print, Internet, Library Catalogue, and Bibliography. The respondents were asked to choose the correct answer to identify the book in the library collection.

Table-5.21: Tool for identifying the availability of documents

Source	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Books in print	3(2.20%)	8(4.57%)	11(3.53%)
Internet	4(2.94%)	5(2.85%)	9(2.89%)
Library Catalogue	114(83.82%)	141(80.57%)	255(81.99%)
Bibliography	15(11.02%)	21(12%)	36(11.57%)

(Source Primary Data)

The analysis of the data depicts that less than one-twentieth 3(2.20%) of the faculty members and one-twentieth 8(4.57%) of the research scholars opted for Books in print to identify the book in the library collection used. One-twentieth 4(2.94%) of the faculty members and similarly one-twentieth 5(2.85%) of the research scholars opted for the Internet. Also, more than four-fifth 114(83.82%) of the faculty members and exactly four-fifth 141(80.57%) of the research scholars opted for Library Catalogue. Whereas only one-tenth 15(11.02%) of the faculty members and more than one-tenth 21(12%) of the research scholars opted for Bibliography.

The overall analysis revealed that one-twentieth 11(3.53%) of the respondents opted for Books in print, similarly one-twentieth 9(2.89%) of the respondents opted for Internet, Majority four-fifth 255(81.99%) of the respondents opted for Library Catalogue which is the correct answer to identify the book in the library collection you used. Also, one-tenth 36(11.57%) of the respondent opted for bibliography.

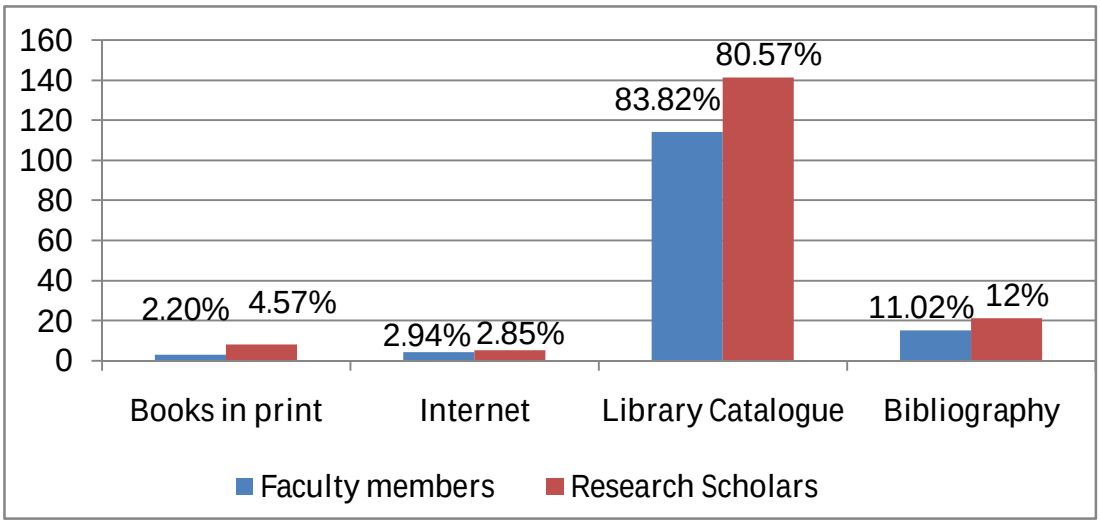

Figure-5.20: Tool for identifying the availability of documents

5.21 USE OF THEE LIBRARY CATALOGUE

Having knowledge of the catalogue is very essential, it saves the time and giving them the right time to choose the right choices. In order to know the awareness regarding the use of the Library catalogue the respondents were given four options, i.e. Govt. publication, videos, Books, and Articles. The respondents were

asked to mention the sources that cannot be found by using the library catalogue.

Table-5.22: Use of the librarycatalogue

Source	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Govt. publication	4(2.94%)	12(6.85%)	16(5.14%)
Videos	8(5.88%)	8(4.57%)	16(5.14%)
Books	-	-	-
Articles	124(91.17%)	155(88.57%)	279(89.71%)

(Source Primary Data)

The analysis of the data revealed that nine-tenths of the respondent comprising of-of nine-tenth 124(91.17%) of faculty members and less than nine-tenth 155(88.57%) of the research scholars opted for an article, which can not be found by using the library catalogue. Also, the respondents one-twentieth 16(5.14%) opted for the answer for Govt. publication and similarly one-twentieth 16(5.14%) opted for Videos.

It was revealed that majority of the respondents from faculty members and research scholars are aware of the use of the Library catalogue. Because majority 90% know the correct answer that can't be found by using the Library catalogue.

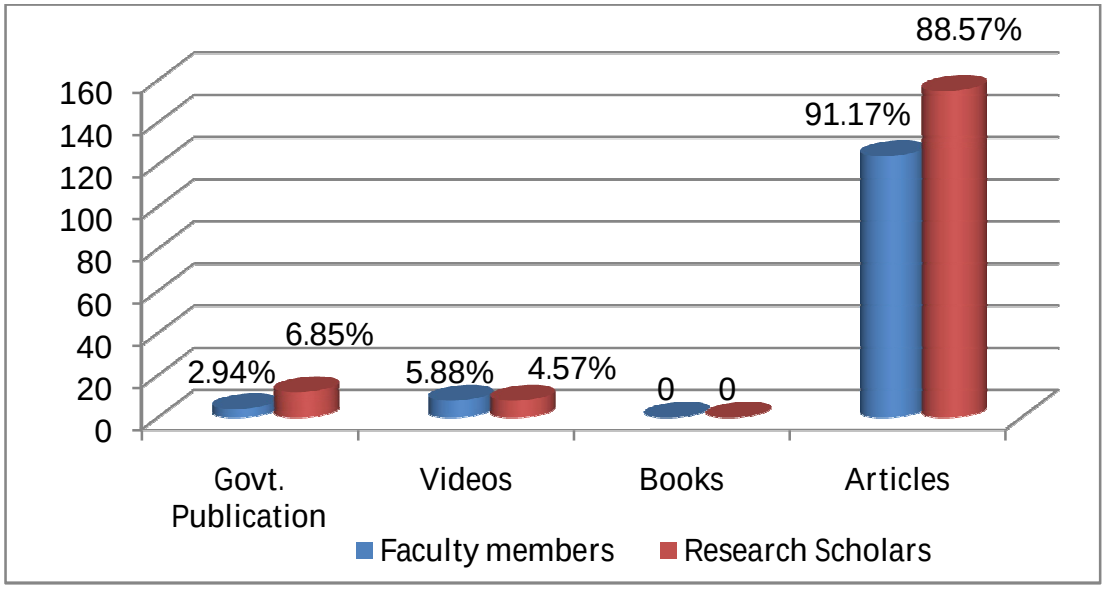

Figure-5.21: Use of the librarycatalogue

5.22 SECTION OF BOOK TO CONSULT OTHERS DOCUMENTS ON THE TOPICS

In order to find out the level of understanding of the Faculty and Research Scholars about the importance of different sections of a book, they are asked about the purpose of bibliography presented.

Table-5.23: Knowledge about the parts of the book

Response	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Glossary	5(3.67%)	11(6.28%)	16(5.14%)
The index	42(30.88%)	55(31.42%)	97(31.18%)
The Bibliography	89(65.44%)	109(62.28%)	198(63.66%)
The table of content	-	-	-

(Source Primary Data)

The analysis of the data revealed that one-twentieth 5(3.67%) of the faculty and less than one-tenth 11(6.28%) of the research scholars opted for Glossary to consult to find others documents on the topics. Three-tenth 42(30.88%) of the faculty members and similarly three-tenth 55(31.42%) of the research scholars opted for the Index. Whereas the majority more than three-fifth 89(65.44%) of the faculty members and three-fifth 109(62.28%) of the research scholars opted for bibliography. None of the respondents opted for the answer the table of the content.

It was observed that one-twentieth 16(5.14%) of the respondent opted for the glossary. Three-tenth 97(31.18%) of the respondent opted for the index. Three-fifth 198(63.66%) of the respondent opted for the table of content.

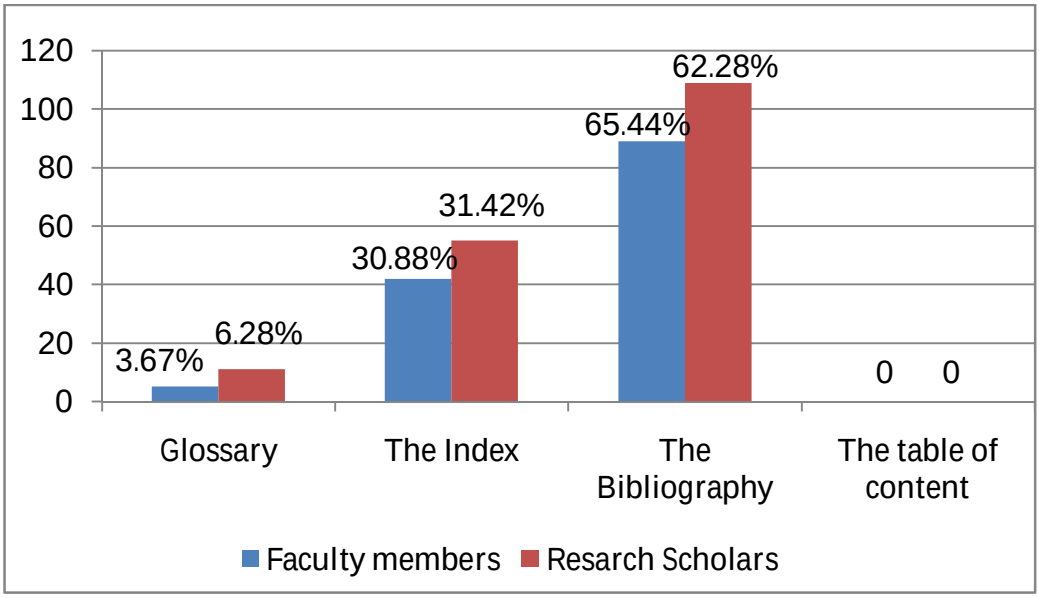

Figure-5.22: Knowledge about the parts of the book

5.23 KNOWLEDGE ABOUT PEER REVIEW ARTICLE

Table-5.24: Peer review article

Source	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
An article that was presented at a conference with a group of fellow.	-	9(5.14%)	9(2.89%)
An article that has been evaluated by other researchers in the same or the related field for assessment of scientific being accepted for publication.	136(100%)	156(89.14%)	292(93.89%)
An article that has been posted on the personal website for other researchers to read and review.	-	10(5.71%)	10(3.21%)

(Source Primary Data)

The analysis of the data revealed that all the faculty members and the majority of the research scholars 156(89.14%) opted for the correct explanation for the definition of peer review articles. Only 19% of the researches scholars are not aware of the statement peer review articles.

5.24 SEARCH CAPABILITIES

To ascertain the level of skills the respondent's posses to use the library catalogue for identifying and locating the required item which was placed in a different corner, the respondents were asked to identify the correct search option to locate all documents on Dr 'B.R. Ambedkar' In the library catalogue.

Table-5.25: Catalogue search capabilities

Source	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
By Title	22(16.17%)	20(12%)	42(13.50%)
By Author	87(63.97%)	55(31.42%)	142(45.65%)
By Publisher	13(9.55%)	16(9.14%)	29(9.32%)
By Subject	36(26.47%)	84(48%)	120(38.58%)

(Source Primary Data)

The analysis of the data revealed the responses from faculty members and research scholars search capabilities in finding out the required documents on a given subject from the catalogue.

Majority of them give wrong search option less than half 142(45.65%) said they search by author, three- twentieth 42(13.50%) search by title, less than one-tenth 29(9.32%) of them opted for search by publisher. The correct answer by subject wise is opted by less than two-fifth 120(38.58%) of the respondents.

It was observed that the majority of them are found to be having adequate search capabilities to find out their required documents from Library. These findings are found to be of a great value in designing library orientation, library management, and user education.

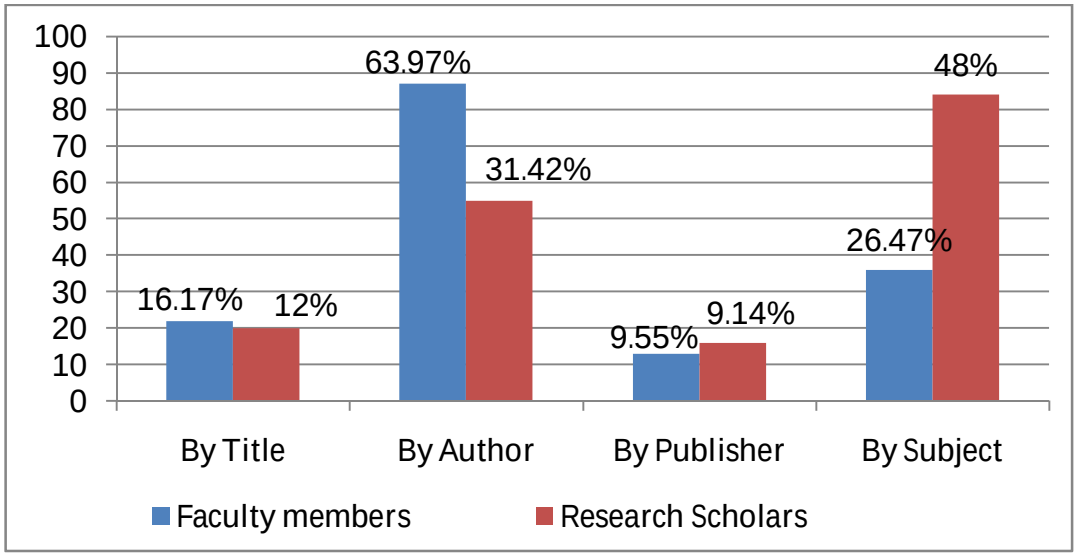

Figure-5.23: Catalogue search capabilities

5.25 FREQUENCY OF COMPUTER USE

In order to know the level of use of the computers respondent were asked to indicate about their pattern of use of computers.

Table-5.26: Frequency of Computer use

Frequency	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Regularly	112(82.35%)	162(92.57%)	274(88.10%)
Occasionally	24(17.64%)	13(7.42%)	37(11.89%)

(Source Primary Data)

The analysis of the data depicts that, nine-tenth 274(88.10%) of the respondents comprising of less than four-fifth 112(82.35%) of the faculty members and more than nine-tenths 162(92.57%) of the research scholars use a computer regularly. Whereas, two-fifth 37(11.89%) of the respondents comprising of one-fifth 24(17.64%) of faculty members and one-tenth 13(7.42%) of the research scholars do not.

It was observed that a maximum number of respondent depend on Computer Regularly for their daily needs and requirement.

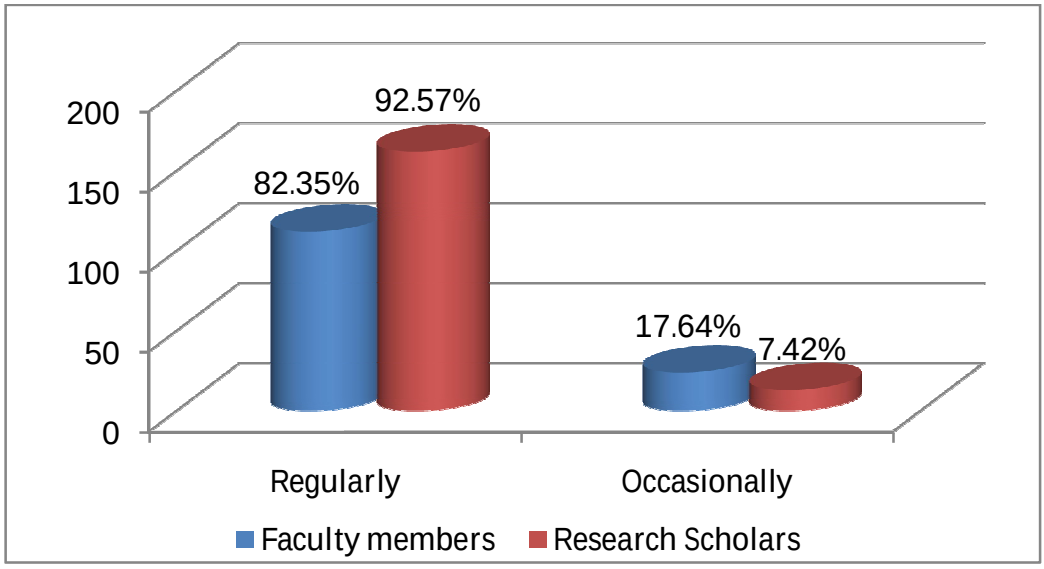

Figure-5.24: Frequency of Computer use

5.26 DURATION OF THE COMPUTER USED

In order to know the duration of use of computers respondent were asked to indicate the duration of the computer used.

Table-5.27: Duration of the Computer used

Duration in Years	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
1 to 10	5(3.67%)	45(25.71%)	50(16.07%)
11 to 20	111(81.61%)	116(66.28%)	227(72.99%)
More than 20	20(14.70%)	14(8%)	34(10.93%)

(Source Primary Data)

The analysis of the data reveals that 5(3.67%) of the Faculties and more than one-fourth 45(25.71%) of the research scholars have used the Computer for one to ten years. Follow by four-fifth 111(81.61%) of the Faculties and three-fifth 116(66.28%) of the research scholars have used the Computer for eleven to twenty years. Whereas three-twentieth 20(14.70%) faculty members and three-twentieths 14(8%) of the research scholars had already used it for more than twenty years.

It was observed that seven-tenths of the respondents had used the Computer for a very long time i.e. 11 to 20 years, which is quite long to understand and evaluate the function of it.

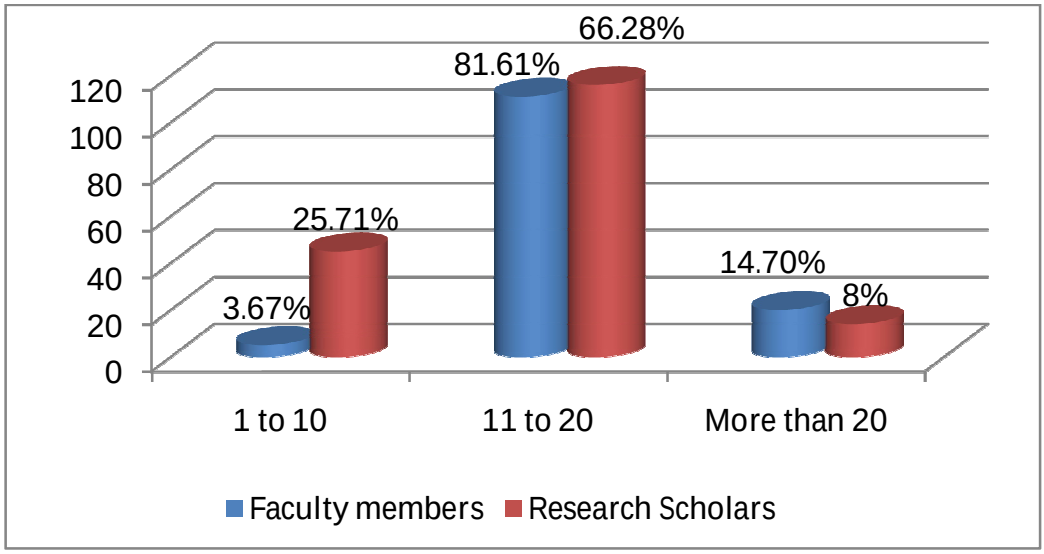

Figure-5.25: Duration of the Computer use

5.27 FAMILIAR WITH THE FOLLOWING MS OFFICE

While creating and using information in an electronic format, whole faculty and research scholars required to apply MS office application software. For working in the contemporary electronic environment, especially with a large amount of textual information, students required the knowledge of MS office application. In order to know familiarity with MS Office respondent were asked to indicate familiarity with MS Word, MS Excel, MS Access and MS PowerPoint.

Table-5.28: Familiar with the following MS Office (More than one answer)

Familiarity	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
MS Word	136(100%)	175(100%)	311(100%)
MS EXEL	69(50.73%)	168(96%)	237(76.20%)
MS PowerPoint	129(94.85%)	170(97.14%)	299(96.14%)
MS Access	11(8.08%)	32(18.28%)	43(13.82%)

(Source Primary Data)

It was observed from the first criteria that the maximum numbers of the respondents are familiar with MS Word. Follow by More than nine-tenth 299(96.14%) of the respondents comprising of nine-tenth 129(94.85%) of faculty members and 170(97.14%) of research scholars are familiar with MS PowerPoint. Seven-tenth 237(76.20%) of the respondents comprising of half 69(50.73%) of faculty members and More than one-tenth 168(96%) of research scholars are found to be familiar with MS Excel. Whereas only one-fifth

43(13.82%) of the respondents comprising of one-tenth 11(8.08%) of faculty members and one-fifth 32(18.28%) of the research scholars are familiar with MS Access.

It was found that majority of the respondent claim them self-familiar with the use of MS Word, PowerPointand MS EXCEL. Also, the majority of the respondents were not aware of the use of MS-Access. These are very essential tools and it is one of the most important tools in the field of teaching and research.

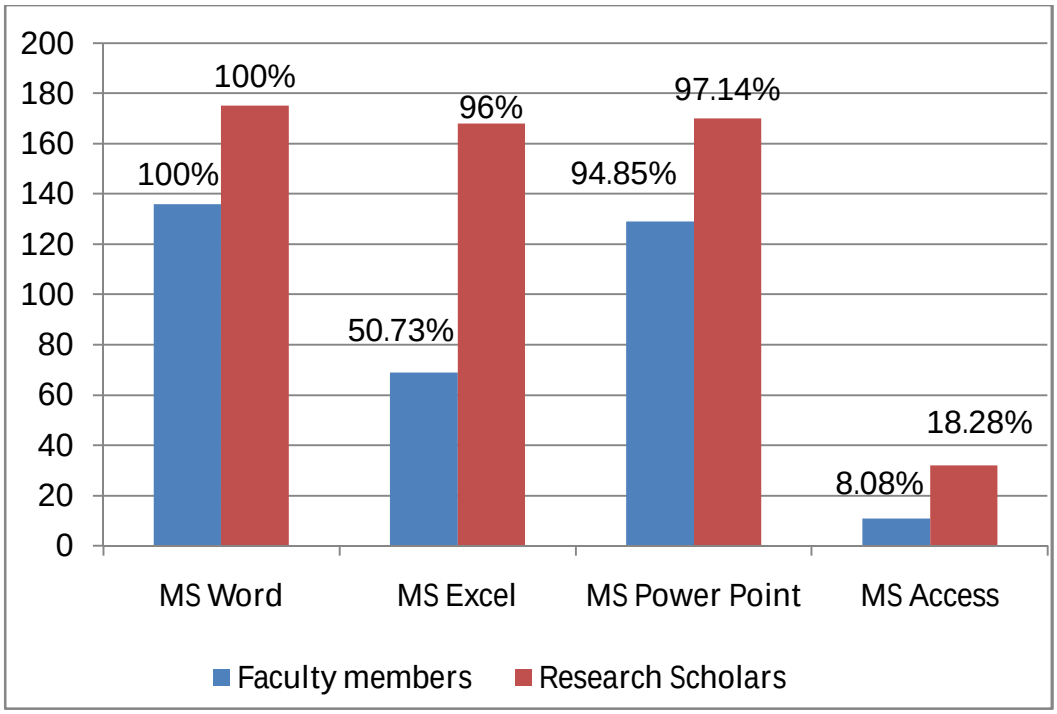

Figure-5.26: Familiar with MS Office

5.28 USEFULNESS OF COMPUTER FOR TEACHING AND RESEARCH

In order to know the usefulness of computers for teaching and research, the respondent was asked to mention the level of usefulness. Table-5.29 and Figure-5.27 depict the level of usefulness of Computer for teaching and research.

Table-5.29: Use of Computer for teaching & research

Usefulness	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Very Useful	121(88.97%)	169(96.57%)	290(93.24%)
Useful	15(11.02%)	6(3.42%)	93(29.90%)
Not Useful	-	-	-

(Source Primary Data)

The analysis of the data reveals that more than nine-tenths 290 (93.24%) of the respondents comprising of nine-tenth 121(88.97%) faculty members and more than nine-tenths 169(96.57%) of the research scholars find it very useful. Follow by three-tenth 93(29.90%) of the respondents comprising of one-tenth 15(11.02%) faculty members and 6(3.42%) research scholars find it useful. It was observed that the respondents find Computer useful for teaching and research. None of the respondent fined un-useful.

