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Enriching the Learning through ILQEP (Information Literacy Quality Education Programme) in Higher Education: An Analysis

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Abstract **- This study examines the impact and quality of information quality of literacy programs. A questionnaire to obtain feedback from participants, which were collected from 188 participants of graduate students and professors of the Manohar Memorial Graduate College in order to confirm the gap between the relevant information and the user, develop interest and help in preparing to become read and write information. The students must recognize their need for information and search information effectively through subscribed and www databases and use that selected information ethically.**
Keywords**: Information Literacy, Learning, Quality Education, ILQEP, Higher Education**

I. INTRODUCTION

Knowledge is acquired through education, which is the most important and powerful tool to prepare the students for life. Every field in this world cannot progress without information, whether it is business, education, sports etc. Relationship between research, education and information is like as a cycle. New inventions take place and everyday new information come in different format i.e. print, non-print, social media and web2.0 etc. We don't know about all that information. Google is the first choice on their smart phone, iphones, to search any information. But new researches and new skills are essential to increase the quality in education and research. It is necessary to know how we get relevant information and the critical use of that information in their research and daily life.

Stepwise details of cyclic relationship between research, education and information:

Research---------Relevant Information--------Education------Quality Education
Produce use in Prepared

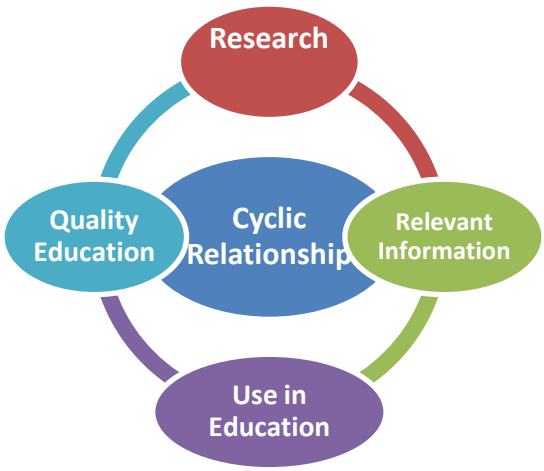

Fig.1 cyclic relationship between research, education and information

Students don't know about effective searching on web, recognition of relevant and irrelevant information, and effective and ethical use of that information. Information literacy is essential to equip the students in higher education to learn more effectively, to develop the creative thinking and to produce a high quality academic material of a course of study[1]. During college, students have the important task of building their information literacy skills. These skills will enables them to find the information they need to complete their assignments, while also training them to use that information in effective and ethical ways[2].

A.Origin of the Problem

Rajiv Gandhi Library has been providing, access to various subscribed e-resources through different networks, and other libraries since 2010. Besides these, it created two databases named "InfoSto" and "DHAROHAR". With the aim to increase the use of these e-resources and print resources, ILQEP programme was launched in the session 2015-16. The important question arises: What opinion have the postgraduate students and their teachers of M.M.P.G.College towards the newly started ILQEP programme. The study tries to find out an answer to this question that to what extent the success of workshop ILQEP stands out.

II. REVIEW OF LITERATURE

In India, work on information literacy is lower than the developed countries. No efforts have been made to literate the users. As there is no any standard, models and guidelines by anyone to develop them and also noted that efforts have been made by librarians. In order to make the country information literate, National Knowledge Commission (NKC) was constituted by the government of India in 2005, which was the first step in the information world.

A.National Level

1.Information Literacy among students

Hadimani and Rajgoli[3] (2010), an attempt has been made to know the information literacy competency among the undergraduate students of college of agriculture, Raichur (Karnatka, India). With the use of questionnaire, data was collected by the 90 undergraduate students. Percentage method was used for result. The result indicated students needed assistance either by library staff or faculty members. They lack the competence in electronic access to information and institutional policies related to the access and use of information. They suggested college should have a separate funding and the other measurable support for an information literary program.

2.Information Literacy among Faculty

Maharana and Mishra[4] (2007) studied the Digital Information Literacy of Faculty using Survey Method of at Sambalpur University. With the use of questionnaire found that educational imbalance between the rapidly developing technologies and information available to the users. Educating people to use information technologies is becoming an important educational objective for the teaching and research community. Universities should take a lead role in spreading knowledge of digital information resources.

B.International Level

1.Information Literacy among faculty

Hazrati[5] (2013) classified Information Literacy Competency in three levels: Low, Moderate, and High and observed that the majority of faculty members had moderate Information Literacy Level (51%), the minority of them had high Information Literacy Level (11.8%), and Information Literacy Level of majority of students was in moderate (57%). which indicated that students have higher information literacy than faculty members.

Opoku[6],(2013) examined the link between the faculty, research and library research instruction. The study adopted both quantitative and qualitative methods for data collection. The study revealed majority of graduate students at the University of Ghana are not always up-to-date with library tools and new technologies for research as faculty and librarian also think they are. The library needs to invest, plan and continue to offer instruction workshops and sessions on research skills for graduate students. The content of such workshops should be updated regularly to meet the prevailing circumstances and needs of the graduate students

Saunders[7], (2012) surveyed