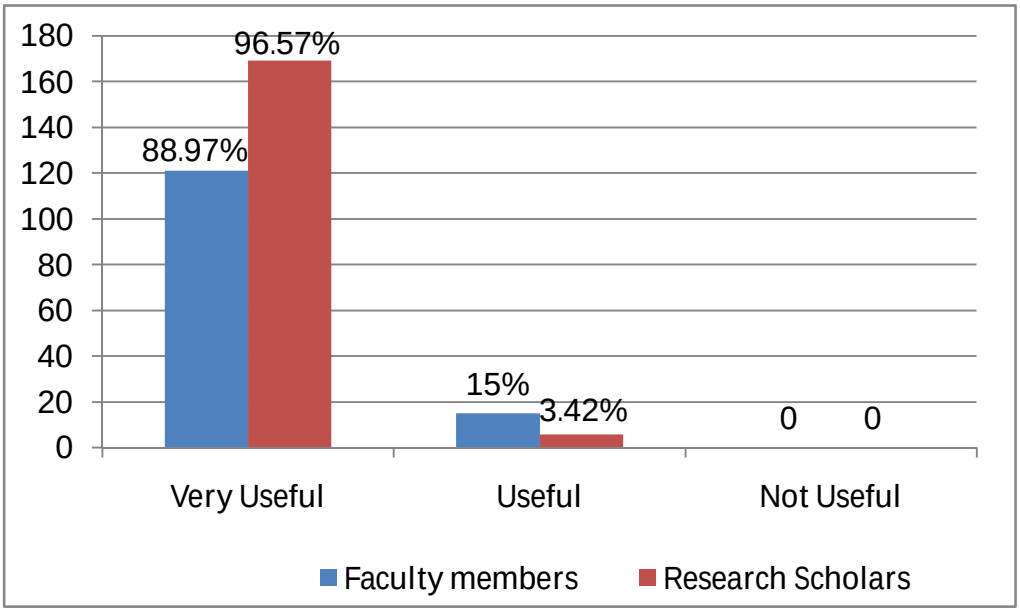

Figure- 5.27: Computer for teaching & research

5.29 RATING COMPUTER LITERACY SKILLS

Computer Literacy skill is one of the most important tools in handling information. One must be aware of Computer to achieve the Information needs. The Computer Literacy skills of respondents are shown below Table-5.30.

Table-5.30: Computer Literacy Skills

Computer Skills	Level	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Open & Save	**High**	80(58.82%)	172(98.28%)	252(81.02%)
	Average	56(41.17%)	3(1.71%)	59(18.97%)
	Low	-	-	-
Print document /file	**High**	80(58.82%)	172(98.28%)	252(81.02%)
	Average	56(41.17%)	3(1.71%)	59(18.97%)
	Low	-	-	-
Copy/ transfer files	**High**	80(58.82%)	172(98.28%)	252(81.02%)
	Average	56(41.17%)	3(1.71%)	59(18.97%)

	Low	-	-	-
Search in OPAC	**High**	12(8.82%)	15(8.57%)	27(8.68%)
	Average	96(70.58%)	128(73.14%)	224(72.02%)
	Low	28(20.58%)	32(18.28%)	60(19.2%)
Write a research paper using word	**High**	25(18.38%)	39(22.28%)	64(20.57%)
	Average	106(77.94%)	134(76.57%)	240(77.17%)
	Low	5(3.67%)	2(1.14%)	7(2.25%)
Make a Power Point Presentation (PPT)	**High**	11(8.08%)	44(25.14%)	55(17.68%)
	Average	125(91.91%)	131(74.58%)	256(82.31%)
	Low	-	-	-

(Source Primary Data)

The analysis of the data examined that three-fifth 80(58.82%) of the faculty member stated their skills high in opening and saving files in a computer which was lesser than the research scholars 172(98.28%). For Printing document and files, Three-fifth 80(58.82%) of the faculty members rated their skills high, which is higher than the research scholars and came up to majority 172(98.28%). Similarly, for copy and transfer files 80(58.82%) of the faculty members rated their skills high which is less than the research scholars 172(98.28%). In the same pattern, seven-tenth 96(70.58%) of the faculty members rated their skills average for searching in OPAC similarly most of the research scholars rated 128(73.14%) themselves average. In writing a research paper using MS-word 106(77.94%) of the faculty and 134(76.57%) of the research scholars rated their skills average. Majority 125(91.91%) of the faculty and 131(74.58%) research scholars rated their skills average in making PowerPoint Presentation (PPT).

Overall analysis shows that open and save the print document and file four-fifth of the respondents 252(81.02%) rated their skills high, whereas 252(81.02%) of the respondents rated in copy and transfer files. And 224(72.02%) respondents rated their skills average in OPAC, 240(77.17%) in writing a research paper using the word and four-fifth 256(82.31%) of the respondents rated in PowerPoint Presentation (PPT).

It was found that majority of the respondents are aware of the use of computer and have the skills to access their required information. But some of the respondents have low skills in handling OPAC to find explicit information. It was

also revealed that there are significant differences in the computer literacy skills of the faculty and research scholars of Mizoram University.

5.30 USES OF INTERNET

The Internet has become a very common tool to search the information nowadays because it became the strongest source of information and everyone wants to be an online mode all the time. The study aimed at knowing about the level of use of the Internet by the Faculty members and research scholars in addition to their use of computers. To know how many of them are using the Internet, important information has been gathered and presented in the table-5.31 and Figure-5.28.

Table-5.31: Uses of Internet

Use of Internet	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Yes	136(100%)	175(100%)	311(100%)
No	-	-	-
Total	136(100%)	175(100%)	311(100%)

(Source Primary Data)

The analysis of the data revealed that a Maximum number of respondents 311(100%) uses the internet in their daily needs.

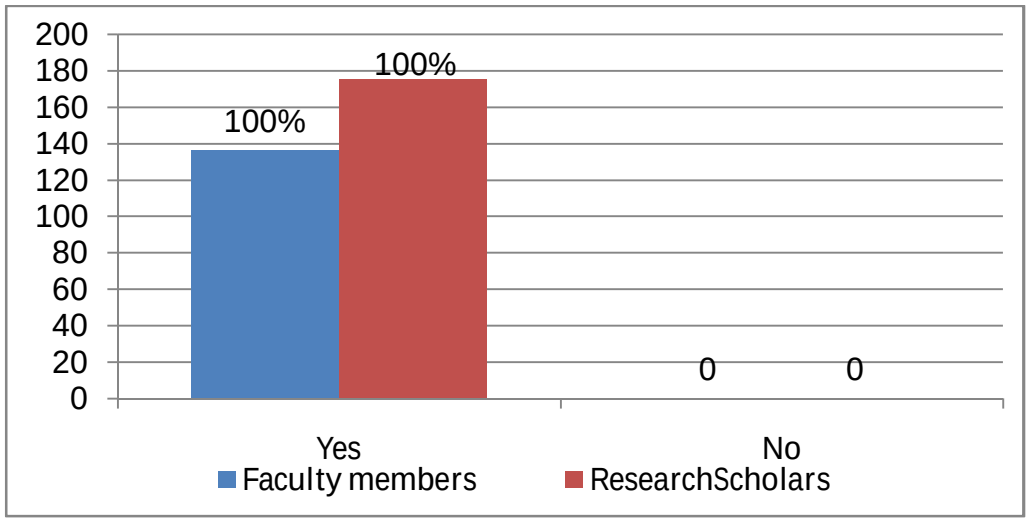

Figure-5.28: Uses of Internet

5.31 FREQUENCY OF INTERNET USE

The frequency to use the internet is one of the parameters to know the usability of internet resources. If respondent used the internet regularly it means they are accessible to electronic resources regularly because without the use of the

internet they cannot access electronic resources.Table-5.32 supported with figure-5.29, shows the frequency of Internet users by the respondents it was resolved that that majority respondent.

Table-5.32: Frequency of Internet Use

Frequency	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Always online	-	8(4.57%)	8(2.57%)
Everyday	119(87.5%)	139(79.42%)	258(82.95%)
Few times a week	16(11.76%)	28(16%)	44(14.14%)
Once a month	-	-	-

(Source Primary Data)

The analysis of the data reveals that four-fifth 258(82.95%) of the respondents comprising of nine-tenth 119(87.5%) of the faculty members and four-fifth 139(79.42%) of the research scholars are using the Internet every day. More than one-tenth 44(14.14%) of the respondents comprising of 16(11.76%) faculty members and 28(16%) research scholars are using Internet Once a month.

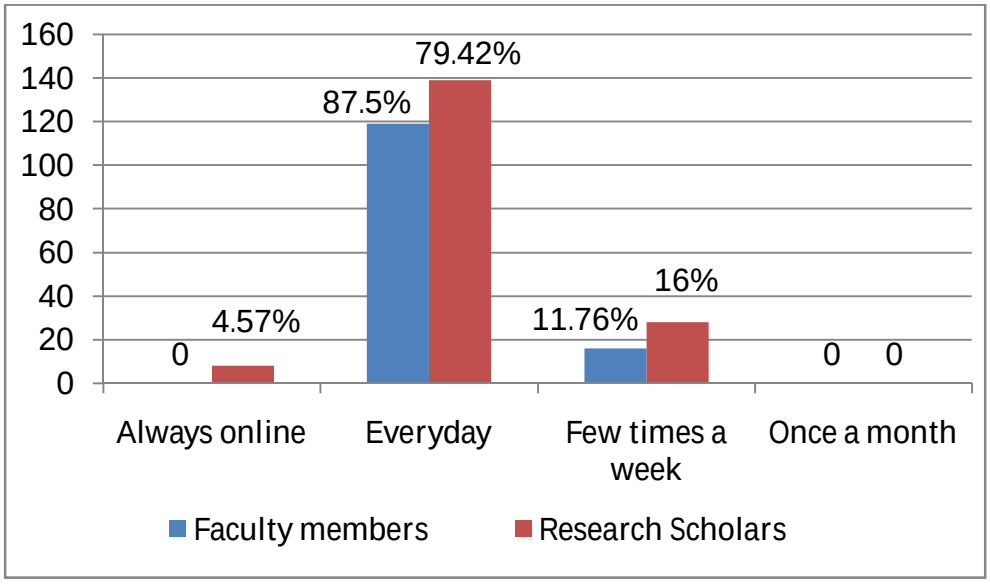

Figure-5.29: Frequency of Internet Use

5.32 TOOLS USED FOR ACCESSING INTERNET

We need different tools to access the internet on our machine, the speed of the internet also depend on the equipment we use to access information. We may choose our tool concerning friendly use, easy handle and economically which is convenient for us.

Table-5.33: Tools used for accessing the Internet (More than one answer)

Tools	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Desktop Computer	136(100%)	175(100%)	311(100%)
Laptop	99(72.79%)	168(96%)	267(85.85%)
Tablet	19(13.97%)	36(20.57%)	55(17.68%)
Smart Phone	136(100%)	175(100%)	311(%100%)

(Source Primary Data)

The analysis of the data depicts that a maximum number of respondents from the faculty members and research scholars used Smart Phone and Desktop Computer for accessing the Internet. Follow by seven-tenth 99(72.79%) of the faculty and 168(96%) of the research scholars used the Laptop to access the Internet. Whereas only 55(17.68%) of the respondents which comprise 19(13.97%) of faculty members and 36(20.57%) of the research scholars.

It was found that the use of Smart Phone and Desktop Computer was the most convenient way to access internet among the faculty members and research scholars of Mizoram University. A maximum number of the respondents use for their daily life to search and make use Information in the most beneficial way.

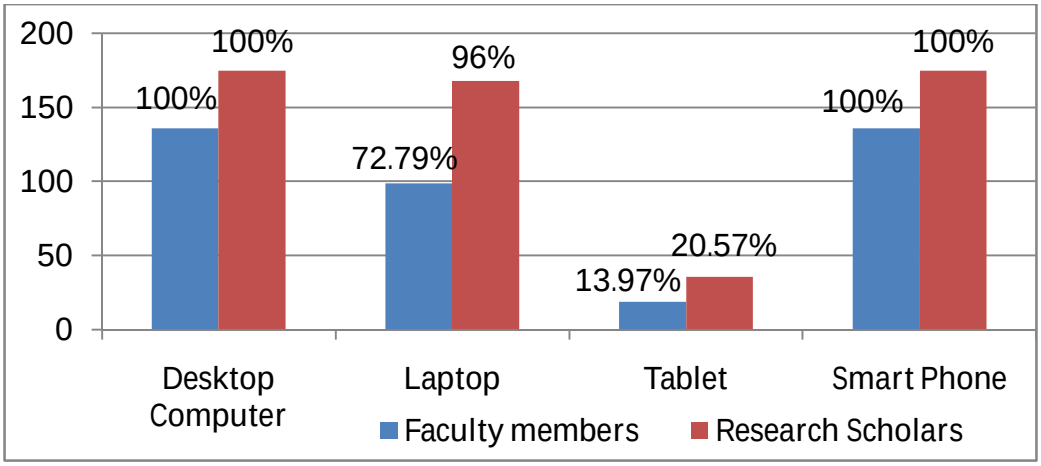

Figure-5.30: Tools used for accessing the Internet

5.33 TYPE CONNECTIVITY USED FOR INTERNET CONNECTION

Internet connection very important for smooth functioning of University, In the digital environment the requirement Internet of faculty and Research scholars are becoming increasing day by day. Table-5.35 and Figure-5.31 depict the type connectivity used y the respondents for Internet connection.

Table-5.34: Type of Connectivity (More than one answer)

Connectivity	Faculty (N=136)	Research Scholars(N=175)	Total (N=311)
University LAN Connection	136(100%)	13(7.42%)	149(47.90%)
University Wi-Fi connectivity	36(26.47%)	69(39.42%)	105(33.76%)
Information Card	-	67(38.28%)	67(21.54%)
Mobile Information	136(100%)	175(100%)	311(%100%)

(Source Primary Data)

The analysis of the studies examined that maximum number of respondents uses Mobile information for Internet connection. Follow by half 149(47.90%) of the respondents comprising of 136(100%) faculty members and one-tenth 13(7.42%) research scholars use University LAN Connection. 105(33.76%) of the respondents comprising of 36(26.47%) faculty members and 69(39.42%) research scholars use University Wi-Fi Connection. Only 67(38.28%) of respondents from research scholars used Information Card for Internet Connection.

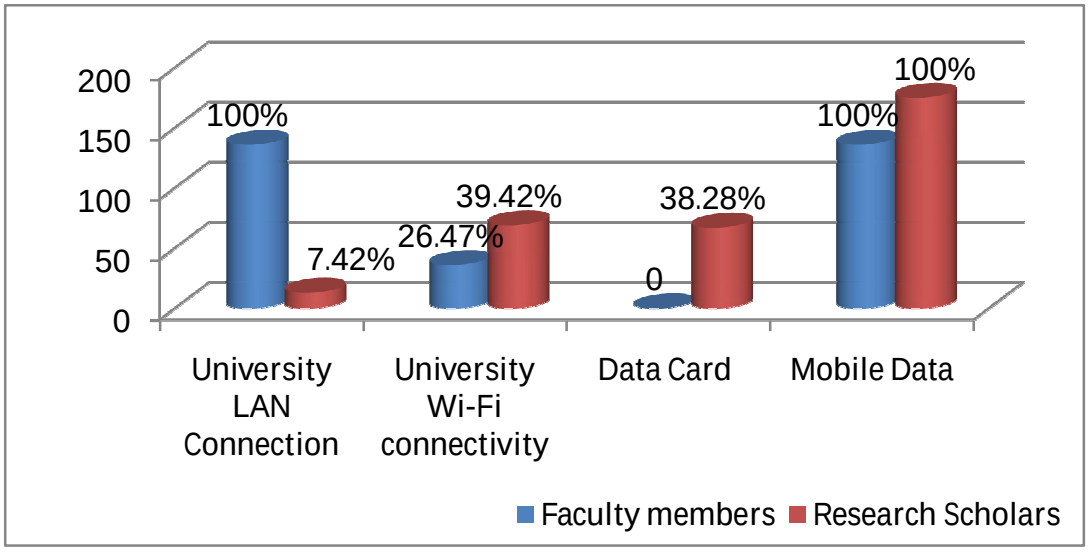

Figure-5.31: Type of Connectivity

5.34 PURPOSE OF INTERNET ACCESSED

The purpose of the internet access may be of different purpose, the respondents were asked to clarify their purpose in 8 categories. Table -5.36 and Figure-5.32 show us the purpose of internet access y the respondents.

Table-5.35: Purpose of Internet accessed (More than one answer)

Purpose	Faculty (N=136)	Research Scholars(N=175)	Total (N=311)
Academic Communication	136(100%)	55(31.42%)	191(61.41%)
E-mail	136(100%)	175(100%)	311(100%)
Use of Social Networking sites	136(100%)	175(100%)	311(100%)
Job opportunity	12(8.82%)	66(37.71%)	78(25.08%)
Games and entertainments	36(26.47%)	69(39.42%)	105(33.76%)
Information Search	136(100%)	175(100%)	311(100%)
Searching subject information bases	136(100%)	175(100%)	311(100%)
Teaching/Research	136(100%)	175(100%)	311(100%)

(Source Primary Data)

The analysis of the data reveals that a maximum number of the respondent's access internet for the purpose of e-mail, Social Networking sites, Information Search, Searching subject information bases and Teaching and Research. Three-tenth 55(31.42%) of the research scholars access the internet for Academic communication, 66(37.71%) for Job opportunity and 69(39.42%) used it for games and entertainments. Among the faculties, only few 12(8.82%) of the respondents use it for Job opportunity and 36(26.47%) of the respondents from faculty access internet for Games and entertainment.

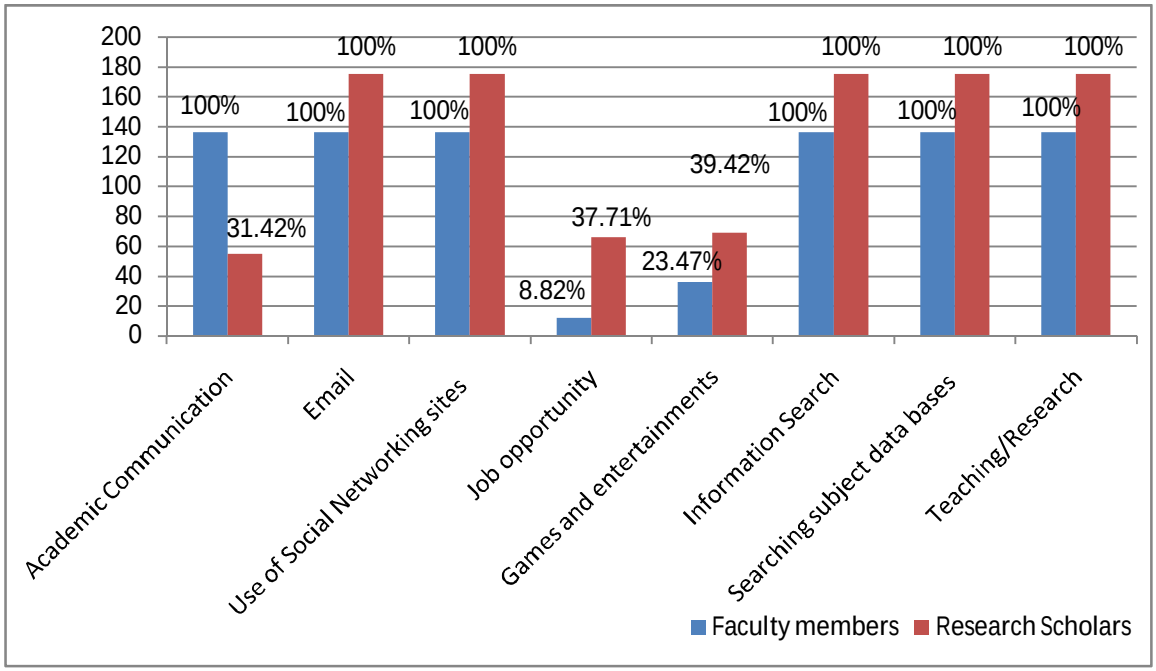

Figure-5.32: Purpose of Internet Accessed

5.35 RATING INTERNET LITERACY SKILLS

Internet Literacy skills are one of the most powerful tools to access, evaluate and disseminate information. It is necessary for everyone to have the skills to handle the tools. Table-5.37 shows us the level of Internet skills in, Web browsing, Write, and send e-mail, Search in the Web OPAC and downloads the scholarly article from the Internet.

Table-5.36: Internet Literacy Skills

Internet Skills	Level	Faculty (N=136)	Research Scholars(N=175)	Total (N=311)
Web browsing	**High**	72(52.94%)	155(88.57%)	227(72.99%)
	Average	64(47.05%)	20(11.42%)	84(27%)
	Low	-	-	-
Copy/download files from Internet	**High**	65(47.79%)	149(85.14%)	214(68.81%)
	Average	71(52.20%)	26(14.85%)	97(31.18%)
	Low	-	-	-
Write and send e-mail	**High**	72(52.94%)	155(88.57%)	227(72.99%)
	Average	64(47.05%)	20(11.42%)	84(27%)
	Low	-	-	-
Attached a file to email message	**High**	69(50.73%)	145(82.85%)	214(68.81%)
	Average	67(49.26%)	30(17.14%)	97(31.18%)
	Low	-	-	-
Download scholarsly article from Internet	**High**	34(40%)	41(23.42%)	75(24.11%)
	Average	72(52.94%)	95(54.28%)	167(53.69%)
	Low	30(22.05)	39(22.28%)	69(22.18%)
Search in the Web OPAC	**High**	25(18.38%)	39(22.28%)	64(20.57%)
	Average	106(77.94%)	134(76.57%)	240(77.17%)
	Low	5(3.67%)	2(1.14%)	7(2.25%)

(Source Primary Data)

The analysis of the data depicts that three-fifth 80(58.82%) of the faculty members rated their skills high in web browsing which was lesser than 172(98.28%).the research scholars. For copy and download files from the Internet, the majority of the faculty members 71(52.20%) rated their skills average, whereas majority 149(85.14%) of the research scholars rated their skills high. For writing and sending e-mail majority of the faculty members half 72(52.94%) rated their skills high which is less than the research scholars 155(88.57%). In the same pattern, 72(52.94%) of the faculty members rated their skills high, which is less than the research scholars 155(88.57%). To attached a file to email message 69(50.73%) of the faculty members and

145(82.85%) research scholars rated their skills high. Seven-tenth 96(70.58%) of the faculty members and 128(73.14%) of the research scholars rated their skills average in download scholarly article. In the same pattern, 106(77.94%) of faculty members and 134(76.57%) of the research scholars rated their skills average search in the Web OPAC.

Overall analysis of the information shows that most the respondent rated their skills high in Web browsing 227(72.99%), Copy/download files from Internet 214(68.81%) Write and send e-mail 227(72.99%) and attached a file to the email message 214(68.81%). Moreover, most of the respondents rated their skills average in Download scholarly article from Internet 167(53.69%) and Search in the Web OPAC 240(77.17%)

It was observed that majority of the respondents are aware of Internet Literacy Skills and there are no such significant differences in the Internet literacy skills of the faculty and research scholars of Mizoram University

5.36 METHOD OF SEARCHING INFORMATION FROM THE INTERNET

The get the best available material contents on the Internet, the user needs to have the skills to search for information on the Internet.

Table-5.37: Method of Searching information (More than one answer)

Method	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Open access journal Directories	86(63.23%)	78(44.57%)	164(52.73%)
Search engine	136(100%)	175(100%)	311(100%)
Website	129(94.85%)	163(93.14%)	292(93.89%)
Information bases (e-Shodhsindhu)	66(48.52%)	99(56.57%)	165(53.05%)
Publishers Websites	57(41.91%)	63(36%)	120(38.58%)

(Source Primary Data)

The analysis of the data reveals that a maximum number of the respondents opted for a search engine to search information from the Internet. Moreover, 86(63.23%) faculty members and 78(44.57%) research scholars search information through open access journal Directories. Also, 129(94.85%) faculty members and 163(93.14%) of the research scholars search information through websites. Further, 66(48.52%) of the faculty members and 99(56.57%) research

scholars search through e-shodshindu. 57(41.91%) faculty members and 63(36%) research scholars search through Publisher's website.

It was observed that most of the respondents 53% search from Information bases (e-Shodhsindhu), Follow by, half 164(52.73%) of the respondent search information from open access journal directory and only 120(38.58%) of the respondents search information on the Internet through Publishers Websites.

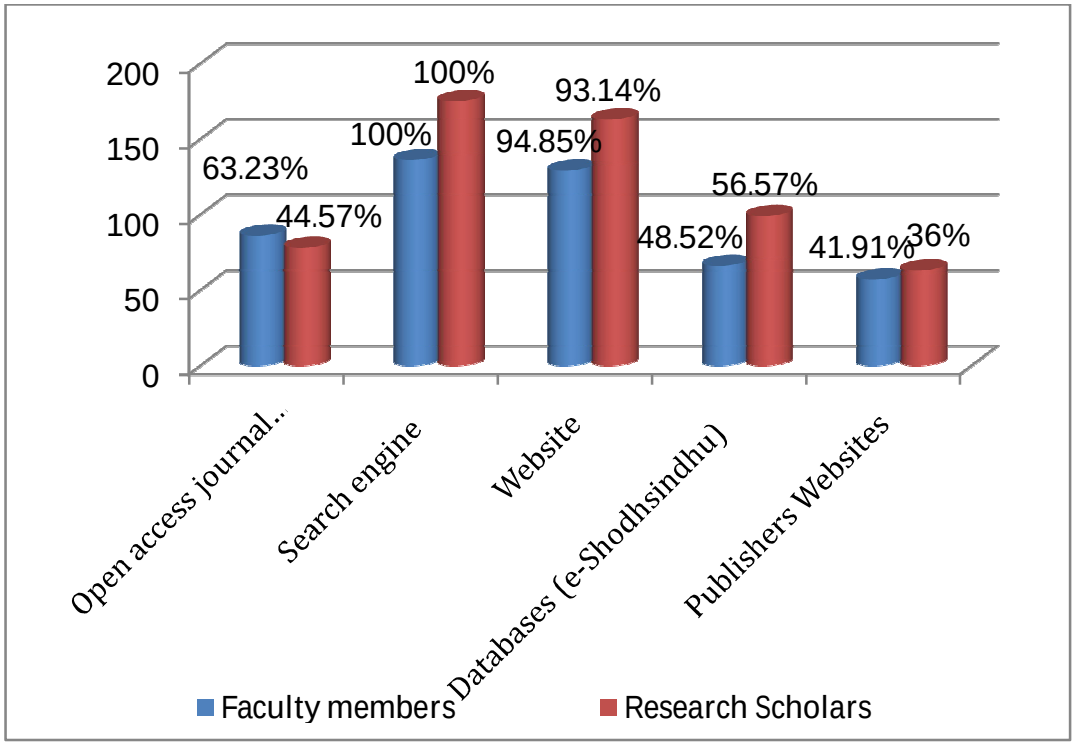

Figure-5.33: Method of Searching information

5.37 KNOWING THE LATEST ONLINE CONTENT IN YOUR FIELD

Knowing the latest online contents is very important in every field. One must be aware and alert in knowing the latest content to have the most relevant information in any field of studies.

Table-5.38: Latest online content: (More than one answer)

Technique	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
I search content according to my requirement on search engine	129(94.85%)	141(80.57%)	270(86.81%)
Browse the table of content of online journals regularly	33(24.26%)	41(23.42%)	74(23.79%)

I received the table of content through email-alert services	119(87.5%)	96(54.85%)	215(69.13%)
Through indexing & abstracting services	4(2.94%)	6(3.42%)	10(3.21%)
Through discussion list/forum	33(24.26%)	26(14.85%)	59(18.97%)

(Source Primary Data)

The analysis of the data depicts that majority 129(94.85%) of the faculty members search the latest online content in their field by the requirement on the search engine, whereas four-fifth 141(80.57%) of the research scholars search the latest online content in their field by the requirement on the search engine. The majority 119(87.5%) of faculty members and half 96(54.85%) of the research scholars received the table of content through email-alert services. Moreover, 33(24.26%) of faculty members and 41(23.42%) of the research scholars know the latest online content by browsing online journals regularly. 33(24.26%) of the faculty and 26(14.85%) of the research scholars know the latest content through discussion list and forum. Whereas only 4(2.94%) of the faculty and 6(3.42%) of the research scholars know the latest online content through indexing & abstracting services.

Overall analysis depicts that less than nine-tenth 270(86.81%) of the respondent know the latest online content by the requirement on the search engine. Seven-tenth 215(69.13%) of the respondents received the table of content through email-alert services. 59(18.97%) know through discussion list forum. Follow by 74(23.79%) browse the table of content of online journals regularly. Whereas only 10(3.21%) of the respondents know the latest online content through indexing & abstracting services. .

It was found that the respondents need to improve their skills and technique to access online journal and know indexing and abstracting services. Maximum numbers of the respondent just depend on a search engine to know the online content.

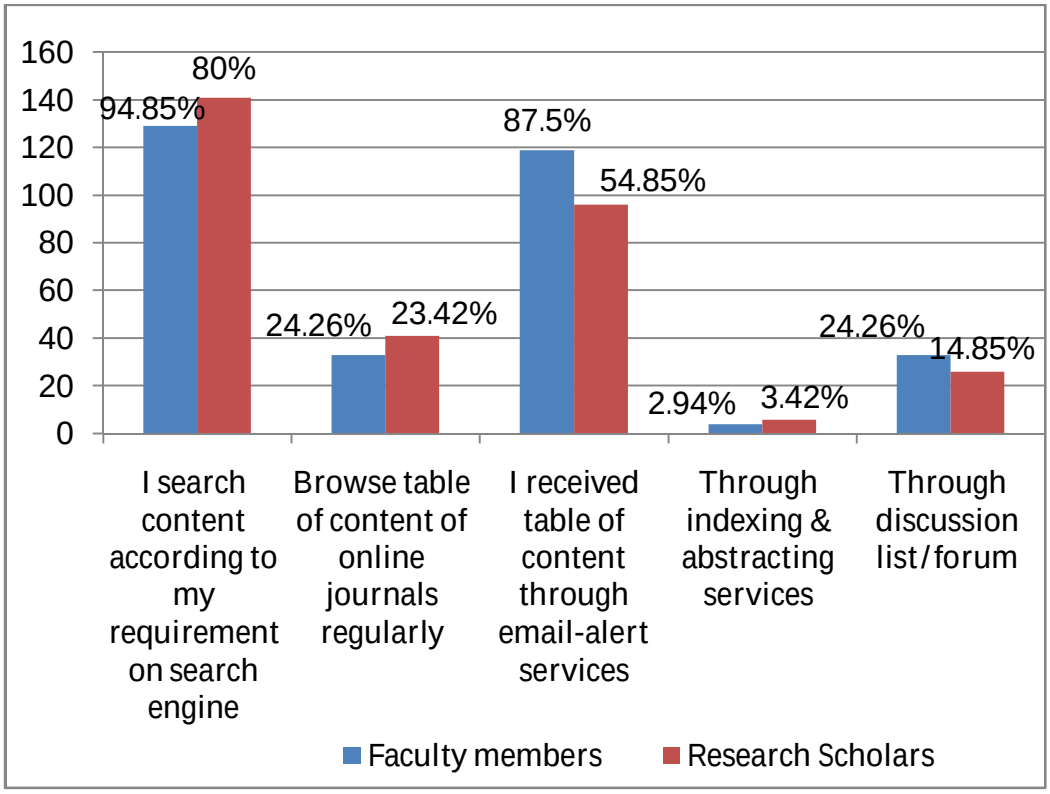

Figure-5.34: Latest online content

5.38 TECHNIQUES USED FOR SEARCHING E-RESOURCES

In the Digital environment, most of the users rely on e-resources, using various search strategies and techniques the information on the internet can be searched using different search technique. Different search techniques have been developed to improve the quality of the retrieval process.

Table-5.39: Techniques used for searching e-resources (More than one answer)

Techniques	Faculty (N=136)	Research Scholars(N=175)	Total (N=311)
Boolean operators (AND, OR, NOT)	19(13.97%)	22(12.57%)	41(13.18%)
Simple Keyword	136(100%)	175(100%)	311(100%)
Field Search (Title Author, URL, etc.	69(50.73%)	77(44%)	146(46.94%)
Truncation	5(3.67%)	2(1.14%)	7(2.25%)
Type the search statement in searching box.	32(23.52%)	44(25.14%)	76(24.43%)

(Source Primary Data)

The analysis of the data revealed that all the respondents use a simple keyword for searching e-resources, follow by seven-tenth 69(50.73%) of faculty members and two-fifth 77(44%) research scholars use field Search, such as Title, Author, URL, etc. Further, 32(23.52%) of the faculty members and 44(25.14%) research scholars search e-resources by typing the search statement in the searching box. Also, 19(13.97%) faculty members and one-fourth 22(12.57%) of the research scholars used Boolean operators (AND, OR, NOT) for searching e-resources. Only, 5(3.67%) of the faculty members and 2(1.14%) of the research scholars use truncation for searching e-resources.

Overall analysis shows that maximum number 311(100%) of the respondents use Simple Keyword for searching e-resources, follow by less than half 146(46.94%) of the respondents use field Search such as Title, Author, URL, etc. One-fourth 76(24.43%) of the respondents search e-resources by typing the search statement in the searching box. Only two-fifth 41(13.18%) of the respondents comprising of three-twentieth used Boolean operators (AND, OR, NOT) for searching e-resources. Whereas only 7(2.25%) of the respondents use truncation for searching e-resources.

It was revealed that majority of the students are not aware of the importance of various search mechanism available for effective retrieval of information.

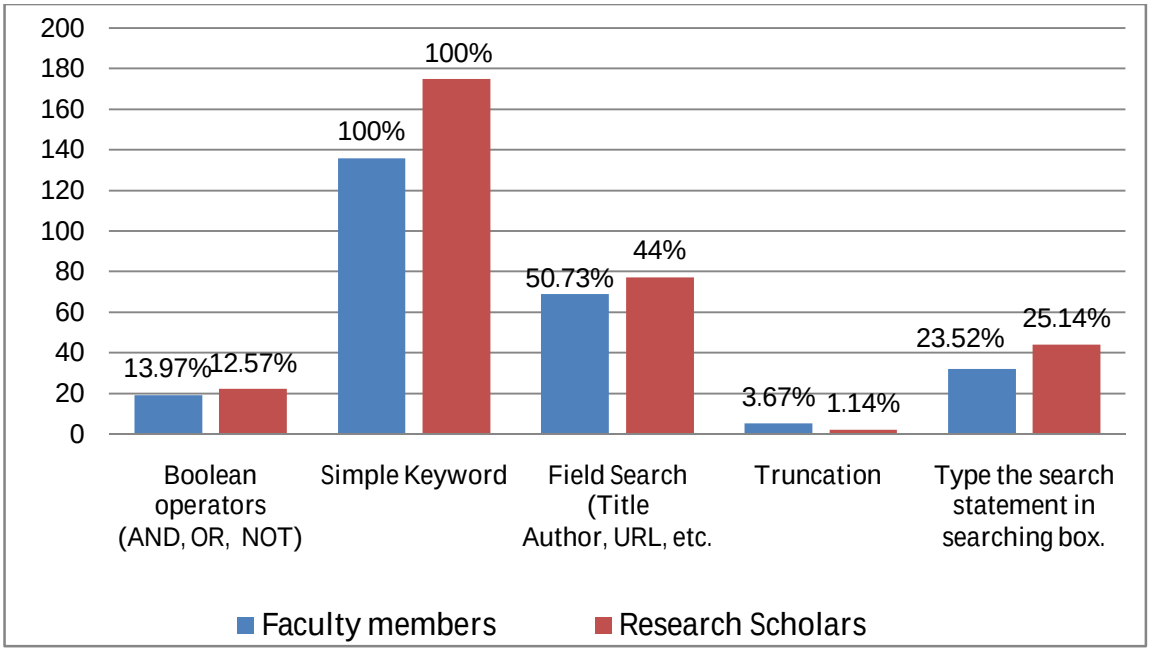

Figure-5.35: Techniques used for searching e-resources

5.39 SEARCH ENGINE PREFERRED TO SEARCH INFORMATION

In order to identify the search engine preferred to search for information, the respondents' were given four parameters such as Google, AltaVista, Bing., DuckDuckGo, and Yahoo. The respondents were given opted for their preferred search as we can see on the given Table-5.41 and Figure-5.36.

Table-5.40: Search engine preferred (More than one answer)

Search Engine	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Google	136(100%)	175(100%)	311(100%)
Altavista	26(19.11%)	32(18.28%)	58(18.64%)
Bing.	-	-	-
DuckDuckGo	-	-	-
Yahoo	84(61.76%)	78(44.57%)	162(52.09%)
WolframAlpha.	-	-	-
Ask.com	-	-	-

(Source Primary Data)

The analysis of the table revealed that a Maximum number of the respondents from faculty members and research scholars search for information from Google search engine. More than half 162(52.09%) of the respondents comprising of three-fifth 84(61.76%) of the faculty members and two-fifth 78(44.57%) of the research scholars also search information from 'Yahoo', follow by 58 one-fifth (18.64%) of the respondents also use the search engine 'Altavista' for searching information.

It was observed that, while the majority of the respondent use Google and Yahoo search engine, maximum number respondent does not use the search engine, Bing, Duck DuckGo, WolframAlpha and ask for searching information.

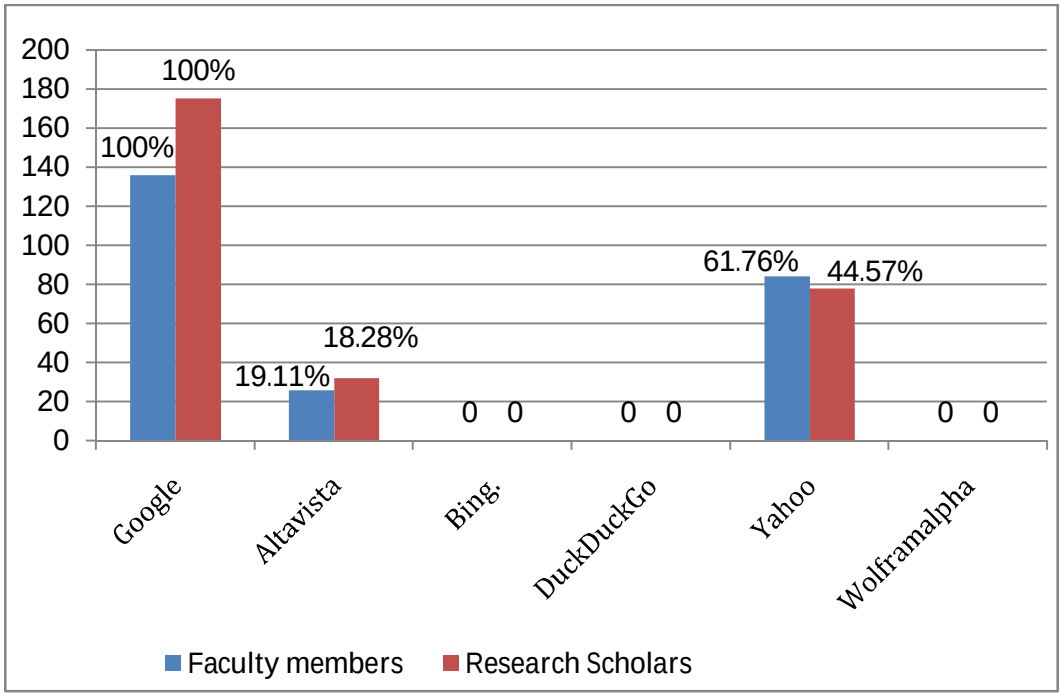

Figure-5.36: Search engine preferred

5.40 RELIABILITY AND THE AUTHENTICITY OF WEB INFORMATION

The respondents were given four options to choose such as, the hyperlink link given in a Library and Institutional sites, Frequency of updating (periodically updated sites), aesthetic aspects of websites (colourful and attractive), Institution reputation, Sources recommended by faculty and Librarian, author status and affiliation and Institution publisher's credibility there are to know how they evaluate the reliability and the authenticity of web information.

Table-5.41: Reliability and the Authenticity of web information

(More than one answer)

Methods	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Hyperlink link given in a Library/Institutional sites	54(39.70%)	46(26.28%)	100(32.15%)
Frequency of updating (periodically updated sites)	22(16.17%)	34(19.42%)	56(18%)
Aesthetic aspects of websites (colourful and attractive)	14(10.29%)	9(5.14%)	23(7.39%)
Institution reputation	88(64.70%)	96(54.85%)	184(59.16%)

Sources recommended by faculty and Librarian	-	37(21.14%)	37(11.89%)
Author status and affiliation	69(50.73%)	49(28%)	118(37.94%)
Institution publisher's credibility	96(70.58%)	106(60.57%)	202(64.95%)

(Source Primary Data)

The analysis of the data depicts that two-fifth 54(39.70%) of the faculty members and less than half 46(26.28%) of the research scholars opted for Hyperlink link given in a (Library and Institutional sites) for reliability and authenticity of web information. One-fifth 22(16.17%) of the faculty members and one-fifth 34(19.42%) of the research scholars opted for the frequency of updating (periodically updated sites). Whereas one-tenth 14(10.29%) of the faculty members and one-twentieth 9(5.14%) of the research scholars opted for Aesthetic aspects of websites (colourful and attractive). Also, three-fifth 88(64.70%) of the faculty members and one-twentieth 9(5.14%) of the research scholars opted for Institution reputation. One-fourth 37(21.14%) of the research scholars opted for Sources recommended by faculty and Librarian. Half 69(50.73%) of the faculty members and three-tenth 49(28%) of the research scholars opted for Author status and affiliation. Whereas seven-tenth 96(70.58%) of the faculty members and three-fifth 106(60.57%) of the research scholars opted for Institution publisher's credibility for reliability and authenticity of web information.

Overall analysis revealed that more than three-fifths 202(64.95%) the respondent opted for Institution publisher's credibility. Follow by three-fifth 184(59.16%) Institution reputation, two-fifth 118(37.94%) author status and affiliation, three-tenth 100(32.15%) Hyperlink link given in a (Library and Institutional sites), one-tenth 23(7.39%) aesthetic aspects of websites (colourful and attractive) and one-fifth 56(18%) Frequency of updating (periodically updated sites).

It was observed from the information that, the respondents are aware of evaluating the reliability and the authenticity of web information. Two-fifth of the respondents need to improve their skills in evaluating the reliability and the authenticity of the web information.

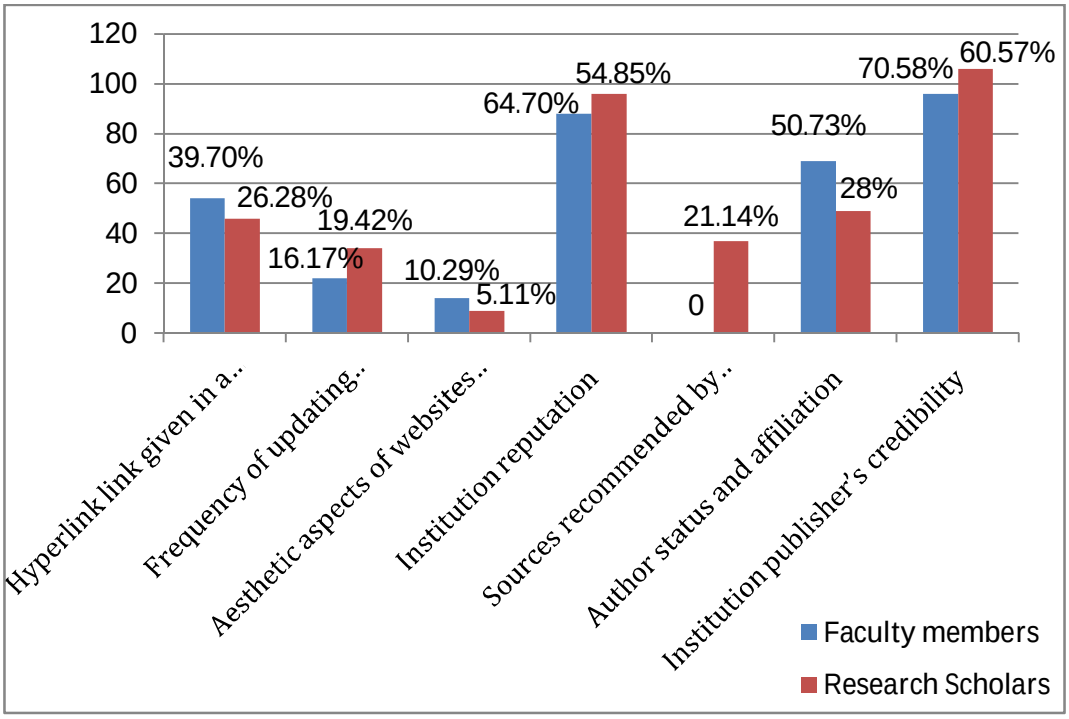

Figure-5.37: Reliability and the Authenticity of web information

5.41 INFORMATION MEDIA PREFERRED

In order to find out the respondents' information media preferred, the respondents were asked to give their answer on two options i.e. Print and Electronic. This question will enable the researcher to know the present status of Mizoram University in their preferred mode of information for their daily requirement.

Table-5.42: Information media preferred

Techniques	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Print	75(55.14%)	85(48.57%)	160(51.44%)
Electronic	61(44.85%)	90(51.42%)	151(48.55%)

(Source Primary Data)

The analysis of the data depicts that more than half 75(55.14%) of the faculty members still preferred to used Print media than electronic media, whereas less than half 85(48.57%) of the research scholars preferred print media. Only less than half 61(44.85%) of the faculty members preferred electronic media, whereas more than half 90(51.42%) research scholars preferred to use electronic media.

It was observed that more than half 160(51.44%) of the respondents' still preferred to used Print media. But it is very clear that use Electronic media has increase day by day.

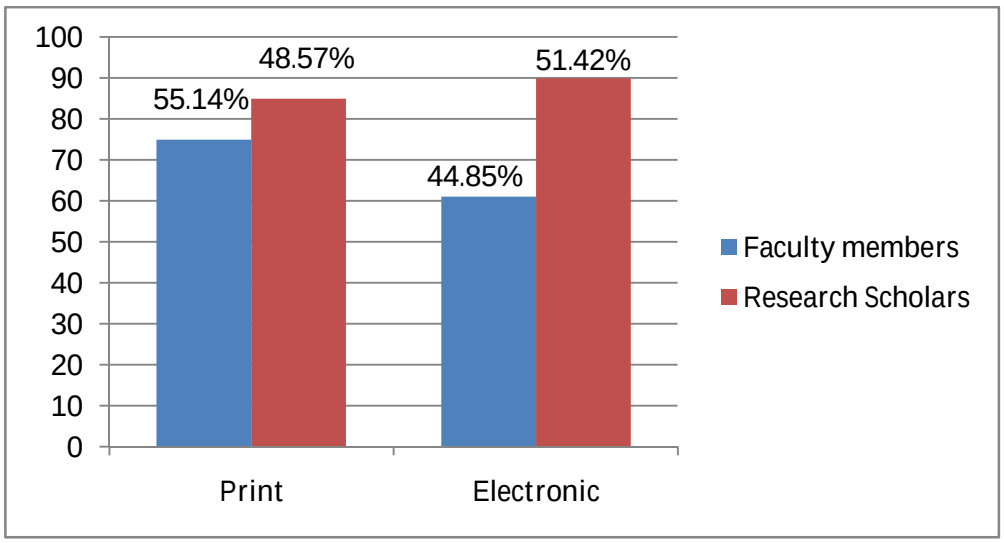

Figure-5.38: Information media preferred

5.42 ACCESS INFORMATION IN DIFFERENT FORMATS

In order to find out the respondents skills in access Information in Different Formats, the respondents were asked to give their level of accessing skills for Print and electronic formats.

Table-5.43: Access Information in Different Formats

Format	Level	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Print	**High**	89(65.44%)	124(70.85%)	213(68.48%)
	Average	47(34.55%)	51(29.14%)	98(31.51%)
	Low	-	-	-
Electronic	**High**	82(60.29%)	118(67.42%)	200(64.30%)
	Average	50(36.76%)	57(32.57%)	107(34.40%)
	Low	4(2.94%)	-	4(1.28%)

(Source Primary Data)

The analysis of the data depicts than three-fifth 89(65.44%) of the faculty members and seven-tenth 124(70.85%) of the research scholars rated their skills very high in accessing information in print format. Three-tenth 47(34.55%) of the faculty members and similarly three-tenth 51(29.14%) of the research scholars rated their skills average in accessing information in print format. Three-fifth 82(60.29%) of the faculty and less than seven-tenths 118(67.42%) of the research scholars rated their skills very high in accessing

information in electronic format. Two-fifth 50(36.76%) of the faculty members and three-tenth 57(32.57%) of the research scholars rated their skills average in accessing information in print format. Whereas one-twentieth 4(2.94%) of the faculty members rated their skills low in accessing information in electronic format.

The overall analysis revealed that majority Just less than seven-tenths 213(68.48%) of the respondents rated their skills very high in accessing information in print format. Three-tenth 98(31.51%) of the respondents rated their skills average in accessing information in print format. Three-fifth 200(64.30%) of the respondents rated their skills very high in accessing information in electronic formats. Whereas only three-tenth 107(34.40%) of the respondents rated their skills average in accessing information in print format. Only 4(2.94%) of the respondents have law skills in accessing information in electronic format.

It was observed that the respondents are aware of accessing information in print and electronic forms, whereas the percentage of access rate decreased in electronic formats.

5.43 EVALUATE INFORMATION IN DIFFERENT FORMATS

In order to find out the respondents skills in evaluation of Information in Different Formats, the respondents were asked to give their level of accessing skills for Print and electronic formats.

Table-5.44: Evaluate Information in Different Formats

Format	Level	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Print	**High**	35(25.73%)	54(30.85%)	89(28.61%)
	Average	98(72.05%)	104(59.42%)	202(64.95%)
	Low	3(2.20%)	17(9.71%)	20(6.43%)
Electronic	**High**	24(17.64%)	49(28%)	73(23.47%)
	Average	103(75.73%)	110(62.85%)	213(68.48%)
	Low	9(5.14%)	16(9.14%)	25(8.03%)

(Source Primary Data)

The analysis of the data reveal that three-fifth 89(28.61%) of the respondents which comprise one-fourth (25.73%) of the faculty members and more-than-half

54(30.85%) of the research scholars rated their skills very high in evaluating information in print format, where, three-fifth 202(64.95%) of the respondents comprising of seven-tenth 98(72.05%) of the faculty members and three-fifth 104(59.42%) of the research scholars rated their skills Average in evaluating information in print formats. Follow by One-twentieth 20(6.43%) of the respondents find it very low.

Majority of the respondents less than seventh-tenth 213(68.48%) were in the average level in evaluating electronic format. Most of the respondents are aware in evaluating information in electronic forms, whereas the percentage of the evaluation rate decreased in electronic formats. One-fourth 73(23.47%) of the respondents which comprise one-fifth 24(17.64%) of the faculty members and less than three-tenth 49(28%) of the research scholars rated their skills very high in evaluating information in electronic. Seventh-tenth 213(68.48%) of the respondents comprising of seven-tenth 103(75.73%) faculty members and three-fifth 110(62.85%) of the research scholars rated their skills average in evaluating information in electronic formats.

It was observed that majority of the respondents have average skills in evaluating information in different formats. Majority of the respondents find it more difficult to evaluate information in electronic media.

5.44 WHAT DID YOU DO, ONCE YOU USED THE ACCESS INFORMATION

To know action taken by the respondents once they used the access information four parameters, viz., save it in Computer in the forms of file and folder, Dispose of it, save it in a pen drive and don't know. The respondents were asked to give an answer to the given parameters. As we can see in the given table we can clearly depict the opinion of the respondents.

Table-5.45: Once you used the access information

Method	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Save it to Computer in the forms of file and folder	78(57.35%)	116(66.28%)	194(62.37)
Dispose it off	42(30.88%)	51(29.14%)	93(29.90%)
Save it in a pen drive	16(11.76%)	8(4.57%)	24(7.71%)
Don't know	-	-	-

(Source Primary Data)

The analysis of the data depicts that Three-fifth 78(57.35%) of the Faculty members and Less than seven-tenth 116(66.28%) of the research scholars save it in Computer in the forms of file and folder. Three-tenth 42(30.88%) of the Faculty members and less than three-tenth 51(29.14%) of the Research scholars dispose of the information once it is used. Also, more than one-tenth 16(11.76%) of the faculty members and one-twentieth 8(4.57%) of the research scholars choose to save it in a pen drive.

The overall analysis reveals that three-fifth 194(62.37%) of the respondents save it in Computer in the forms of file and folder. Also, three-tenth 93(29.90%) of the respondents dispose of the information once it is used. Whereas less than one-tenth 24(7.71%) of the respondents save it in a pen drive.

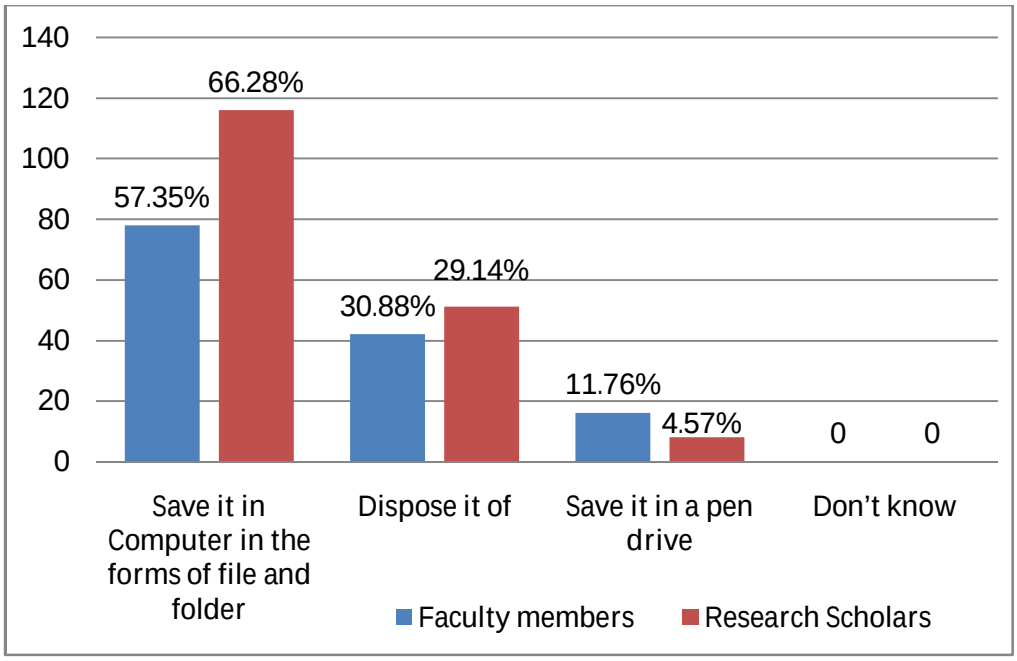

Figure-5.39: Once you used the access information

5.45 AWARE WITH THE WORDS PLAGIARISM

The digital environment brings us to transparency where it is easy to get access to different kind of information sources and help to adopt the contents from different sources. We can say that is the scholars are aware of the consequences of plagiarism the immediate effect is that they will surely avoid the practice of copying other works and give credits to the original authors.

Table-5.46: Aware of the words plagiarism

Awareness of Plagiarism	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Yes	136(100%)	175(100%)	311
No	-	-	-
Total	136	175	311 (100%)

(Source Primary Data)

The analysis of the data examined that maximum number of the respondents 136(100%) faculty members and 175(100%) research scholars claimed themselves to be aware of the words plagiarism.

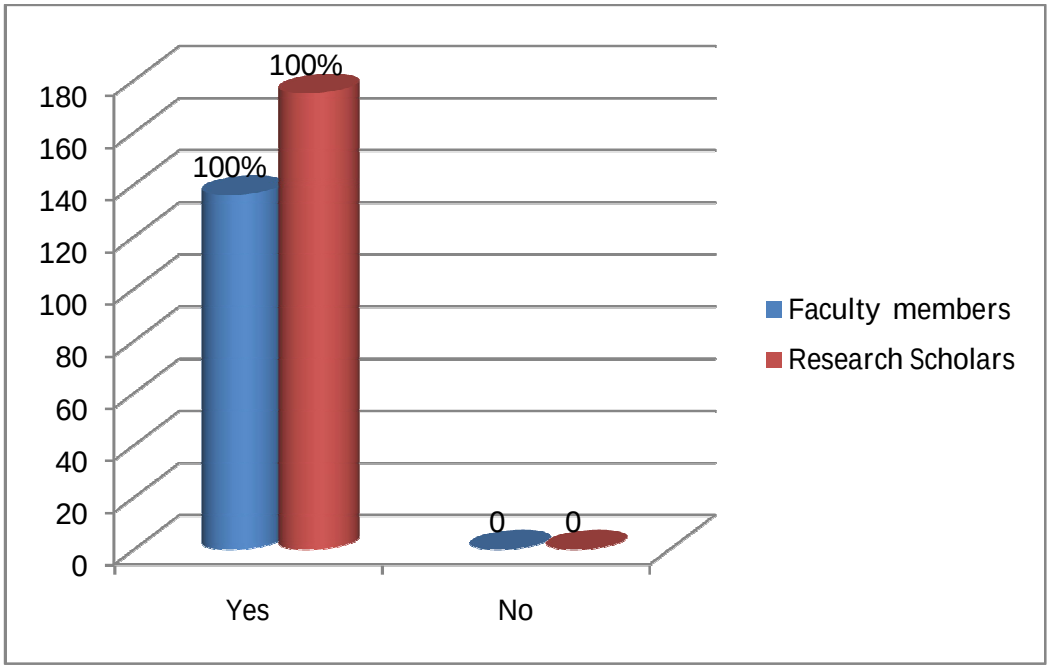

Figure-5.40: Awareness of the words plagiarism

5.46 FIRST TIME TO KNOW THE WORD 'PLAGIARISM'

In order to find out how long the respondents had already known the word plagiarism, the researcher made three parameters, viz., one year back, 2 to 3 years back, 4 to 7 years back and more than 8 years. The respondents give their answer in the given table to know how long they have known the word 'plagiarism'.

Table-5.47: Duration of knowing 'plagiarism'

Duration	Faculty Members (N=136)	Research Scholars (N=175)	Total (N=311)
At the time of responding to the questionnaire	-	-	-
One year back	-	17(9.71%)	17(9.71%)
2 to 3 years back	5(3.67%)	59(33.71%)	64(20.57%)
4 to 7 years back	57(41.91%)	76(43.42%)	133(42.76%)
More than 8 years	74(54.41%)	23(13.14%)	97(31.18%)

(Source Primary Data)

The analysis the data depict that two-fifth 133(42.76%) of the respondents comprising of 57(41.91%) faculty members and more than two-fifth 76(43.42%) research scholars knew the word plagiarism 4-7 years back. Three-tenth 97(31.18%) of the respondents comprising of more than half 74(54.41%) faculty members and three-twentieths 23(13.14%) research scholars knew the word plagiarism more than 8 years back. One-fourth 64(20.57%) majority of the respondents comprising of one-twentieth 5(3.67%) faculty members and more than three-tenth 59(33.71%) research scholars knew the word plagiarism 2-3 years back. Whereas only just less than one-tenth 17(9.71%) of respondents from research scholars known the word plagiarism one year back.

It was observed that all the respondents already the known as the word 'plagiarism' at the time of responding to the questionnaire. Also, the majority of the respondents came to known the word 'plagiarism' 4-7 years back.

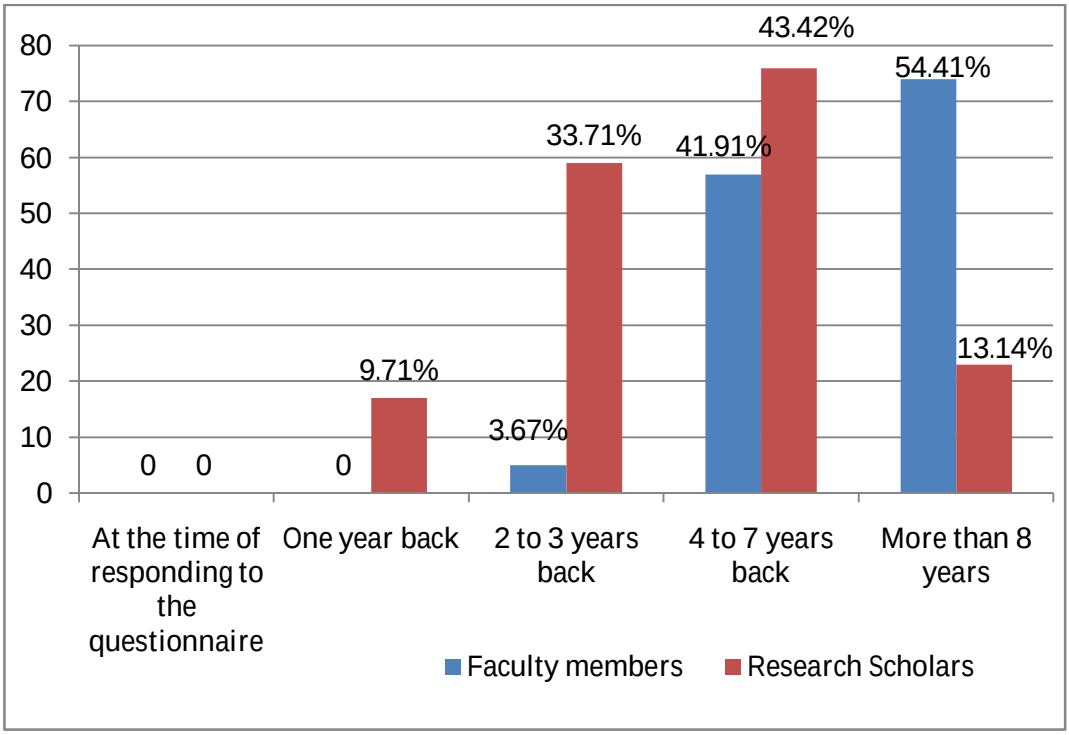

Figure- 5.41: Duration of knowing 'plagiarism'

5.47 DEPENDENCY ON THE INTERNET FOR WRITING THESIS AND RESEARCH PAPER

Table-5.48: Dependency on Internet

Dependency on Internet	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Highly depended	36(26.47%)	76(43.42%)	112(36.01%)
Frequently depended	56(41.17%)	57(32.57%)	113(36.33%)
Occasionally depended	34(25%)	40(22.85%)	74(23.79%)
Rarely depended	10(7.35%)	2(1.14%)	12(3.85%)

(Source Primary Data)

The analysis of the data depicts that less than three-tenths 36(26.47%) of the faculty members and two-fifth 76(43.42%) of the research scholars highly depend on the Internet for writing thesis and research paper. Also, two-fifth 56(41.17%) of the faculty members and three-tenth 57(32.57%) of the research scholars frequently depend on the internet. Follow by less than three-tenth 34(25%) of the faculty and two-fifth 40(22.85%) of the research scholars occasionally depend on the Internet, whereas only less than one-tenth 10(7.35%) of the faculty and less than one-twentieth 2(1.14%) of the research scholars rarely depend on the Internet for writing thesis and research paper.

Overall analysis revealed that two-fifth 113(36.33%) of the respondents frequently depend on internet for writing thesis and research paper, follow by two-fifth 112(36.01%) of the respondents highly depend on Internet, one-fourth 74(23.79%) of the respondents occasionally depend on Internet, whereas only one-twentieth 12(3.85%) of the respondents rarely depend on Internet for writing thesis and research paper.

It was observed that majority of the respondents depend on the Internet for writing thesis and research paper, whereas only a few of the respondents rarely depend on the Internet for writing thesis and research paper.

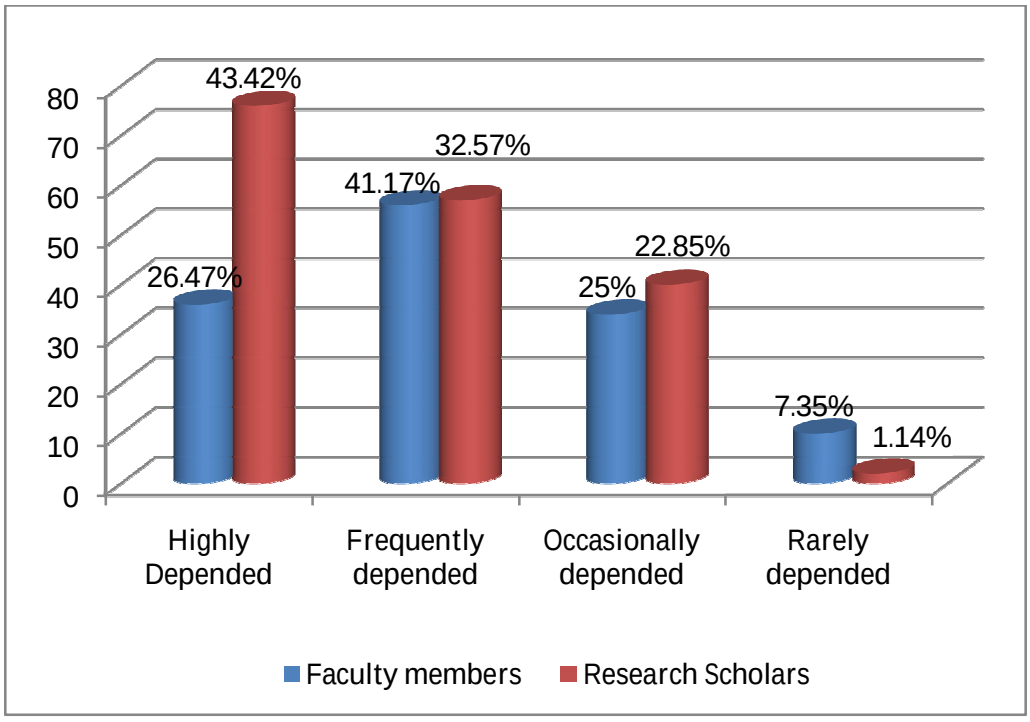

Figure-5.42: Dependency on Internet

5.48 GIVING REFERENCES WHILE TAKING TEXT AND IDEAS OF OTHERS' WORK

In order to know the respondents give reference while taking some part of the text or ideas of others. The researcher gives five parameters to give an answer by the respondents.

Table-5.49: Giving reference taking ideas and part of the text

Frequency	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Always	66(48.52%)	75(42.58%)	141(45.33%)
Often	56(41.17%)	80(45.71%)	136(43.72%)
Occasionally	12(8.82%)	12(6.85%)	24(7.71%)
Rarely	2(1.47%)	8(4.57%)	10(3.21%)
Never	-	-	-

(Source Primary Data)

The analysis of the data depicts that just less than half 66(48.52%) of the respondents from faculty members and two-fifth 75(42.58%) of the research scholars always give the reference while taking some part of text and ideas of others. Two-fifth 56(41.17%) of the faculty members often give the reference while taking some part of text and ideas of others where more respondents more than two-fifth 80(45.71%) from the research scholars often give it. Less than one-tenth 12(8.82%) of the faculty members and one-twentieth 12(6.85%) of the research scholars occasionally give the reference while taking some part of text and ideas of others. Whereas only one-thirty 2(1.47%) of the faculty members and one-twentieth 8(4.57%) of the research scholars rarely give the reference while taking some part of text and ideas of others.

The overall analysis revealed that majority 141(45.33%) which is less than half of the respondents always give the reference while taking some part of text and ideas of others. Follow by more than two-fifth 136(43.72%) of the respondents often give the reference while taking some part of text and ideas of others. One-tenth 24(7.71%) of the respondents occasionally give the reference while taking some part of text and ideas of others. Whereas only one-twentieth 10(3.21%) of the respondents rarely give the reference while taking some part of text and ideas of others.

It found that a maximum number of the respondents from Mizoram University give references while taking some part of text and ideas from others work.

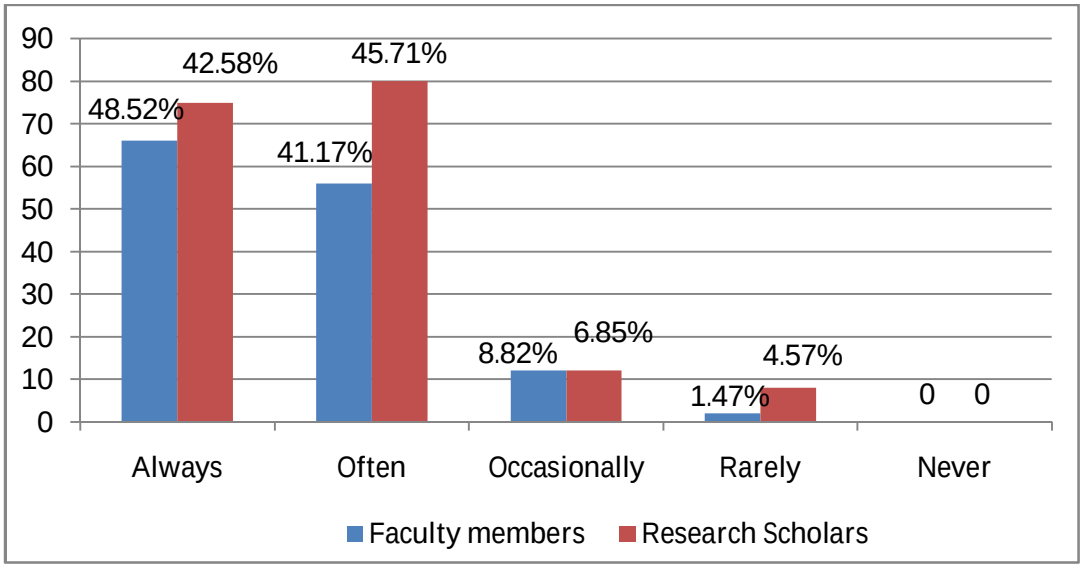

Figure-5.43: Giving reference taking ideas and part of the text

5.49 CITING THE SOURCES OF INFORMATION IN RESEARCH WORK

It is always necessary to cite when you copy someone text because when you cite sources properly, you leave no question in your readers' minds regarding your point. Moreover, by citing, you can easily use active language and avoid raising the dreaded red flag of passivity to those of the journal editors and reviewers. Cite well, and you may forever erase the phrase "It is said" from your works. The table-5.51 shows how the respondents cite the sources of Information in their research work.

Table-5.50: Cite the sources of Information in your research work

Technique	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Always	40(29.41%)	19(10.85%)	59(18.97%)
Mostly	96(70.58%)	145(82.85%)	241(77.49%)
Sometimes	-	11(6.28%)	11(3.53%)
Never	-	-	-

(Source Primary Data)

The analysis of the data depicts that three-tenth 40(29.41%) of the respondents from faculty members always cite the sources of Information in their research work, whereas only one-tenth 19(10.85%) of the research scholars always cite the sources of Information in their research work. Seven-tenth 96(70.58%) of the faculty members mostly cite the sources of Information in their research work, similarly, the majority of the research scholars four-fifth 145(82.85%) mostly cite the sources of Information in their research work. Only one-

twentieth 11(6.28%) of the respondents from the research scholars opted for Sometimes.

The overall analysis of the information revealed that majority four-fifth 241(77.49%) of the respondents mostly cite the sources of Information in their research work. Follow by one-fifth 59(18.97%) respondents always cite the sources of Information in their research work. Only less than one-tenth 11(6.28%) of the respondents opted to cite for Sometimes.

It was observed that majority respondent always cite the sources of Information in their research work

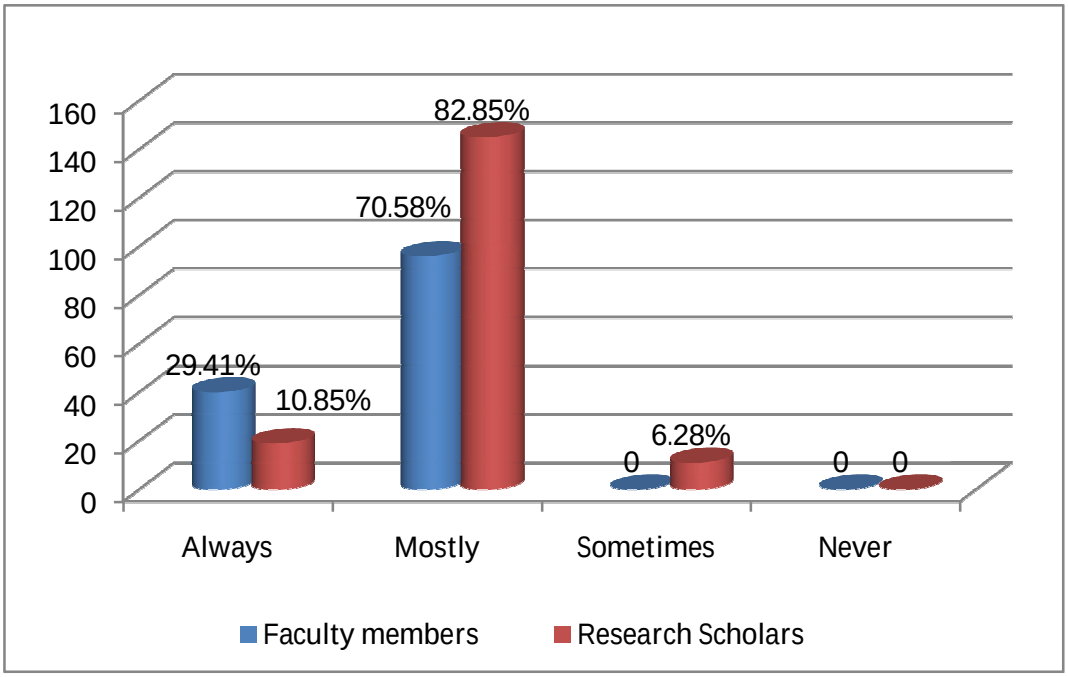

Figure-5.44: Cite the sources of Information in your research work

5.50 VIEW ON THE STATEMENT "PLAGIARISM SHOULD BE AVOIDED."

Table-5.51: Plagiarism

Method	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Strongly agree	110(80.88%)	95(54.28%)	205(65.91%)
Agree	26(19.11%)	80(45.71%)	106(34.08%)
Undecided	-	-	-
Disagree	-	-	-
Strongly disagree	-	-	-

(Source Primary Data)

The analysis of the data depicts that four-fifth 110(80.88%) of the faculty members strongly agree that Plagiarism should be avoided whereas it came down to more than half 95(54.28%) among the research scholars. One-fourth 26(19.11%) of the faculty members just agree that Plagiarism should be avoided whereas it came up less than half 80(45.71%) of the respondents among the research scholars.

The overall analysis revealed that the majority less than seven-tenths 205(65.91%) respondents strongly agree that Plagiarism should be avoided whereas three-tenth 106(34.08%) of the respondents agree that Plagiarism should be avoided. None of the criteria such as Undecided, Disagree and strongly disagree were opted by the respondents.

It was observed that all the respondents have agreed with the statement that plagiarism should be avoided.

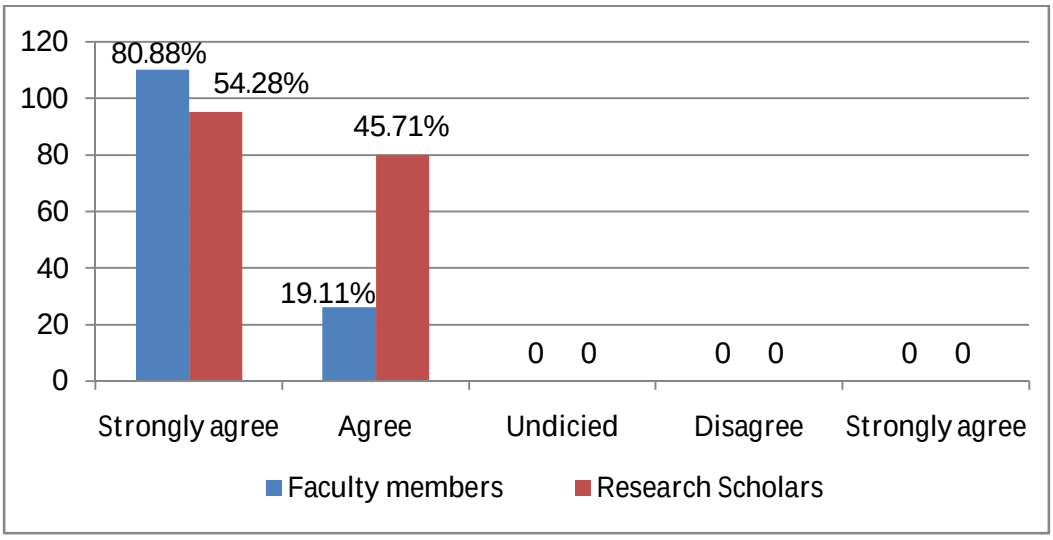

Figure-5.52: Plagiarism

5.51 AWARENESS WITH THE IPR IN WRITING ARTICLE AND THESIS

Intellectual property rights (IPR) are rights to protect product or services from being copied or stolen by others. IPR cover human intellect creations, such as trademarks or artistic works, such as music, books, films, inventions, designs, photographs etc. This shows us a useful opening point for research on Intellectual Property Rights to the faculty members and research scholar

Table-5.52: Intellectual property Right

Awareness of IPR	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Yes	136(100%)	168(96%)	304(97.74%)
No	-	7(4%)	7(4%)
Total	136(100%)	175(100%)	311(100%)

(Source Primary Data)

The analysis of the data depicts that Maximum number 136(100%) of the faculty members are aware with Intellectual property rights in writing article and thesis whereas more than nine-tenth 168(96%) of the research scholars are aware with it. One-twentieth 7(4%) of the research scholars are not aware of Intellectual property rights in writing article and thesis.

If yes, how did you implement in your research work?

Table-5.53: Implement IPR in research work

Research Implementation	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Seek permission from copyright holder	11(8.08%)	-	11(3.53%)
Make fair use of Information	125(91.91%)	168(96%)	293(94.21%)
Copy the whole text without informing the copyright holder	-	-	-

(Source Primary Data)

The analysis of the information revealed that less than one-tenth 11(8.08%) of the faculty implement Intellectual property rights by seeking permission from copyright holder. Whereas nine-tenth 125(91.91%) of the faculty and more than nine-tenths 168(96%) of the research scholars implement Intellectual property rights by making fair use of Information.

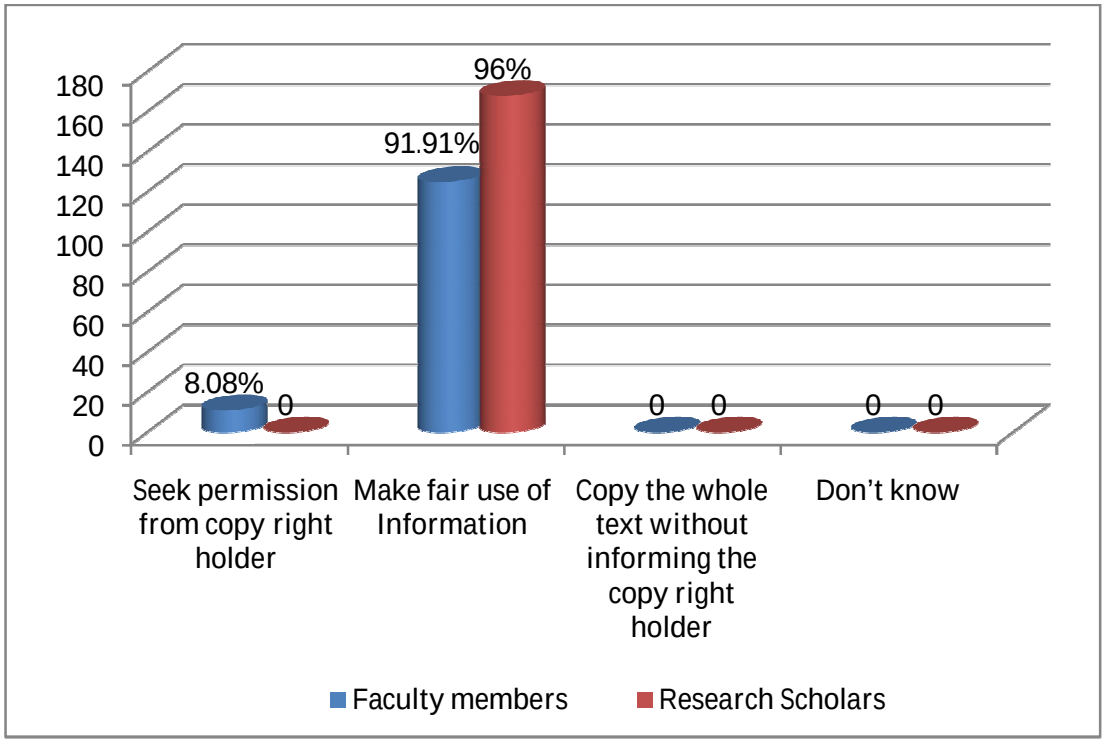

Figure-5.46: Implement IPR in research work

5.52 AWARENESS WITH E-SHODHSINDHU LIBRARY CONSORTIUM

Under e-Shodhsindhu Consortium, there are current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and information bases in different disciplines from a large number of publishers and aggregators to its members Institution.

To be aware with-shodhsindu is a very strong weapon for research scholars and faculty. This is a gateway to know where many information bases and electronic journals are available in a different discipline. Table-5.55, supported with figure-5.47 reflects the awareness among respondent about this consortium.

Table-5.54: Awareness of E-Shodhsindhu

Frequency	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Yes	115(84.55%)	121(69.14%)	236(75.88%)
No	21(15.44%)	54(30.85%)	75(24.11%)
Total	136(100%)	175(100%)	311(100%)

(Source Primary Data)

The analysis of the data depicts that seven-tenth 236(75.88%) respondents which constituted four-fifth 115(84.55%) the faculties and less than seven-tenths 121(69.14%) of the research scholars were aware of e-Shodhsindhu

Library consortium. One-fourth 75(24.11%) respondents which constituted one-fifth 421(15.44%) the faculties and one-fourth 75(24.11%) of the research scholars were not aware of this consortium and its resources.

It was clearly observed that majority seven-tenth 236(75.88%) of the respondents were aware with e-Shodhsindhu Library consortium whereas only one-fourth 75(24.11%) of the respondents are not aware of it.

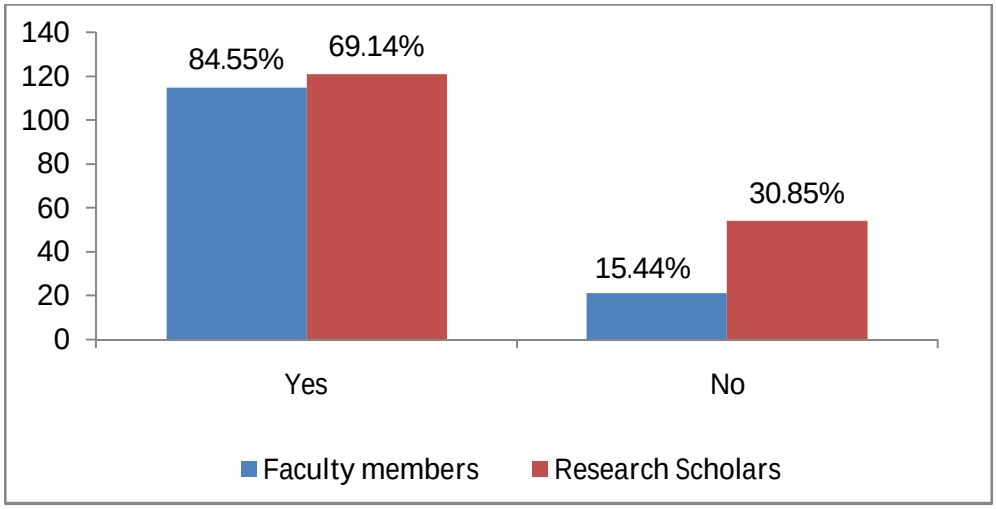

Figure-5.47: Status of awareness with e-Shodhsindu

5.53 SOURCE OF AWARENESS ABOUT E-SHODHSINDHU CONSORTIUM

Proper information with the right source is essential for the proper utilization of e-shodhsindhu resources. Always a source of information has an important role in terms of awareness about information source. Table-5.56 and figure-5.48 show the source of awareness about e-shodhsindu consortium among respondent.

Table-5.55: Source of Awareness about E-Shodhsindhu Consortium

Source	Faculty (N=136)	Research Scholars(N=175)	Total (N=311)
Self	12(8.82%)	4(2.28%)	16(5.14%)
Friends/colleagues	54(39.70%)	40(22.85%)	94(30.22%)
Library staff	28(20.85%)	20(11.42%)	48(15.43%)
Internet	13(9.55%)	8((4.57%)	21(6.75%)
Teacher	-	32(18.28%)	32(10.28%)
Library Website	27(19.85%)	16(9.14%)	43(13.82%)
Library Orientation	2(1.47%)	55(31%)	57(18.32%)

(Source Primary Data)

The analysis of the data depicts that less than one-tenth 12(8.82%) of the faculties and one-twentieth 4(2.28%) of the research scholars reported that they came to know about e-shodhsindhu by self. Two-fifth 54(39.70%) of the faculties and one-fourth 40(22.85%) of the research scholars came to know about e-shodhsindhu from their Friends and colleagues, one-fourth 28(20.85%) of the faculties and more than one-tenth 20(11.42%) of the research scholars from Library staff, one-tenth 13(9.55%) of the faculty and one-twentieth 8((4.57%) of the research scholars from Internet. One-fourth 27(19.85%) of the faculty and one-tenth 16(9.14%) of the research scholars know through the library website, while 2(1.47%) of the faculty members and maximum research scholars three-tenth 55(31%) came to know from Library Orientation.

Overall analysis revealed that one-twentieth 16(5.14%) of the respondents came to know about e-Shodhsindhu by self. Three-tenth 94(30.22%) of the respondents came to know about e-Shodhsindhu from their Friends and colleagues. One-fifth 48(15.43%) of the respondents came to know about e-Shodhsindhu from Library staff. Whereas, one-twentieth 21(6.75%) of the respondent came to know from the Internet. One-tenth 32(10.28%) of the respondents came to know about e-Shodhsindhu from their teacher. One-tenth 43(13.82%) of the respondents know through the library website. One-fifth 57(18.32%) of the respondents came to know from Library Orientation.

It is observed that majority three-tenth 94(30.22%) of the respondents came to know about e-Shodhsindhu from their friends and colleagues follow by one-fifth 57(18.32%) of the respondents came to know from a Library Orientation. These happened because the majority of the faculty doesn't attend library orientation program. The Central Library need to conduct special programmed for faculty regarding the use of e-resources.

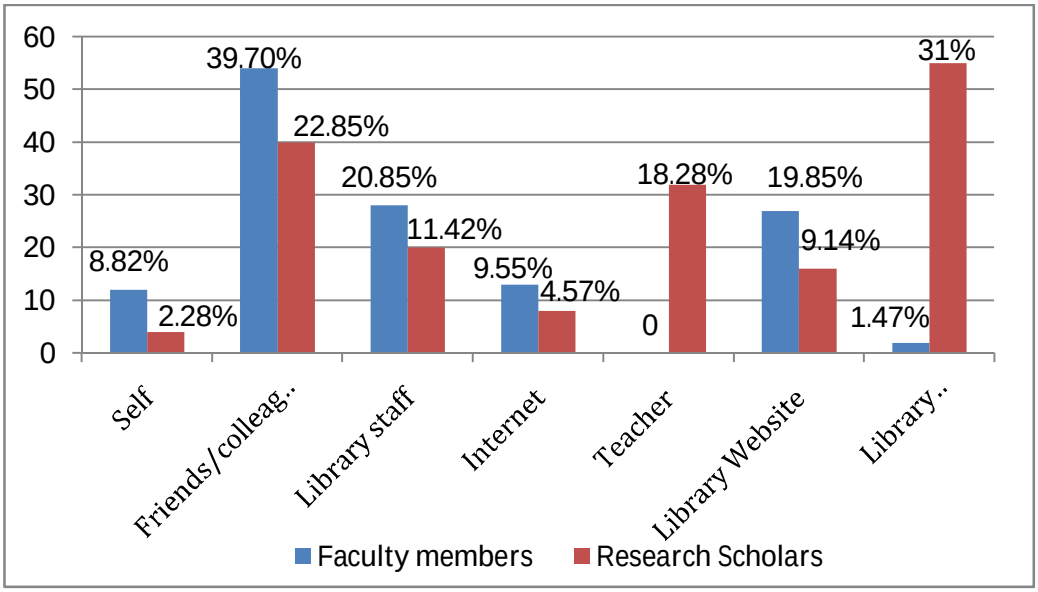

Figure-5.48: Source of Awareness of E-Shodhsindhu Consortium

5.54 FREQUENCY TO ACCESS AND MAKE USE OF CONSORTIUM

The usage of e-Shodhsindhu is a parameter to measure the frequency of uses of this library consortium. The frequency of use is directly related to usage of consortium by users. Table-5.57: supported with figure-5.49 reflects the frequency to use e-Shodhsindhu by respondent.

Table-5.56: Frequency of access to a consortium

Access Point	Faculty (N=136)	Research Scholars(N=175)	Total (N=311)
Every Day	22(16.17%)	5(2.85%)	27(8.68%)
2-3 times in a week	58(42.64%)	54(30.85%)	112(36.01%)
Once in a week	27(19.85%)	52(29.71%)	79(25.40%)
Once in weeks	16(11.76%)	45(25.71%)	61(19.61%)
Occasionally	13(9.55%)	24(13.71%)	37(11.89%)

(Source Primary Data)

The analysis of the data depicts that one-twentieth 5(2.85%) research scholars were using e-Shodhsindhu consortium every day while one-fifth 22(16.17%) faculties used this consortium every day. Two-fifth 58(42.64%) of the faculties and three-tenth 54(30.85%) of the research scholars used 2-3 times in a week, two-tenth 27(19.85%) faculties and three-tenth 52(29.71%) of the research scholars used once in a week and one-tenth 16(11.76%) of the faculties and one-fourth 45(25.71%) of the research scholars used the consortium once in two weeks. Whereas, only one-tenth 13(9.55%) of the faculties and similarly one-tenth 24(13.71%) of the research scholars used the consortium occasionally.

It was observed that majority of the respondent's access e-shodhsindhu regularly and plays a very important role for both the faculty and research scholars in giving their necessary information.

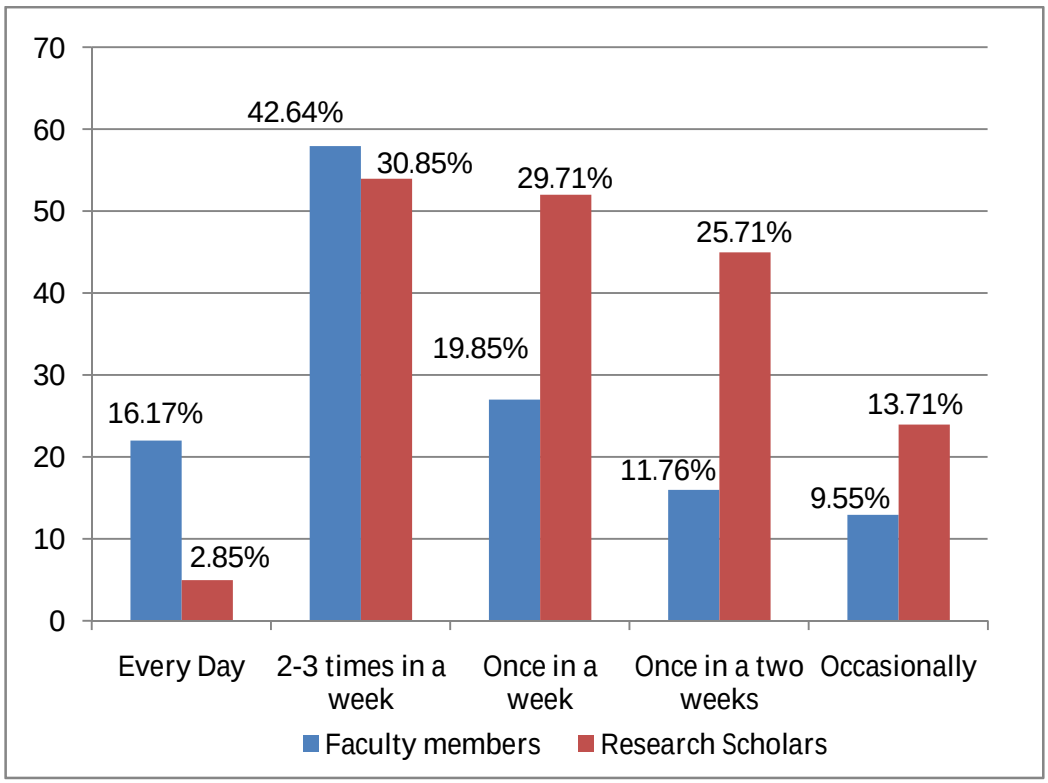

Figure-5.49: Frequency to access e-Shodhsindhu

5.55 SATISFACTION WITH ORIENTATION PROGRAMME

In order to know the satisfaction level with the Information Literacy and Orientation Programme organized by the library, four opted question was given to the respondents.

Table-5.57: Satisfaction with Orientation

Satisfaction Level	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Very Satisfied	0	4(2.28%)	4(1.28%)
Satisfied	23(16.91%)	78(44.57%)	101(32.47%)
Neutral	69(50.73%)	71(40.57%)	140(49%)
Not satisfied	21(15.44%)	22(12.57%)	43(13.82%)

(Source Primary Data)

The analysis of the information depict that half 69(50.73%) of the respondents from faculty members opted for neutral with the satisfaction Level with

Information Literacy and Orientation Programme, follow by one-fifth 23(16.91%) satisfied and similarly one-fifth 21(15.44%) of faculty members were not satisfied with Information Literacy and Orientation Programme.

Overall analysis of the information examined that more than three-tenth 105(33.76%) of the respondents believe that orientation programmers offered by the library would enable the users in searching and referring the needs books and information with ease. Less-than-half 140(49%) of the respondents were neutral giving no opinion. Whereas, only three-twentieth 43(13.82%) of the users are unsatisfied with the Orientation programme.

It was observed that majority of the respondents were satisfied with the Orientation programme organized by the Library.

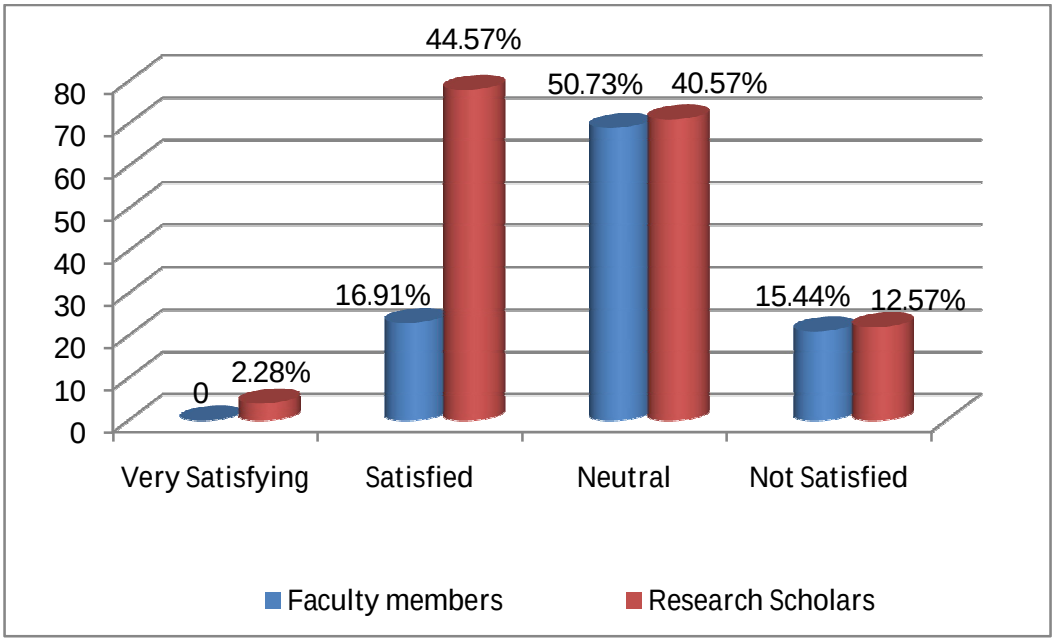

Figure-5.50: Satisfaction with Orientation Programme

5.56 NEED OF INSTRUCTION OR TRAINING

In order to find out areas needs for instruction or training the respondent were given a different parameter to opt for their choices. The below Table clearly depict the respondent level in their requirement for instruction and training.

Table-5.58: Instruction or training (More than one answer)

Satisfaction Level	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Use of printed resources	15(11.02%)	4(2.28%)	19 (6.10%)
Use of e-resources	86(63.23%)	112(64%)	198 (63.66%)
Use of Computers	11(8.08%)	5(2.85%)	16(5.14%)
Search strategies	23(16.91%)	29(16.66%)	52(16.72%)
OPAC	21(15.44%)	12(6.85%)	33(10.61%)
Internet	30(22.05%)	19(10.91%)	33(10.61%)
Library catalogue & classification	130(95.58%)	165(94.28%)	295(94.85%)

(Source Primary Data)

The analysis of the data depict that majority 130(95.58%) of the faculty members and more than nine-tenths 165(94.28%) of the research scholars need instruction and training on Library catalogue& classification. Follow by three-tenth 86(63.23%) of the faculty members and more than three-tenth 112(64%) of the research scholars needs instruction or training on use of e-resources, one-fifth 23(16.91%) of the faculty members and one-fifth 29(16.66%) of the research scholars needs instruction or training on search strategies, follow by 21(15.44%) of the faculty members and less than one-tenth 12(6.85%) of the research scholars need on use of OPAC, similarly more than one-fourth 30(22.05%) of the faculty members and one-tenth 19(10.91%) research scholars need instruction on the use Internet. More than one-tenth 15(11.02%) of the faculty members and one-twentieth 4(2.28%) of the research scholars needs on Use of printed resources, only one-tenth 11(8.08%) of the faculty members and one-twentieth 5(2.85%) of the research scholars needs instruction and training on use of Computers.

Overall analysis revealed that nine-tenth 295(94.85%) majority of the respondent needs instruction and training on Library catalogue& classification. Follow by three-fifth 198 (63.66%) of the respondent's needs on use of e-resources, one-fifth 52(16.72%) needs on use of OPAC, Similarly, one-tenth 33(10.61%) of the respondents needs on use of OPAC and Internet. Less than one-tenth 19 (6.10%) needs on use of printed resources, only one-twentieth 16(5.14%) of the respondents needs instruction and training on the use of Computers.

It was observed that majority of the respondents' needs instruction and training on the use of e-resources and use of Library catalogue& classification.

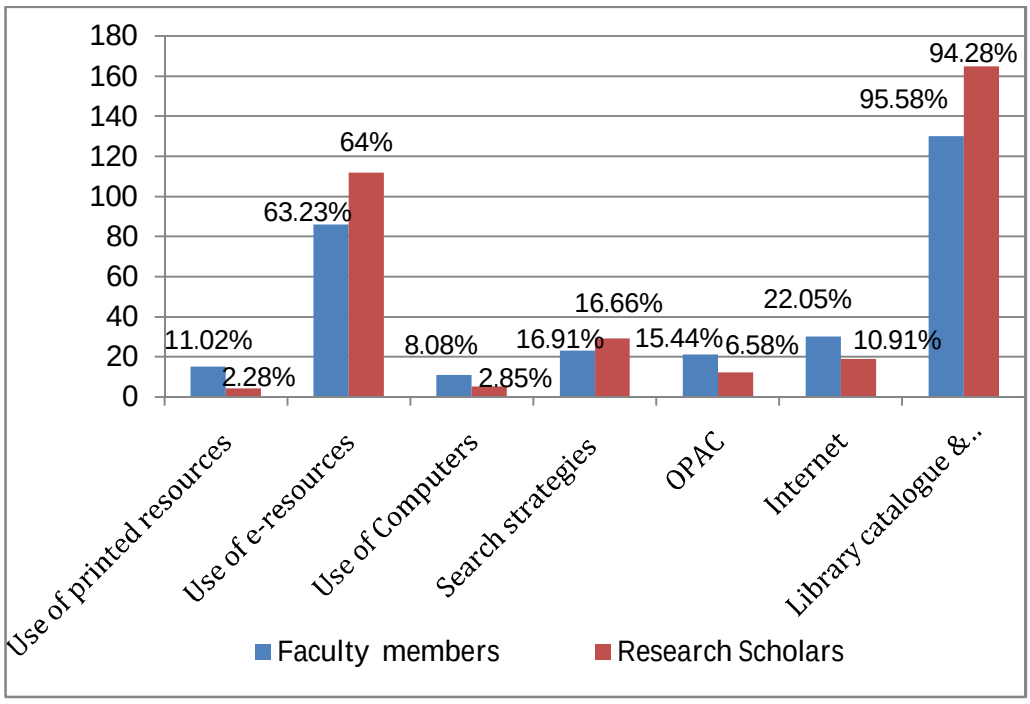

Figure-5.51: Instruction or training

5.57 HYPOTHESIS TESTING

Statistical methods Mann-Whitney U test (Non-parametric equivalent to independent samples t-test) have been used. The collected information has been analyzed with the help of SPSS. The Mann-Whitney U test is used to compare whether there is a difference in the dependent variable for two independent groups. It compares whether the distribution of the dependent variable is the same for the two groups and therefore from the same population. The test ranks all of the dependent values i.e. lowest value gets a score of one and then uses the sum of the ranks for each group in the calculation of the test statistic.

H1: There is no significant difference between faculty and research scholars in their familiarity with the word Information Literacy.

Table-5.59: H1: Test of difference

Test	Sum of Ranks
Mann-Whitney U	9015.500
Wilcoxon W	24415.500
Z	-5.267
Asymp. Sig. (2-tailed)	.000

(Source Primary Data)

A non-parametric hypothesis test, Man-Whitney U Test indicates that there is a significant difference between faculty and research scholar of Mizoram University, as $p<0.05$ (i.e. 0.000). Thus, H1 is rejected.

H2: Faculty members and research scholars have positive perception about information literacy for various academic performances.

In order to find out Faculty members and research scholars have positive perception about information literacy for various academic performances respondents were asked to give their opinion whether is it very useful, useful and not useful or cannot say. Table-5.61 provides the detail information about the respondent's information literacy skills in the present digital environment.

Table-5.60: H2: Information literacy for academic activities

IL Skills	Faculty (N=136)	Research Scholar (N=175)	Total (N=311)
Very Useful	37(27.20%)	63(36%)	100(32.15%)
Useful	99(72.79%)	112(65.88%)	211(67.84%)
Not Useful	-	-	-
Cannot Say	-	-	-

(Source Primary Data)

The analysis of the information revealed that less than three-tenths 37(27.20%) of the faculty members and two-fifth 63(36%) of the research scholar assert that information literacy skills in the present digital environment is very useful. Whereas the majority of the respondent seven-tenth 99(72.79%) of the faculty members and three-fifth 112(65.88%) of the research scholar claim that information literacy skills in the present digital environment are useful. All the respondents declare that information literacy skills in the present digital environment are useful. Thus, H2 is accepted.

H3: Research scholars are more used to electronic literacy than faculty members.

Table-5.61: Test of difference

Source	N	Mean Rank	Sum of Ranks
Faculty	136	148.92	20253.00
Research Scholar	175	161.50	28263.00
Total	311		

(Source Primary Data)

Test of difference

Test	Sum of Ranks
Mann-Whitney U	10937.000
Wilcoxon W	20253.000
Z	-1.470
Asymp. Sig. (2-tailed)	.142

(Source Primary Data)

The mean rank of faculty members is less than that of Research scholars as shown in Table-5.62B: indicating that faculty members are less used to electronic media. However, U test arrived at an insignificant p level >.05 (i.e. 0.142). Thus, H3 is accepted.

6.1 MAJOR FINDING OF THE STUDY

Based on the information analysis of the study, many findings are drawn and it is divided into two groups-

1) Finding based on the Objectives. 2) General Findings.

6.1.1 FINDING ACCORDING TO THE OBJECTIVES OF THE STUDY:

1. **The findings based on the first objectives of the study:**
    a. Majority of the respondents (79.74%) from faculty members and research scholars are familiar with the word information Literacy.
    b. All the respondents are aware of Circulation and Photocopy services of the library, follow by Internet Browsing Services (67.20%), OPAC (60.12%), Reference services (53.69%), database searching (48.55%), and Brail Service for blind students (39.54%).
    c. Respondents have high skills in accessing information from print sources. Almost 65% of the faculty members and 70.85%research scholars rated their skills very high in accessing information in print format and 34.55% faculty and 29.14% of the research scholar rated their skills average.
    d. Respondents have satisfactory compatibility in handing e-resources but the percentage is little less in comparison to print sources. About 60.29% faculty and 67.42% research scholar rated their skills very high in accessing information in electronic format and 36.76% of the faculty members and 32.57% research scholar rated their skills average. Only 2.94% of the faculty members rated their skills low in accessing information in electronic format.
    e. All the faculty members and the majority of the research scholars (89.14%) are aware of the statement 'peers reviews' article. Only (19%) from the researches scholar are not aware of the statement peer review articles.
    f. All faculty members and 73.85% research scholars knew the word plagiarism since 4-8 years while 20.57% of the respondents know

the word plagiarism only last 2-3 years back and 9.71% research scholars known the word plagiarism one year back only during their research work.

g. Almost half of the respondents (48.52%) from faculties and 42.58% research scholars always give the reference while taking some part of text and ideas from others while 41.17% faculty members and 45.71%research scholars often gave the reference. Only 9% of the faculty members occasionally give the reference and 4.57% research scholars rarely give the reference while taking some part of text and ideas of others.

h. It found that 30% of faculty members and 10.85% research scholars always cite the sources of Information in their research work. It revealed that 70.58% faculty members and 82.85% research scholars mostly cite the sources and 6.28% research scholars cite the information source only sometimes.

i. It was depicted that 8.08% faculty members implement IPR by seeking permission from the copyright holder, whereas 91.91% of the faculty members and 96% of the research scholars implement IPR by making fair use of Information.

j. Majority of the faculty members (80.88%) and 54.28% research scholars strongly agree that Plagiarism should be avoided whereas 19.11% faculty members and 45.71% research scholars just agree that Plagiarism should be avoided whereas it.

2. The findings based on the secondary objectives of the study:

a. It is found that 27.20% faculty members and 36% research scholars assert that information literacy skills in the present digital environment are very useful while 72.79% faculty members and 65.88% research scholars assert useful. None of the candidates assert that information literacy skills in the present digital environment are useless.

b. Majority of the respondents consisting 94.85% faculty members and 97.14% research scholars are familiar with MS PowerPoint handling, 76.20% of the respondents consisting of half (50.73%) of faculty members and 96% of research scholars are found to be familiar with MS Excel. Whereas only 13.82% of the respondents consisting 8.08% faculty members and 18.28% research scholars are familiar with MS Access.

c. Total 94.85% faculty members and 80.57% research scholars search the latest online content in their field by the requirement on the search engine, 87.5% of faculty members and 54.85% research scholars received the table of content through email-alert services, 24.26% faculty members and 23.42% research scholars know the latest online content by browsing online journals regularly. Further, 24.26%faculty members and 14.85%research scholars know the latest content through discussion list and forum and only 2.94% faculty members and 3.42% research scholars know latest online content through indexing & abstracting services.

d. All the respondents use simple keyword for searching e-resources, follow by 50.73% faculty members and 44% research scholars used field search such as title, author etc.. 23.52% faculty members and 25.14% research scholars search e-resources by typing the search statement in the searching box, whereas 13.97% faculty members and 12.57% research scholars used Boolean operators (AND, OR, NOT) for searching e-resources. Only 3.67% faculty members and 1.14% research scholars use truncation mark for searching e-resources.

e. It found that 26.47% faculty members and 43.42% research scholars highly depend on the Internet for writing thesis and research paper. Also, 41.17% of the faculty members and 32.57% research scholars frequently depend on the internet, followed by

25% faculty members and 22.85% research scholars occasionally depend on Internet, whereas only 7.35% of the faculty members and 1.14% of the research scholars do not depend on the Internet for their research work.

f. It was depicted that majority of the respondents (93.89%) were using e-resources; whereas (6.10%) of the respondents were not using electronic resources for their academic purpose.

3. The findings based on the third objectives of the study:

a. It was found that the Computer plays a very important role in teaching and research because the majority of the respondents constituting 88.97% faculty members and 96.57%research scholars find computer very useful for teaching and research. Follow by 29.90% respondents comprising 11.02% faculty members and 3.42% research scholars find it useful.

b. In writing a research paper using MS-word, 77.94% of faculty members and 76.57% research scholars rated their skills average. There are 59% of the faculty members and 98.28% of research scholars rated their skills high in an opening in and saving files in a computer and for printing document and files, 58.82% of faculty members and 98.28% of research scholars rated their skills high. Similarly, 58.82% of faculty members and 98.28% of research scholars rated their skills high in copy and transfer files

c. The respondents have the average skill to use library OPAC because 70.58% faculty members and 73.14% research scholars rated their skills average for searching in OPAC. In the same pattern, 77.94% of faculty members and 76.57% of the research scholars rated their skills average in search of the Web OPAC.

d. There are 59%faculty members and 98% research scholars rated their skills high in web browsing; 52.20% faculty members and 85.14% research scholars rated their skills average for copy and

download files. For writing and sending an e-mail-52.94% faculty members and 88.57% research scholars rated their skills high; To attach a file to an email message- 50.73%faculty members and 82.85% research scholars rated their skills high; To download scholarly articles- 70.58% of the faculty members and 73.14%research scholars rated their skills average.

e. The total 76% of the respondents constituting 84.55% faculty members and 69.14% research scholars were aware of e-Shodhsindhu library consortium whereas only 24.11% of the respondents are not aware of it.

f. The total 30.22% of respondents came to know about e-Shodhsindhu from Friends, followed by Library orientation (18.32%), Library staffs (15.43%), and library website (13.82%), teachers (10.28%), and only 5.14% respondents came to know e-Shodhsindhu by themselves.

4. The findings based on the fourth objectives of the study:

a. Majority of respondents are having IL skills to search the book in the library. The total 60.12%respondents comprise of 40.44% faculties and 75.42%research scholars usage OPAC for book search in the library while 16.72%respondents, comprise 3.52% faculties and 11.42% research scholars search books directly from shelves. Only 4.18%respondents took assistance from the library staffs and 2.25% respondents from friends to search their book.

b. The respondents have less search competency of documents in a library and only 38.58% respondents mention right search option i.e. subject wise search

c. Majority of the respondents (95%) have the sufficient IL skills to know the source of current information/literature in their respective field because they opted correct answer i.e. journal to locate the most current information in their respective field.

d. Majority of respondents (90%) respondents know about book shelving patter of library and they stated that the books on the shelves arranged by Call Number.
e. The respondents are quite literate to find the related literature on the particular topic and 88.23% faculty members and 82.85% research scholars mentioned that “bibliography” is a source to find out other related articles/literature.
f. Majority of respondents are aware to locate the source for a broad introduction to a particular topic. Total 72.79% faculty members and 69.14% research scholars choose the correct answer i.e. Books to look for a broad introduction of the topic.
g. Majority of respondents (90%) know that what type of documents they can search and find from catalogue cards and opted correct answer i.e. article.
h. Respondents have not satisfactory IL in terms of knowing the parts of the book and 63.66% respondents said that to know the part of the book, they have to saw bibliography while right answer is a content page of the book.

5. The findings based on the fifth objectives of the study:

a. About 63% of the research scholars had attended library Orientation whereas only (5.14%) of the faculties attended Library orientation programme organized by Central Library Mizoram University. This is because the Library has organized orientation on yearly basis, which focuses mainly on the newly enrolled students and these results in the low rate of absentees in Library orientation from faculty members.
b. Only 33.76% of the respondents believe that orientation programmers offered by the library help to enhance their search capability of library materials while 49% of the respondents were satisfied but mention that need to improve orientation program

towards more practical oriented regular basis every semester. Further, 13.82% respondents are unsatisfied with the Orientation programme run by central library.

6. The findings based on the six objectives of the study:

a. Many respondents have average skills in evaluating information in different formats and more difficult to evaluate information in electronic media.

b. There is a need for instruction and training on Library catalogue search tool, classification, use of e-resources, search strategies, IPR and copyrights, use of OPAC etc.

1.1.2. GENERAL FINDING

1. There are total 502 questionnaires distributed among respondents comprise 155(87.4%) faculty member and 347(50.43%) research scholar out of which 311(61.95%) filled questionnaire were received comprises 136faculty members and 174 research scholars.
2. Majority of the research scholars (56%) belongs to the age group of between26-35 constituting, followed by the age group below 25 years (26.8%) and between 36-45 years (13.71%) while 3.42% respondents are above 46 years. Majority of the faculty members (55.14%) belongs to the age group of between 36-45 years, followed by the above 46 year (38.97%) and 26-35 years (5.88%).
3. Among 311 respondents, there are 41 (30.14%) females and 95 (69.85%) males among faculty members while 96 (54.85% female and 79 (45.14%) are males among research scholars respondents.
4. Respondents are not a regular visitor to the library. About half of the respondents (51.76%) occasionally visited the library. There was no single faculty visited the library daily while only 3.53% of the research scholars visited the library daily and about 66%

faculties and 37% research scholars visited library occasionally. Further, the majority of faculties (90%) and research scholars (49.14%) visited library only for issue and return of books.

5. About 70% respondents comprising 60.29% faculty members and 77.71%research scholars find the Library collection and services are adequate, whereas about 30% respondents comprising 40% of the faculty members and 22.28%research scholars found not adequate. Further, 55% of the faculty members and 70% research scholar's fond that library very useful for their academic activity.
6. Majority of the respondents (88.10%) comprising of 82.35% faculty members and 92.57% research scholars uses a computer regularly whereas, 11.89% respondents comprising 17.64% faculty members and 7.42% research scholars do not use a computer regularly.
7. About 83%respondents comprising 87.5% faculty members and 79.42% research scholars used the Internet every day for their academic propose.
8. About 95% faculty members and research scholars search their academic information from different websites whereas about 63% faculty members and 45% research scholars search information through open access journal and about 49% faculty members and 57%) research scholars search through e-shodshindu. The least preference mode is the publishers' website in both groups.
9. Majority of respondents, comprising about 58% faculty members and 66% research scholars have the habit to save the search file in their computer in the forms of file and folder while about 31% faculty members and 29%research scholars dispose of the information once it is used.

6.2 CONCLUSION

In the digital environment, the importance of information literacy gains its value in every day of life. A person advanced in handling information became more powerful and stronger. This issue is also exactly the same as the growth and development of the institution, society, and a nation. We can say that Information literacy refers to a constellation of skills revolving around information research and use. Information Literacy may be defined very simply as "Information literacy is a skill, ability, expertise; capability and competency of a person that makes him able to find the right information from the right source" (Mahadev and Prasad, 2016). The libraries are the gateway of academics information of academics institution. Like ways, the combination between the libraries and user are very important. The libraries need to find how to attract the users and the users need to have the habits to depends more on libraries because very less of the respondents attended library orientation, most of the faculty need to be trained with the ICT tools to explore the explicit technique in retrieving information. Hence, the library professionals should acquire the skills to access and use efficiently and effectively the myriad sources of information, information and communications technology, search techniques and knowledge of e-resources to satisfy successfully the various complex information needs of the users.

Change is inevitable because nothing is permanent in this world and it is true for libraries that are a witness of many changes in the last two decades. Therefore, it needs to change library professional's attitudes towards current ICT programs according to the situations to meet the new challenges because of changed the complete scenario of libraries due to ICT and globalization effect. Now a day library becomes the center point of research-based learning and the role of library professionals are changing radically with shifting the learning & research paradigms. In the present digital environment, users' attitudes shifted from text-based learning to e-resource based learning. The recognition of rapid technological changes together with the proliferation of information sources has

initiated the shifting of instructions from the library to information literacy. Increasingly as information comes to users in unfiltered formats, the users raise questions about its authenticity, validity, and reliability and these posed new challenges for the users because without proper information literacy, it is very difficult to find out authentic information from the most authentic source and it required particulate literacy skills. The word information is used widely due to the information explosion, which occurred due to the digital archives on the Internet.

The aim of the study is to find out the information literacy competency of faculty members and research scholars of Mizoram University in a digital context. The study revealed that only a few numbers of the respondents visited the library regularly. Among hundreds of faculties, even a single faculty does not visit the library every day, the majority of them visited occasionally. They find the library adequate and useful for their present requirement. Even though many respondents are aware of the general, service provided the library they are in lack of in-depth knowledge to make use of the resources available. The respondents daily need Computer and Internet for academic and personals used. There are no such significant differences in the computer and Internet literacy skills of the faculty and research scholar of Mizoram University. Majority of them need to improve their skills and technique to access online journal and know indexing and abstracting services. Maximum numbers of the respondent just depend on a search engine to know the online content. Some of the respondents' still preferred to use print media. However, it is very clear that the use of electronic media has increased day by day. Most of them are aware of accessing and evaluation information in print media, whereas some of the respondents are weak in the evaluation of electronic formats.

Majority of them are aware of the words plagiarism but many of the faculties and research scholars don't always cite the authors or seek permission from copyright holder while only a few of them make fair used to it. The library has

organized orientation on yearly basis focussing mainly on the newly enrolled students from different departments, which result in the low rate of absentees in Library orientation from research scholar and faculty members. Most of the respondents were satisfied with the Orientation programme organized by the Library. Majority of the respondents from faculty members and research scholars are aware of the use of Library catalogue, they somehow manage to locate and access books, journals, and reference book, but most of them lack capabilities to searching capabilities on broad topic, keyword search, subject information bases, evaluation of e-resources and direct access to their required documents from Library.

Information Literacy is the main requirement for academic society in present ICT era because the skills and abilities are the main characteristics, it is necessary for the faculty and research scholars to be equipped with Information Literacy competencies that can help them to effectively search, locate, evaluate, and use the required information. It is good that faculty members and research scholars of Mizoram University having the satisfactory IL skills information search capability. They are well aware to use library resource and finding of the study shows that the central library of Mizoram University is providing good library orientation to the users even though some areas need improvement. The study also revealed that an information literacy programme is predictable for the faculty and research scholar in the University to make more information literate. The Librarian and Information Professional play an important role to attain this goal.

6.3 SUGGESTIONS

Based on the information analysis and findings, the following suggestions are recommended for future improvement of information literacy competency of faculty members, and research scholar of Mizoram Universities in the context of the digital environment.

1. Information literacy program should be linked with users need and requirements and it should be more practical oriented and regular basis.
2. Responsibility for the development of information literacy capability must be shared by all academic organization and should start from school and college levels.
3. There is a need for information literacy experts, people who know the strengths and weakness of users and who use an instructional design approached in which information literacy develops in a context that matters to the lives of students.
4. University library in collaboration with the Library Science Department can plan and implement appropriate information literacy programmes for different category of users at regular intervals.
5. The special workshop should be organized for faculties and the research scholars for searching, locating, and retrieving information from different types of information resources especially electronic resources such as the Internet, access of e-journal, OPAC, electronic publication, Multimedia Networks and other electronic and digital resources of information.
6. In the present digital era, IPR and copyright are a burning issue for the academic community. University should organize a workshop, seminars, debates on research ethics, reference management, plagiarism, research methodology, statistical tools etc at regular intervals.

6.4 FUTURE AREAS FOR RESEARCH

The following areas are suggested for further research on the topic;

1. The future researcher can investigate the information literacy skills of college's faculties. Using the same method of inquiry they can establish a complete set of information literacy needs of all the faculties at the college level.
2. The Universities libraries can conduct implant case studies of individual departments under each faculty in the Universities. These studies could build upon the findings of the present investigation and can establish an in-depth picture of the information literacy skills needs of students of each subject and department.
3. Similar studies on information literacy competency can be conducted in the University of other Regions. The findings of an investigation at other Universities could be compared to the results of the investigation conducted in Mizoram University.
4. Research on the status of information literacy skills among the students of different level either in the undergraduate or postgraduate programme. Which may help in designing level oriented information literacy programme for students of different level?
5. User studies may be carried out from time to time with a view to assessing the level of information literacy among the PG students and research scholars. The similar study may be conducted involving faculty of various universities.

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APPENDIX-I

Questionnaire for Faculty members and Research Scholars

Respected Sir/Madam,

I am pursuing P.hD in Library & Information Science, Mizoram University, Aizawl in the area of "Information Literacy Competency among Faculty Members and Research Scholars of Mizoram University in Digital Environment" 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

F. Chanchinmawia
Ph.D. Scholar
Dept. of Lib.& Inf. Sci.
Mizoram University

A. General information

1. Name of the correspondent ……
2. Class ……
3. Name of the Department/ Course: ……
4. Gender: Male ( ) Female ( )
5. Age group of correspondent:
   (i) Below 25years ( ) (ii) between 25-35years ( )
   (iii) Between 36-45 years ( ) (iv) 46 years+ ( )

B. LIBRARY USE AND SERVICES (Please tick)

1. The frequency of visit to the library
   (i) Daily ( ) (ii) Weekly ( ) (iii) Monthly ( )
   (iv) Occasionally ( ) (v) Never ( )

2. If you do not visit the library at all then please mention the way to access the resources
   (i) Phone ( ) (ii) Internet ( ) (iii) Computer Room ( )
   (iv) Others (if any)_____

3. Purpose of visiting the library
   (i) To borrow books ( ) (ii) To study ( ) (iii) To read Periodicals ( )
   Others (pl. Specify)_____
4. Do you feel the library has adequate resources? Yes ( ) No ( )

5. How useful do you find the library:
(i) Useful ( ) (ii) Very Useful ( ) (iii) Not at all ( )

6. Purpose of using library resources. *(You may tick more than one)*
(i) Preparing Note ( ) (ii) Writing a research paper ( )
(iii) Preparing a bibliography ( ) (iv) Preparing an assignment ( )
(v) For a project work ( )

7. Methods of searching documents in the Library:
(i) Search book shelves directly ( ) (ii) Use OPAC ( )
(iii) Taking assistance from Library staff ( )
(iv) Taking assistance from friends ( )

8. Are you using the electronic resources of the library? Yes ( ) No ( )
If no why? _____

9. Are you aware of the services provided by your Library?

Library Services	Yes	No
Reference Service		
Circulation (Issue/Return Service)		
OPAC		
Current Awareness Service/ SDI		
Shelf Issue and Return (RFID)		
Databases Searching		
Photocopy Service		
Internet browsing Service		
Brail Service for Blind students		

C. INFORMATION LITERACY

1. Are you familiar with information literacy? Yes ( ) No ( )

2. Have you ever attended the Library Orientation/ Information Literacy Programme Organized by your library? Yes ( ) No ( )

3. For your academic activities, information literacy skill in the present Digital environment is
(i) Very Useful ( ) (ii) Useful ( ) (iii) Not Useful ( ) (iv) Cannot say ( )

4. Whom do you contact to access the needed information? *(You may tick more than one)*

(i) Library staff ( ) (ii) Friends ( ) (iii) Faculty ( ) (iv) Others ( )

5. Which of the following information tool is the best choice for locating basic background information?

(i) Journal ( ) (ii) Encyclopaedia ( ) (iii) Book ( ) (iv) Bibliography ( )

6. To find out the current information, you would consult……

(i) Book ( ) (ii) Journal ( ) (iii) Encyclopaedia ( ) (iv) Bibliography ( )

7. Books in the library are shelved (arranged) by…

(i) ISBN number ( ) (ii) Call number ( ) (iii) Title ( ) (iv) Author ( )

8. If you find a good article on your topic, what is the most efficient source for finding other related articles?

(i) Library catalogue ( ) (ii) Bibliography from the article ( )
(iii) Search the database ( ) (iv) Other issues/volume of journal ( )

9. The best place to look for a broad introduction to a topic such as 'Climate change'

(i) Journal article ( ) (ii) Encyclopedia ( ) (iii) Books ( )
(iv) Video ( ) (v) I don't know ( )

10. A call number is used for….

(i) To locate a books in the library ( ) (ii) To check out a book ( )
(iii) For issue and return ( ) (iv) To find the new arrival books ( )

11. To identify the book in the library collection used?

(i) Books in print ( ) (ii) Internet ( ) (iii) Library Catalogue ( )
(iv) Bibliography ( ) (v) I don't know ( )

12. Which of the following cannot be found using a library catalogue?

(i) Govt. publication ( ) (ii) Videos ( ) (iii) Books ( )
(iv) Articles ( ) (v) I don't know ( )

13. 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?

(i) Glossary ( ) (ii) The index ( ) (iii) The Bibliography ( )
(iv) The table of content ( )

14. A pure review article is?

(i) An article that was presented at a conference with a group of fellow. ( )

(ii) An article that has been evaluated by other researchers in the same of the related field for assessment of scientific being accepted for publication. ( )

(iii) An article that has been posted on the personal website for other researchers to read and review. ( )

15. How you would search all the documents on " Dr. B.R. Ambedkar" in your library.

(i) By Title ( ) (ii) By Author ( ) (iii) By Publisher ( )
(iv) By Subject ( )

D. ICT SKILL: Computer competency and internet uses by correspondents

1. Do you use a computer?

If Yes, How frequently (i) Regularly ( ) (ii) Occasionally ( )

2. How long you are using the Computer _____ years

3. Are you familiar with the following MS Office? *(You may tick more than one)*

(i) MS Word ( ) (ii) MS Access ( ) (iii) MS EXEL ( )
(iv) MS Power Point ( )

4. How useful do you find Computer for Teaching? (Learning, research. etc.)

(i) Very useful ( ) (ii) Useful ( ) (iii) Not Useful ( )

5. How would you rate your Computer Literacy Skills?

Computer Skills	High	Average	Low
Open & save file			
Draw pictures			
Print document /file			
Copy/ transfer files			
Search in OPAC			
Write a research paper using the word			
Make a PowerPoint Presentation (PPT)			

6. Are you using the Internet? Yes ( ) No ( )

7. How frequently you used the Internet.

(i) Always online ( ) (ii) Everyday ( ) (iii) Few times a week ( )
(iv) Once a month ( )

8. Tools used for accessing the Internet. (Tick more than one)

(i) Desktop Computer ( ) (ii) Laptop ( ) (iii) Tablet ( )
(iv) Smart Phone ( )

9. What type of connectivity did you use for an Internet connection?

(i) University LAN Connection ( ) (ii) University Wi-Fi connectivity ( )
(iii) Data Card ( ) (iv) Mobile Data ( )

10. How would you rate your Internet Literacy Skills?

Internet Skills	**High**	**Average**	**Low**
Web browsing			
Copy/download files from the Internet			
Write and send e-mail			
Attach a file to an e-mail message			
Download scholarly article from the Internet			
Search in the Web OPAC			

11. You search the information from the Internet by.

(i) Search engine ( ) (ii) Open access journal Directories ( )
(iii) Website ( ) (iv) Databases (e-Shodhsindhu) ( )
(v) Publishers Websites ( )

12. How do you know about the latest online content in your field?

(i) I search content according to my requirement on search engine ( )
(ii) Browse table of content of online journals regularly ( )
(iii) I received table of content through email-alert services ( )
(iv) Through indexing & abstracting services ( )
(v) Through discussion list/forum ( )

13. How do you search the information on the Web?

(i) Simple search ( ) (ii) Advance search ( ) (iii) Guided Search ( )
(vi) Boolean Search ( )

14. For what purpose you accessed the Internet *(You may tick more than one)*

(i) E-mail ( ) (ii) Academic Communication ( ) (iii) Teaching/Research ( )

(iv) Information Search ( ) (v) Use of Social Networking sites ( )
(vii) Job opportunity ( ) (viii) Games and entertainments ( )
(ix) Searching subject data bases ( )
(x) Any other (specify)_____

E. SEARCH TECHNIQUE AND ACCESS:

1. What search techniques you are using to search for electronic information
(i) Simple Keyword ( ) (ii) Boolean operators (AND, OR, NOT) ( )
(iii) Truncation ( ) (vi) Field Search (Title Author, URL, etc. ( )

2. What search engine you preferred to search for the information?
(i) Google ( ) (ii) Altavista ( ) (iii) Bing. ( ) (iv) Ask.com. ( )
(v) Wolframalpha.( ) (vi) DuckDuckGo ( ) (vii) Yahoo ( )

3. How do you evaluate the reliability and the authenticity of web information?
(i) Sources recommended by faculty and Librarian ( )
(ii) Institution reputation ( ) (iii) Author status and affiliation ( )
(iv) Institution publisher's credibility ( )
(v) Hyperlink link given in a Library/Institutional sites ( )
(vi) Frequency of updating (periodically updated sites) ( )
(vii) Aesthetic aspects of websites (colourful and attractive) ( )

4. Which information media do you prefer more?
(i) Print ( ) (ii) Electronic ( )

5. Please rate your ability to access the correct information in Print and Electronic formats?

Format	High	Average	Low
Print			
Electronic			

6. Please rate your ability to evaluate the information in Print and Electronic formats?

Format	High	Average	Low
Print			
Electronic			

7. Which search strategy you used for searching Information?
(i) Type the search statement in searching box ( )
(ii) Type the keyword in the search box ( )

(iii) Type the keyword using Boolean search operators ( )
(iv) I don't know ( )

8. What did you do once you access Information?
(i) Dispose it of ( ) (ii) Save it in a pen drive ( )
(iii) Save it in Computer in the forms of file and folder ( ) (iv) Don't know ( )

F. FAMILIARITY WITH COPYRIGHT AND FAIR USED

1. When was it the first time that you come to know the term 'plagiarism'?
(i) At the time of responding to the questionnaire ( ) (ii) One year back ( )
(iii) one to two years back ( ) (iv) Two to three years back ( )

2. How much are you depended on the Internet for writing thesis/research paper?
(i) Highly depended ( ) (ii) Frequently depended ( )
(iii) Occasionally depended ( ) (iv) Rarely depended ( )

3. Do you give the references while you reproducing work or ideas of others'?
(i) Always ( ) (ii) Often ( ) (iii) Occasionally ( )
(iv) Rarely ( ) (v) Never ( )

4. Do you always cite the sources of Information?
(i) Always ( ) (ii) Mostly ( ) (iii) Sometimes ( ) (iv) Never ( )

5. Please provide your view on the statement "Plagiarism should be avoided."
(i) Strongly agree ( ) (ii) Agree ( ) (iii) Undecided ( )
(iv) Disagree ( ) (v) Strongly disagree( )

6. Are you aware of the Intellectual property Right in writing article and thesis?
(i) Seek permission from copy right holder ( )
(ii) Make fair use of Information ( )
(iii) Copy the whole text without informing the copy right holder ( )
(vi) Don't know ( )

G. USE OF CONSORTIUM:

1. Are you aware of e-Shodhsindhu Library Consortium? Yes ( ) No ( )

2. You came to know about e-Shodhsindhu Library Consortium from:
(i) Self ( ) (ii) Friends/colleagues ( ) (iii) Library staff ( )
(iv) Internet ( ) (v) Teachers ( ) (vi) Library Website ( )
(vii) Library orientation programme ( )

3. How frequently you access and make use of this Consortium?

(i) Every Day ( ) (ii) 2-3 times in a week ( ) (iii) Once in a week ( )
(iv) Once in a two weeks ( ) (v) Occasionally ( )

H. LIBRARY ORIENTATION PROGRAMME

1. Have you attended Library orientation? Yes ( ) No ( )

2. Are you satisfied with Programme/instruction or training provided by the library in the use of library resources and services:

(i) Very Satisfied (ii) Satisfied ( ) (iii) Neutral ( ) (iv) Not Satisfied ( )

3. Is your Library providing any specific training/Orientation on the following?

(i) e-Shodhshindhu. ( ) (ii) e-Shodganga ( ) (iii) e-PG Portshala ( )
(iv) Digital Library of India (v) NPTEL ( ) (vi) Plagiarism and copy right ( )
(vii) Access to Institutional Repository ( )

4. In which of the following areas you need instruction or training?

(i) Use of printed resources ( ) (ii) Use of e-resources ( )
(iii) Use of Computers ( ) (iv) Search strategies ( ) (v) OPAC ( )
(vi) Internet ( )
(vi) Library catalogue & classification ( )
(viii)Any other (Please specify) _____
_____

6. Suggestions regarding the Library Information Literacy Programme, for the enhancement of information literacy at Academy Of Integrated Christian Studies.

_____
_____
_____

Thank you very much for your kind cooperation!

Date: Signature

APPENDIX-II

Questionnaire for Librarian

Respected Sir/Madam,

I am pursuing Ph.D. in Library & Information Science, Mizoram University, Aizawl in the area of "Information Literacy Competency among Faculty Members and Research Scholars of Mizoram University in Digital Environment" 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.

Thanking You

F. Chanchinmawia
Ph.D. Scholar
Dept. of Lib.& Inf. Sci.
Mizoram University

I. Personal Information

1. Name of the Institution :
2. Year of Establishment :
3. Name of the Librarian :

II. About Library

1. Library collection

(Please fill in the blanks)

Print Sources	**Total No**	**Electronic Sources**	**Total No**
Textbooks		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	
Drawing and Designs		E-Drawings and Designs	
Course Related Materials (question papers, notes, etc)		Microfilms, microfiche	
Government Publications		Virtual Resources	

2. Numbers of Library Users.

Users	**No.**
UG Students	
PG Students	
MPhil Students	
Ph.D. Scholar	
Teaching Faculties	
Non-Teaching Staff	

3. Do you provide the following services in your library? (Please tick)

Library Services	
Current awareness services	
Selective Dissemination of information	
Referral Services	
Newspaper clipping	
Internet Services	
Display of new arrivals	

4. What is the total Library budget? _____

5. Whether alibrary orientation programme is conducted in your library?

Yes ( ) No ( )

6. Whether information Literacy programme is conducted in your library?

Yes ( ) No ( )

7. For how many time in a year, Library Orientation is conducted? _____

8. For whom, Library Orientation is conducted? (Please tick)

Faculty Member	
Non-Teaching Staff	
Research Scholar	
PG Students	
UG Students	

9. Is your Library providing any specific training/Orientation on the following?

Programme	**Yes**	**No**
e-Shodhshindhu		
e-Shodganga		
Digital Library of India		
e-PG Portshala		
NPTEL		
Plagiarism and copyright		
Access to Institutional Repository		

10. Which method is followed to conduct a library orientation programme?

Method	**Please Tick**
Library tour	
Lecture com demonstration	
Seminar	
Programmed Instructions	

(Signature)

Bio-Data of the Researcher

Name	:	F. CHANCHINMAWIA
Degree	:	Ph.D
Department	:	Library & Information Science
Title of Thesis	:	"**Information literacy competency among Faculty Members and Research Scholars of Mizoram University in Digital environment"**
Date of Admission	:	19th August 2015
Year of Completion of Coursework	:	2013 (M Phil. Coursework)
MZU Registration	:	5504 of 2010-11
Ph.D. Registration	:	MZU/Ph.D./822 of 28.10.2015
Date of Pre-Submission	:	17th April 2018

ARTICLE PUBLISHED IN JOURNAL: (4)

Chachinmawia, F. & Verma, M.K. (2016). Use of UGC-INFONET Digital Library Consortium by Faculty Members and Research Scholars in the School of Physical Sciences, Mizoram University: A Study. *Journal of advanced in Library and Information Science,* 5(3), **ISSN: 2277-2219**

Chachinmawia, F. & Verma, M.K. (2017). Assessment of Information Literacy Skills among the Faculties of Pachhunga University College, Aizawl: A Survey. *Indian Journal of Information Librarian Society,* 30(1-2), 96-109. **ISSN 097-4286**

Chachinmawia, F. & Verma, M.K. (2017) Assessment of Information Literacy Skills among Students of Academy of Integrated Christian Studies, Aizawl: *International Research Journal of Library and Information Science,* 3(7), **ISSN: 2249-0213**

Chachinmawia, F. & Verma, M.K. (2018) Assessment of Information Literacy Skills among Research Scholars of Mizoram University: A Study. *International Journal of Library and Information Studies*, 8(1), **ISSN: 2231-4911**

PAPER PRESENTED IN CONFERENCE: (2)

Chachinmawia, F. & Verma, M.K. (2017). The significance of Information Literacy in Digital Environment among Academic Community and Role of Library Professionals. *inEd.Bansal, Vaibhav et.al, 2nd International Conference-ICCLIST'17 on Conjugative management, library information science, social science and technology for virtual world*, (pp- 117-122). 15 Jan, 2017, New Delhi.

Chachinmawia, F. & Verma, M.K. (2017). Information Literacy Skills among law students: A study of Govt. Mizoram Law College, Aizawl, Mizoram. *63rd Annual Conference of Indian Library Association-2017. on, 'Sustainable Development of Library and Information Science Profession' (ICSDLP-2017),* (pp-468-485). 23-25 November, 2017. Babasaheb Bhimrao Ambedkar University, Lucknow.

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Chanchinmawia, F. (2015). "Zofate leh Lehkhabu chhiar tam". ***Vanglaini*****,** 30(72), March.

Chanchinmawia, F. (2018). "Quality education nei tur chuan Library changtlung tak neih a ngai". ***Vanglaini*****,** 33(83), 10th April.

SEMINAR & WORKSHOP ATTENDED (11)

Participated in (9 National Seminar/Workshop), attended 2 times International Conference and **chaired one-day seminar** one time.

Assessment of Information Literacy Skills among the Faculties of Pachhunga University College, Aizawl: A Survey

By

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Abstract

The academic institutions are established with objectives to impart education and research but the inherent objective of lifelong learning practices. The role of the library is to facilitate the academic community through providing them information and knowledge. Therefore, the faculties are expected to employ sophisticated information gathering techniques to locate, organized, evaluate and use of information sources effectively. This efficiency can be measured with information literacy skills. This study is trying to attempt an assessment of information literacy skills among the faculties of Pachhunga University College.

Keywords: Information literacy, Information competency, User study, ICT Skills, Pachhunga University College etc.

Introduction:

Now information is one of the most important resources for the academic community and learning & research activity is based on that information which they seek. To make available the information sources for academicians in education systems is the responsibility of the academic library. From the long-ago library try to fulfill their user's information needs. Traditionally there is a very limited source of information like books, journals, serials, thesis etc. but due to ICT revolution now vast information is available in a variety of forms and formats and information sources is now a combination of print, electronic and multimedia. The present information society has brought out developments in the way information creation, consolidation, and distribution and this has

changed the information seeking behavior of users and now users need some skills to access the information source. All these intricacies pose challenges for individuals in accessing and retrieving information efficiently, sifting and evaluating its authenticity, validity, and reliability for its effective use. Thus, there arises the need for information literacy (IL), which encourages critical thinking and discernment about the whole gamut of information. A person is called to be information literate when he can identify his information need and locate, evaluate and use the information effectively. An information literate person knows to use the information in the most effective and ethical way.

Information Literacy:

Information literacy as a way to more efficient access, evaluation and use of information should be taken into account and used for improving information for the end-users. It is a set of information and knowledge of skill that enable individuals to recognize when information is needed and when it is not, how to locate, evaluate, integrate, use and effectively communicate information in an ethical way. In short information literacy means knowing information about information. Information literacy refers to a constellation of skills revolving around information research and use. Hence, the library professionals should acquire the skills to access and use efficiently and effectively the myriad sources of information, information and communications technology, search techniques and knowledge of e-resources so as to satisfy successfully the various complex information needs of the users. Information Literacy is defined as 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 (http://www.infolit.org/ (22.6.07).

Definition of Information Literacy:

According to the American Library Association (1989) -"Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

CILIP (2013) defines IL as “Information Literacy knows when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.”

Doyle (1992) defined an information literate person as one who:

- Recognizes the need for information;
- Recognizes that accurate and complete information is the basis for
- Intelligent decision making;
- Identifies potential sources of information;
- Develops successful search strategies;
- Accesses sources of information, including computer-based and other technologies;
- Evaluates information;
- Organizes information for practical application;
- Integrates new information into an existing body of knowledge
- Uses information in the critical thinking and problem solving

Pachhunga University College:

Pachhunga University College is the Constituent College of Mizoram University. The college was established on 15th August 1958 as ‘Aijal College’ to become the first institution of higher education in Mizoram. It was founded and managed by a group of Mizo elders among which Mr. Pachhunga, a leading entrepreneur of the day, was the major benefactor, and after his demise, the college was renamed Pachhunga Memorial College.

In 1965 the college was provincialized by the Assam Government and the college became Pachhunga Memorial Government College (PMG). On April 19, 1979, the North Eastern Hill University (NEHU) adopted and upgraded it as its only constituent college to become a pace-setting institution. The college eventually received its fourth name Pachhunga University College (PUC). With the establishment of Mizoram University, the entire management was handed over to the new university in July 2001. Pachhunga University College was awarded

Grade 'B' with CGPA 0f 2.78 by National Assessment and Accreditation Council (NAAC).

The college caters undergraduate courses in 21 subject areas of Arts, Science and Commerce streams. The academic programme includes, apart from effective classroom teaching, Internal semester test for semester system students (introduced in 2011-12 academic session) two terminal exams, periodic class tests, seminars, assignments, remedial courses, field studies etc. The college also promotes students exposure through study tours and excursion inside and outside the State. At Present, there are 93permanent faculties and 04 guest lecturer in Pachhunga University College.

Review of Literature:

Mary (2004) reviews three studies about information literacy skills of first-year college students. Nicholas and Wallis (2005) discussed the dynamic role of library and information association to enhance the information literacy. They also discuss many professional associations of the world who is working to make awareness about IL among the people. Betsy (2006) discusses the perception of first year college students that campus libraries are largely irrelevant to their lives. Suggest ways to make library instructions an integral part of the courses. Eyal (2012) elaborate the main functions of a teacher in a digital environment and focus on the skills, abilities, and perceptions required of the teacher in the digital environment with respect to assessment, and will demonstrate the importance of adapting the various technologies to the different assessment purposes and define the term "Digital assessment literacy" is based on a doctoral thesis that examined the relationship between the technological environment and the teaching, learning and assessment processes in online courses. Verma and Rajiv (2013) elaborate information literacy in an academic environment in Indian perspective and highlighted the librarian's role. Maidul and Rahman, (2014) examine the information literacy competency (ILC) of the arts faculty students at the University of Dhaka, Bangladesh and determine their strengths and weaknesses and it was found that students had limited skills in the area of information literacy and the reasons behind it is not discussed extensively in

their academic course curriculum. Mahajan and Kumar (2014) conducted a survey in Punjab University, Chandigarh to measure the information literacy competency and the perception of IL behavior of postgraduate students and research scholars.

Objectives of Study:

- To recognize the frequency, purpose, and preferred information sources used by respondents
- To identify the competency level of information literacy about library tools among the respondents
- To know the computer literacy and use of the Internet to search for their information

The Scope of the study:

The study mainly focuses on Information Literacy skills in identifying, locating, searching, accessing, retrieving and using information from both print and electronic sources of information to satisfy the information needs of faculties in Pachhunga University College. Hence the scope of the present study is limited to faculties of Pachhunga University College. There are 93 permanent teachers which include 1 Professor, 23 Associate Professors, and 69 Assistant Professors.

Methodology:

For a collection of data for the study, survey method has been used. A structured questionnaire was circulated to all faculty members of Pachhunga University College in order to obtain required information with regards measure the information literacy competency of faculties. Total 80 questionnaires was distributed randomly among 93 faculties of Pachhunga University College and total 58 (72%) questionnaire were received to draw the result of the study.

Data Analysis:

Designation wise analysis of respondent:

Table-1 shows the designation wise distribution of respondents and resolved that among respondents 76% are assistant professor and 24% an associate professor. There is no response in the professor category.

Table-1: Designation wise analysis of respondent

Designation	No of Respondents	Percent
Assistant Professor	44	76%
Associate Professor	14	24%
Total	58	100%

Gender and age wise distribution of respondents:

Table-2a and 2b show the gender wise and age wise distribution of respondents. The female respondents are in leading position because 55% of respondents are female and 45% of respondents are male. The 33% of respondents are below than 35 years age, 41% are below than 45 years, 21% of respondents are between 46-55 years and only 5% are above than 56 years age. Thus the majority of the respondents (74%) are young and below than 45 years age.

Table 2: Gender wise distribution of respondents

Gender	Associate Professor	Assistant Professor	No of Respondent
Female	8(57%)	24(54%)	32(55%)
Male	6(43%)	20(46%)	26(45%)
Total	14	44	58(100%)

Table-2a: Age wise distribution of respondents

Age Group	Respondents
below 35 yrs	19 (33%)
between 36-45yrs	24 (41%)
between 46-55yrs	12(21%)
56 year above	3(5%)
Total	58(100)

Duration of library use:

Knowledge about resources and services of a library is directly related with how long person use these resources and services. Table-3 reflect the duration of the library uses by respondents and it was resolved that 28% of respondents are using the library from 5-7 years which is followed by 22% of respondents who are using the library last 2-4 years. Only 9% of respondent are using library less than one year and 41% are using more than 8 years.

Table: 3: time duration of library uses

Time Duration	Respondents
Less than 1 years	05(9%)
2-4 years	13(22%)
5-7 years	16(28%)
More than 8 years	24(41%)
Total	**58(100%)**

.

Frequency of library visit:

The frequency of library visit is a parameter to measure the awareness and utilization of library resources. Table-4 shows the frequency of library visit by respondents and it was resolved that majority of respondents 41% occasionally visited the library. Only 7% of respondents visited library daily while 26% visited the library weekly and 21% of respondents visited library monthly.

Table-4: Frequency to visit library

Frequency of Visit Library	Respondents
Daily	07(12%)
Weekly	15(26%)
Monthly	12(21%)
Occasionally	24(41%)
Total	58(100%)

Purpose of the library visit:

The library users visited library for different academic needs. Table-5 shows the purpose of the library visit of the respondents and it was resolved that 76% of respondents visited library only for issue and return of books and 10% of respondent for study and 7% of respondents visited the library to read periodicals.

Table-5: Purpose of the Library Visit

Purpose	Respondents
To borrow/return books	44(76%)
To study	6 (10%)
To read periodicals	8 (14%)
Total	58(100%)

Adequacy of the library collections:

A library is recognized by its collection and services and users satisfaction is also depend upon the adequacy of library collections and services. Table-6 shows the respondents view on library collections and resolved that the majority of respondents (81%) feel that library collection is adequate to fulfill their information needs while 19% of respondents reported that library collections are not adequate and it should improve.

Table-6: Adequacy of the library collections

Library collections	Respondents
Adequate	47(81%)
Not Adequate	11 (19%)
Total	58(100%)

Preferred information sources:

Due to ICT application, there are a number of sources of information like print, electronic and multimedia resources and users used these resources according to their choice and preference. Table-7 show the preferred information sources of respondents and resolved that the majority of respondents (84%) preferred

printed source of information and only 16% of respondents preferred electronic resources while no one prefer to use multimedia resources.

Table-7: Preferred information sources

Preferred Source	Respondents
Print Source	49 (84%)
Electronic resources	09 (16%)
Multimedia resources	0
Total	58 (100%)

Knowledge about parts of the book:

A book is composed of many parts and these parts have their owned importance. To proper use of the book by respondents, information about these parts is important. Table-8 shows the respondent's literacy about these and resolved that 83% of respondents know about the index, 72% of respondents know about the table of contents, 69% of respondents know about bibliography and 86% of respondents know about the glossary. It shows that users are aware of parts of the book which help them to find out their information.

Table-8: Knowledge about parts of the book

(More than one answer)

Knowledge	Respondents
Index	48(83%)
Table of content	42(72%)
Bibliography	40 (69%)
Glossary	50(86%)
Other (Please specify)	-

Knowledge about reference sources:

The effective use of reference collection of the library is depends on the users' level of awareness about the nature and importance of reference sources and type of information available in these sources. There are many reference sources

which give basic and introductory information on a particular topic. Table-9 shows the awareness level with different reference sources like- encyclopedia, dictionary, geographical sources, biographical sources etc. and resolved that 71% of respondents reported that they are aware with reference sources of library while 19% of respondents reported that they are not aware with library reference sources and they did not used it while 10% of respondents give the answer that they cannot say anything but they did not use till now.

Table-9: Knowledge about reference sources

Reference sources	**Respondents**
Aware	41 (71%)
Not Aware	11(19%)
Cannot say	06 (10%)
Total	58(100%)

Awareness about shelf arrangement

Books in the library are usually arranged in a specific method to facilitate users and it is called a shelf arrangement. If the users are aware with the shelf arrangement of the library they can easily find out their reading materials. Table-10 shows the respondent awareness about shelf arrangement and it resolved that 76% respondents reported that they are aware of shelf arrangement of the library while 24% of respondents reported that they don't understand shelf arrangement and to find out book, they took the help of library staffs.

Table-10: Awareness about shelf arrangement

Shelf arrangement of Library	Respondents
Aware	44 (76%)
Not Aware	14 (24%)
Total	58(100%)

Awareness about the library catalogue (OPAC)

The library catalogue is an instrument to provided information about collections available in the library. The users are expected to refer the catalogue to check the availability of the books as per their choice in the library. Table-11 shows the awareness about library catalogue and it resolved that only 62% of respondents reported that they know about catalogue and they are using it to search their the books in the library while 38% of respondents said that they don't understand catalogue of library and they search the book directly from rack and took help of library staffs, if they face some problem.

Table-11: Awareness about the library catalogue

Library catalogue	Respondents
Aware	36 (62%)
Not Aware	22 (38%)
Total	58(100%)

Computer Knowledge and Skill:

In the present ICT era, computer knowledge is very essential especially in the academic field and now without knowledge of computer, very difficult to survive the present global academic environment.Table-12 discribed the level of computer competancy among respondents and found that 62% of respondents are good in computer skills while 26% of respondents having satisfactory computer skills to manage their academic work. The 10% of respondents having an excellent level of computer skills and 2% of respondents reported that they have a poor level of computer skills.

Table-12: Level of computer skills

Level of Computer Skill	Respondents
Excellent	6 (10%)
Good	36(62%)
Satisfactory	15(26%)
Poor	1(2%)
Illiterate	0
Total	58(100%)

Use of the Internet:

The internet has become a very common tool to search the information nowadays because it became the strongest source of information and everyone wants to be an online mode all the time. Table-13 discribes the use of Internet by respondents and found that 100% of respondents are using the internet for their academic purpose.

Table-13: Use of Internet

Use of Internet	Respondents
Yes	58(100%)
No	0
Total	58(100%)

The frequency of Internet uses:

The frequency to use the internet is one of the parameters to know the usability of the internet resources and it also indicates the respondent's internet literacy. If the respondent used internet regularly it means they are access to electronic resources regularly because without the use of internet they cannot accessible to electronic resources and it shows respondents digital literacy.Table-14 supported the frequency of the Internet users by respondents it resolved that 88% of respondents using the internet daily while 9% of respondents using the internet alternate day and 3% of respondents 2-3 times in a week using the Internet.

Table-14: Frequency of the Internet uses

Frequency	Respondents
Daily	51(88%)
Alternate day	5(9%)
2-3 times in a week	2(3%)
Weekly	0
Total	58(100%)

Place of access Internet:

Generally, respondents prefer to user internet according to their comfort, availability of net connection, free time etc.Table-15 shows the preferred place to access the Internet by respondents and it resolved that 52% of respondent's access the internet in department, 17% of respondents at home with personal data card while 31% of respondents access from their mobile phone in their free time.

Table-15: Frequency of Internet uses

Access Point	Respondents
Department	30 (52%)
Library	0
Home with personal data card	10(17%)
Mobile Phone	18(31%)
Total	58(100%)

Satisfaction with Internet Speed:

For access to the internet, speeds play an important role because downloading of resources is fully depending on internet speed. The satisfaction level of respondents with internet speed reflects attraction towards internet use. Table-16 shows the satisfaction of respondents with internet speed and it resolved that 72% of respondents are satisfied with internet speed while only 28% are not satisfied.

Table-16: Satisfaction with Internet Speed

Satisfied with Internet speed	Respondents
Yes	42 (72%)
No	16(28%)
Total	58(100%)

Major Findings:

1. The 76% of respondents are an assistant professor and 24% are an associate professor and among them 55% are female and 45% are male. Thus the majority of respondents (74%) are young and below than 45 years age.
2. Library users are familiar with the library because Maximum library users (69%) are using library from 5-8 years and more but they are not regular users of the library and only 12% respondents visited the library daily.
3. Majority of faculties (76%) visited the library to borrow the books and only 10% and 14% of faculties visited the library to read books and periodical respectively. 81% of faculties feel that Library collections are adequate to satisfy their information needs.
4. We are living in the digital era but 84% of faculties prefer to use printed source of information and only 19% of faculties prefer to use e-resources.
5. Majority of faculties know about the different part of the books like the index, the table of content, the biography etc. and they are using these tools to find out their information. 71% of faculties know about reference sources, 76% of faculties aware with shelf arrangement techniques and 62% of faculties having the competency about the library catalogues.
6. All faculties are computer literate and they are using Internet. Majority of them (88%) using internet daily. Department and home is the most preferred place to use Internet and majority of them (72%) are satisfied with Internet speed.

Conclusion:

Information literacy (IL) is considered as a powerful weapon for lifelong learning. It is a shows the ability to access, evaluate, organize and use information from a variety of sources. Now a day the concept of information literacy has been gained considerable attention in university and college libraries and librarian introduce IL program through users' education to educate

the users about information resources and services of library. It is a very challenging task to make the library literate to users' about the library and its collection and services and libraries have to dynamic and librarians have to take the leading role in the conduct of such program to improve the situation. In this regards, 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.

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Assessment of Information Literacy Skills among Students of Academy of Integrated Christian Studies, Aizawl: A Survey

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Abstract

The present study is an attempt to make an assessment of Information Literacy Skills among students (UG and PG) of Academy of Integrated Christian Studies, Aizawl, Mizoram. Information literacy comprises the competencies to recognize information needs and to locate, evaluate, apply and create information within cultural and social context. A structured questionnaire was designed and randomly distributed 118 students for data collection, out of which 70 (82%) filled questionnaire was received for analysis. In general it was found that students had adequate skills in handling information for their basics needs. Majority of the students were aware with the basic background information of library and enable to access information through print and electronic forms but improvements are required in handling information especially in evaluation of electronic sources. This study urges the inclusion of an information literacy program in the course curriculum and more awareness is required among students that will make the students more information literate.

Key words: Information literacy, Information competency, User study, ICT Skills, Academy of Integrated Christian Studies, Library Professional

INTRODUCTION:

As everyday life becomes increasingly digitized, Internet users faced new challenges as they endeavour to solve information problems. Mainly the information explosion has created anxiety among information users on how to reduce the information overload and use information in a more efficient way to complete the task in minimal period of time. The growth and development of information society and leading to a knowledge society has given rise to information literacy as the core of lifelong learning. Information literacy is basically empowering people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. This is considered as basic human right in a digital world and promotes social inclusion of all nations. Lifelong learning enables individuals, communities and nations to attain their goals and to take advantage of emerging opportunities in the evolving global environment for shared benefit. It assists them and their institutions to meet technological, economic and social challenges, to redress disadvantage and to advance the well being of all.

INFORMATION LITERACY:

Information Literacy may be defined very simply as "the ability to access, evaluate and use information from a variety of sources." Information literacy is a skill, ability, expertise, capability and competency of a person that makes him able to find the right information from the right source (Mahadev and Prasad, 2016). It basically knows information about information and the source of information. Information Literacy is not only a machine for Information dispensing; we can claim it as a skilled navigator of a complex landscape. A person equipped with all the necessary skills for handling information enable to enrich himself and his environment with most sophisticating information needs.

Information literacy comprises the competencies to recognize information needs and to locate, evaluate, apply and create information within cultural and social contexts. It is important to the competitive advantage of individuals, enterprises especially small and medium enterprises, regions and nations and provides the

key to effective access, use and creation of content to support economic development, education, health and human services, and all other aspects of contemporary societies, and thereby provides the vital foundation for fulfilling the goals of the Millennium Declaration and the World Summit on the Information Society. It further extends beyond current technologies to encompass learning, critical thinking and interpretative skills across professional boundaries and empowers individuals and communities (Chanchinmawia and Verma, 2017).Information literacy forms the basis of lifelong learning which is common to all disciplines, to all learning environments and to all levels of education. It enables learners to find the right information from authentic sources and extend their investigations, become more self-directed and assume greater control over their own learning. It has become the responsibility of higher educational to make the students as lifelong learners (Kelvin, 2014). Students are expected to be well-informed and continuously grow higher in their career ladder as individuals. Information literacy plays a vital role in fostering this growth and helps students to become independent and lifelong learners.

DEFINITION OF INFORMATION LITERACY:

According to the American Library Association (1989) -"Information literacy is a set of abilities requiring individuals' to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

CILIP (2013) defines IL as "Information Literacy knows when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner."

Doyle (1992) defined an information literate person as one who:

- Recognizes the need for information;
- Recognizes that accurate and complete information is the basis for
- Intelligent decision making;

- Identifies potential sources of information;
- Develops successful search strategies;
- Accesses sources of information, including computer-based and other technologies;
- Evaluates information;
- Organizes information for practical application;
- Integrates new information into an existing body of knowledge
- Uses information in critical thinking and problem solving.

ACADEMY OF INTEGRATED CHRISTIAN STUDIES(AICS)

The Academy of Integrated Christian Studies (AICS) was established by the Baptist Church of Mizoram in the year 2000 under the leadership of Prof. Dr. R.L. Hnuni. It is a residential college located near Mizoram University, Aizawl, Mizoram. At present, Prof. Zolawma is the Head of the institution and there are 21 teaching and 17 Non-Teaching Staff including library staff. The college is affiliated under senate of Serampore College (University), which is located in Serampore in West Bengal, India. Serampore was granted the status of university in 1829, making it India's first institution to have the status of a university.

It is established with a mission to provide a Contextual, Biblical, Holistic and Quality theological education to men and women in order to meet the need of the churches in the twenty first century in North East India. Its commitment to the development of contextual theological education is to study and address issues arising from the context so that theological education may become relevant and effective. Its commitment to biblical theological education means loyalty to the biblical principle and values. Its commitment to holistic theological education is indicated by the name of the college itself that AICS shall co-ordinate various programs to meet the needs of the churches in North East India. Its commitment to quality education means striving for maintaining the highest quality it could afford in all its programs from its inception. In all its activities,

the name of the Lord alone shall be praised (Source: https://www.mizobaptist.org/aics).

The AICS Library Building is situated at the first floor of the Administrative building having two separate rooms; book was classified using DDC 23rd Edition. The Library is open from 10:00am to 4-30pm in all working days. The Library used ***NIRM***AL software for the automation of the Library. The Library has 150 registered members, among them 18 Faculty, 10 staff and 118 students from different stream.

The collection of Library by January, 2017 included 20600 books, 227 Thesis, which include 10 Doctoral Thesis, D. Miss., M. Th., M Div, and B.D. Dissertation. 24 Magazine have been subscribed including English and Mizo. Library also subscribed 40print journal and 5 Online Journal from Sage Publication.

REVIEW OF LITERATURE:

Mutula et.al (2006) revealed that impartation of information literacy through the online mode could improve students' competencies perhaps more than the face-to-face instruction approach. Furthermore, respondents preferred a blended instruction approach to a single learning mode. Emmett and Emde(2007) obtain preliminary evidence over a three-year period on the efficacy of a curriculum designed to foster information literacy skills in graduate students in chemistry bibliography course.Zahid andShoeb (2011) concluded that IUB freshman business students require more competencies to solve information-related problems. Sakthi, (2011) attempted to bring out a standardized tool to assess information literacy competency. This study was set in the Indian environment and attempted to assess information literacy competency among the full-time research scholars of the University of Madras and its affiliated colleges. It is revealed from the study that a great majority of the respondents have high levels of information management competency and respondents doing Doctor of Philosophy have a higher mean score of information literacy competency compared to the candidates doing Master of Philosophy. Vasudevan (2012) revealed that the information literacy capabilities

of postgraduate students and faculty of university of Kerels are comparatively low and hence they are not in the position to utilize the potential of online databases and indices. Also they have to develop corrective measures in the form of information literacy training sections to enhance their capabilities. This will positively affect the research capabilities and the output in the long run. Singh and Joshi (2013) examined various instruction initiatives taken for positive impact upon the ILC of PG students and found satisfactory along with significant difference between the first and second year students. Results of the paper distinguish between the first and second year students in the light of five information literacy (IL) standards along with other considerations. Dubicki, (2013) examines the value and importance of faculty place on information literacy (IL), the infusion of IL into curricular learning outcomes and an assessment of the competency levels students achieve in mastering IL skills. Overall, faculty familiarity with IL concepts was high; faculty are overwhelmingly supportive of IL and are incorporating these skills into learning outcomes for their courses and there are strong expectations of students' achieving IL skills by graduation, but faculty perceptions are that students fall short of mastering those skills by the end of their programmes. Lata and Sharma, (2013).Examine the IL skills of the faculty and students of postgraduate institute of medical education and research, Chandigarh and Pt. B.D. Sharma university of health science, Rohtak and found that majority of the faculty and students rated their skills high in accessing information in print and electronic format and comparison to students, the faculty members of both the medical colleges were more familiar with the bibliographical tools. Verma and Rajiv (2013) elaborate information literacy in academic environment in Indian prospective and highlighted the librarian's role in IL program in academic institutions. Maidul and Rahman, (2014) examine the information literacy competency (ILC) of the arts faculty students at the University of Dhaka, Bangladesh and determine their strengths and weaknesses and it was found that students had limited skills in the area of information literacy and reasons behind it is not discussed extensively in their academic course curriculum. Murtaza, (2014) examine the

level of information literacy skills of faculty members of the University of Lahore. The majority of faculty members are deficient in searching catalogue and its use, choice of information sources, selection of relevant sources and formulation of search strategies. The study helps to organize different information literacy programs in the university to promote and to develop the information literacy skills among faculty and to improve the teaching quality. Nicholas and Jake, (2015) revealed the dynamic role of associations for the library and information profession in a variety of countries world-wide gives an indication of how the profession should use its own national association. Tridib, (2017) revealed that information literacy is the only solution for the development of any socio-economically disadvantaged community and regular IL program should be organized by the public libraries in regular interval.

OBJECTIVES OF STUDY:

The objective of present study is to:

- Examine the ability to understand information needs of respondents
- Know the level of awareness about different sources of information
- Determine the ability to access and evaluate the information resources
- Identify the information literacy skills of respondents to retrieve the information
- Know the opinion of respondents on Information Literacy Programme of library

SCOPE OF THE STUDY:

The study mainly focuses on Information Literacy skills of AICS students to identify, locate, search, access, retrieve and using information from both print and electronic sources of information to satisfy the information needs. The scope of present study is further limited to both UG and PG students of AICS.

METHODOLOGY:

For collection of data for the study, survey method has been used. A structured questionnaire was prepared and distributed all students (118) of AICS to obtain

required information with regards measure their information literacy competency and total 70 (82%) filled questionnaire were received from respondents for data analysis and draw the result of the study

DATA ANALYSIS:

Analysis of respondents

In AICS there are three types of course in UG and PG level. Table-1A shows the course wise distribution of respondents and resolved that among respondents 73% are Bachelor of Divinity, 17% Master of Divinity and 10% Master of Theology subjects.Table-1B shows the gender wise distribution of respondents and resolved that 69% respondents are male and 31% respondents are female. Table-1C shows the age wise distribution of respondents and resolved that 37% respondents are below than 25 years age, 43% are between 25 - 30 years, 7% respondents are between 31-35 years and only 3% are above 36 years age. Thus majority of respondents (80%) are young and below than 30 years of age.

Table-1A: Course wise distribution of respondent

Course	No of Respondents
BD (Bachelor of Divinity)	51 (73%)
M.Div (Master of Divinity)	12 (17%)
M.Th (Master of Theology)	7 (10%)
Total	70 (100)

Table-1B: Gender wise distribution of respondents

Gender	BD	M. Div	M. Th	Total
Female	12(17%)	7(10%)	3(4%)	22 (31%)
Male	39(56%)	5(7%)	4(6%)	48 (69%)

Table-1C: Age wise distribution of respondents

Age Group	Respondents
below 25 yrs	26 (37%)
between 25-30yrs	37(53%)
between 31-35yrs	5 (7%)
36 year above	2(3%)
Total	70(100)

Frequency to visit library

Library is a centre of knowledge in academic institutions. The frequency of library visit is a parameter to measure the awareness and utilization of library resources by respondent. Table-2 shows the frequency of library visit by respondents and it was resolved that majority of respondents (56%) daily visited the library to fulfil their information needs while 30% respondents weekly visited the library.10% respondents visited library monthly and 4% respondents visited library occasionally.

Table-2: Frequency to visit library

Frequency of Visit Library	Respondents
Daily	39 (56%)
Weekly	21 (30%)
Monthly	7(10%)
Occasionally	3(4%)
Total	70(100%)

Purpose of library visit

The library users visited library for different academic needs and it's vary users to users. Table-3 shows the purpose of library visit of the respondents and it resolved that 63% respondents visited library for issue and return of books and 23% respondent for study and 14% respondents visited library to read periodicals.

Table-3: Purpose of library visit

Purpose	Respondents
Borrow/return books	44(63%)
Study	16 (23%)
Read periodicals	10 (14%)
Total	70(100%)

Different students required information on different purposes and generally the need of information differ from one person to another on the basis of their course, discipline and nature. Table-4 shows the purpose of information needs of respondents and depict that 57% respondents required information for their course assignment, follow by 40% project work, 27% Research work and only 13 % and 23% respondents needs information to update their subject and general knowledge respectively.

Table-4: Purpose of information need

(Respondents giving more than one answer)

Purpose	BD	M. Div	M. Th.	Total
Course Assignment	25	10	5	40 (57%)
Research		12	7	19 (27%)
Sermon(lecture)	6	5	2	14 (20%)
Project work	22	2	4	28 (40%)
Update subject knowledge	6	2	1	9 (13%)
General Knowledge	12	2	2	16 (23%)

Preferred document used by respondents

Library is hub of knowledge where varieties of information sources are available. The present survey has also attempted to find out most frequently used information sources by respondents among available resources of library. Tble-6 shows the type of information sources mostly used by respondents and resolved that majority of respondents (87%) used text books frequently followed by reference books (60%). and newspapers (51%). The other information resources available in library like Internet were used by 34%, print journal by 32% and e-journals by 34% respondents.

Table--6: Preferred document used by respondents

(Respondents giving more than one answer)

Information Source	BD	M. Div	M. Th	Total
Text Books	49	7	5	61 (87%)
Print Journal	5	2	2	22 (32%)
E-Journal (SAGE)	10	7	7	24(34%)

Thesis/ Dissertation	7	4	7	18 (26%)
Reference Book	30	8	4	42(60%)
News Paper	23	7	6	36(51%)
Internet	3	3	5	24(34%)

Rating of computer literacy skills

Computer Literacy skill is one of the most important tools in handling information now a day. One must be aware of computer to accomplish his information needs. The Computer Literacy skills of AICS students are shown in table- 7 and after analysis it resolved that respondents are having high level of computer skills in Open and Save, print document/file, copy/pest and transfer file, whereas average skills in search OPAC, write a research paper using word and make a power point presentation. In overall, majority of respondents have satisfactory computer literacy skills.

Table--7: Computer literacy skills

Computer Skills	Level	BD	M. Div	M. Th	Total
Open & Save	**High**	51(73%)	12(17%)	7(10%)	70(100%)
	Average				
	Low				
Print document /file	**High**	40(57%)	11(16%)	7(10%)	58(83%)
	Average	11(16%)	1(1%)		12(17%)
	Low				
Copy/ past and file transfer	**High**	47(67%)	10(14%)	5(7%)	62(89%)
	Average	4(6%)	2(3%)	2(3%)	8(10%)
	Low				
Search in OPAC	**High**	12(17%)	5(7%)	3(4%)	20(29%)
	Average	28(40%)	8(11%)	4(6%)	40(60%)
	Low	9(13%)	1(1%)		10(14%)
Write a research paper using word	**High**	2(3%)	3(4%)	2(3%)	7(10%)
	Average	45(64%)	7(10%)	4(6%)	56(80%)
	Low	4(6%)	2(3%)	1(1%)	7(10%)
Make a Power Point Presentation (PPT)	**High**	11(16%)	2(3%)	2(3%)	15(21%)
	Average	25(36%)	8(11%)	4(6%)	37(53%)
	Low	15(21%)	2(3%)	1(1%)	18(26%)

Rating Internet literacy skills:

Internet becomes the most powerful tool and medium of information sources a present digital era and Internet literacy skill is become one of the most powerful tools to access, evaluate and disseminate information now. Table-8 show the respondents' Internet literacy skills and resolved that majority of respondents having average level of Internet skills in web browsing, write and send e-mail, search in the web OPAC and download scholarly article from Internet. Whereas the students are having high level skills in copy and download files from Internet. Overall majority of respondents have Internet literacy skills.

Table-8: Computer literacy skills

Internet Skills	Level	BD	M. Div	M. Th	Total
Web browsing	**High**	10(14%)	1(1%)	2(3%)	13(19%)
	Average	39(56%)	9(13%)	4(6%)	52(74%)
	Low	2(3%)	2(3%)	1(1%)	5(7%)
Copy/download files from Internet	**High**	31(44%)	8(11%)	4(6%)	46(66%)
	Average	14(20%)	6(9%)	3(4%)	23%)
	Low	6(9%)			6(9%)
Write and send e-mail	**High**	20(29%)	4(6%)	2(3%)	26(37%)
	Average	29(41%)	7(10%)	5(7%)	41(%)
	Low	2(3%)	1(%)		3(4%)
Download scholarly article from Internet	**High**	15(21%)	6(9%)	2(3%)	23(33%)
	Average	30(43%)	7(10%)	4(6%)	41(59%)
	Low	6(9%)	1(%)	1(1%)	8(11%)
Search in the Web OPAC	**High**	2(3%)	1(1%)	2(3%)	5(7%)
	Average	26(37%)	4(6%)	2(3%)	32%)
	Low	23(33%)	7(10%)	3(4%)	33(47%)

Means of finding required books from the library:

As part of knowing about the library skills of respondents, they were asked to indicate different ways of finding required document. The responses were presented in Table-9 and after analysis fascinating improvement has been found to this question. 73% respondents reported that they are using self guided search using subject guides on the shelves, 23% respondents say they are dependent on library staff to find out books and 11% respondents took the assistance of co-students while 26% respondents searching the books on directly book shelves.

Table 9: Method of finding a book

(Respondents giving more than one answer)

Method of Finding Books	BD	M. Div	M. Th	Total
Self-guided search using subject guides	36(51%)	9(14%)	6(9%)	51(73%)
Searching the book shelves personally	13(19%)	3(4%)	2(3%)	18(26%)
With the assistance of Library staff	10(14%)	4(6%)	2(3%)	16 (23%)
With the assistance from co-Student	3(4%)	2(3%)	3(4%)	8 (11%)
Others (Specify)	2(3%)			2 (3%)

To know the current information sources:

In library many type of information sources are there like book journals, encyclopedia etc. In order to find out the level of literacy among respondents to finding the most current information source, the respondents were asked to mention the name of information source which content current information and options are listed in table-10. After analysis it resolved majority of respondents knowing the current information sources because 80% respondents reported that journals are containing current information which is a correct answer while 20% respondents mentioned other sources which is wrong answer.

Table-10: Awareness about current information sources

Source	BD	M. Div	M. Th	Total
Books	4(6%)	1(1%)		5 (7%)
Journals	42(60%)	8(11%)	6(7%)	56 (80%)
Encyclopaedia	2(3%)	2(3%)	1(1%)	5 (7%)
Bibliography	3(4%)	1(1%)		4 (6%)

Awareness about shelf arrangement

The books in the library are arranged in a specific method to accommodate universe of knowledge and it is called shelf arrangement in library term. The access of library materials becomes very easy if users understand shelf arrangement of library. In order to find out the level of awareness of users in this regard, the respondents were asked to identify the system of shelving of books in the library and showing in table-11 and after analysis it resolved that 56%

respondents stated that the books on the shelves are arranged by Call Number which is correct answer while 27% respondents stated that it is by author, 6% respondents told that it is by title of books and 7% respondents don't know about shelve arrangement. Thus total 44% respondents are not aware correctly about shelve arrangement of library collection and need to improve their awareness.

Table 11: Awareness with shelving arrangement

Method	BD	M. Div	M. Th	Total
ISBN number	1(1%)	2(3%)		1 (1%)
Call number	25(36%)	7(10%)	7(10%)	39 (56%)
Title	2(3%)	2(3%)		4 (6%)
Author	18(26%)	1(1%)		19(27%)
I Don't Know	5(7%)			5(7%)

Users' skills competency to use information sources:

Traditionally the information sources are two categories on the basis of physical nature i.e. print and electronic. It is necessary to measure respondent's skills and competency to use these two resources. Table 12 shows the level of skills and after analysis it resolved that 76% respondent stated that they have high level of skill competency to handle print resources while 60% respondents have high level of skill competency to handle electronic resources. 21% and 34% respondents have average skill competency to handle print and electronic resources respectively. Only few respondents stated that they have low skill competency in print (3%) and electronic resources (6%).

Table-12: Users' skills competency to use information sources

Format	Level	BD	M. Div	M. Th	Total
Print	**High**	38(54%)	10(14%)	5(7%)	53(76%)
	Average	11(16%)	2(3%)	2(3%)	15(21%)
	Low	2(3%)			2(3%)
Electronic	**High**	30(43%)	8(11%)	4(6%)	42(60%)
	Average	15(21%)	6(9%)	3(4%)	24(34%)
	Low	4(6%)			4(6%)

Users' satisfaction with information literacy programme of library

AICS library organized library orientation program every years to make aware library users' about library, its collections and services, shelves arrangement, use of OPAC etc. Table-13 exhibit the satisfaction level of the respondents with the present IL programme of the library and after analysis it resolved that that majority of respondents (60%) believed that orientation programmers offered by the library would enable the users in searching and finding their information easy and they satisfied and 30% respondents are highly satisfied whereas, only 6% respondents are neutral and 4% respondents are unsatisfied with the library orientation programme**.**

Table 13: Users' satisfaction with information literacy programme

Satisfaction Level	BD	M. Div	M. Th	Total
Very Satisfied	15(21%)	4(6%)	2(3%)	21 (30%)
Satisfied	31(44%)	6(9%)	5(7%)	42 (60%)
Neutral	2(3%)	2(3%)		4(6%)
Dissatisfied	3(4%)			3(4%)

Areas need to improve in library orientation:

As stated above that every year library is organizing library orientation program to develop the skill and competency. It was tried to know the users opinions about areas of library orientation need to improve for enhancement of their search capability and presented in Table-14. After analysis it resolved that 53% respondents feel that instruction/training of use of e resources needs to improve followed by search strategy (41%) and OPAC (21%). Majority of respondents having good computer literacy even then 20% respondents feel that use of computers should be part of library orientation and 14% respondents feel that there should be proper orientation about use of print resources of library and its need to improve in future library orientation.

Table 14: In which of the following areas you need instruction or training?

(Respondents giving more than one answer)

Method	BD	M. Div	M. Th	Total
Use of printed resources	6(9%)	2(3)	2(3%)	10 (14%)
Use of e-resources	28(40%)	5(7%)	4(6%)	37 (53%)
Use of Computers	8(11%)	2(3%)	4(6%)	14 (20%)
Search strategies	20(29%)	6(9%)	3(4%)	29(41%)
OPAC	11(16%)	3(4%)	1(1%)	15(21%)

MAJOR FINDINGS:

1. Among the respondents, 73% are UG course and 17 % are PG course and majority of them (69%) are male. About 90% respondents are young and below the age of 30 years.
2. Library users are familiar with library and 53% respondents are regular users of library and visited library daily. Among rest respondents, 30% visited library weekly, 10% monthly and 4% occasionally when they feel some need.
3. Respondents are visited library mainly for borrow the books (63%), reading the books (23%) and periodicals (14%) respectively. They search information mainly for course assignment (57%), project work (40%), and research work (27%) and for lectures (20%).
4. Majority of the students (87%) are using text books as preferred information source, followed by reference books (60%), newspapers (51%) and print journal (32%). The other frequently used sources are Internet and e-journals (34%) while 32% respondents are using print journals as preferred source of information.
5. Majority of respondents are having high level of computer skills in Open and Save, print document/file, copy/pest and transfer file, whereas average skills in search OPAC, write a research paper using word and make a power point presentation.
6. Majority of respondents having average level of Internet skills in web browsing, write and send e-mail, search and download scholarly article from Internet. Over all respondents are Internet literates.

7. Majority of respondents are library literate and 73% respondent know the method to find a book, 80% respondents know the current source of information, 56% respondent know the shelves arrangement of library books.
8. Majority of respondents having skills and competency to handle print (76%) and electronic sources (60%) of information.
9. About 90% respondents are satisfied with library orientation program and they feel that it is very useful to enhance their library literary but many of them feel that some sectors like use of computers, search strategy, use of OPAC, how to use print resource need to improve in future library orientation program.

CONCLUSION:

Information Literacy is a major prerequisite for academic community in present ICT era because the skills and abilities are the main aspect that enables students to retrieve the right information from the right source without wasting their valuable time. Keeping in view the various specializations in the area, it is necessary for students to be equipped with Information Literacy competencies that can help them to effectively search, locate, evaluate, and use the required information. Therefore, it is crucially being recommended that user oriented IL programme should be organized regularly and the issues like how to retrieve information from the printed and electronic sources, various search strategies, use and advantage of keywords and Boolean operator should be address properly. Evaluation of electronic resources may be added in the information literacy program of the library. It is also remarkable that library resources, services, facilities and library personnel are inseparable in the process of organizing information literacy programs.

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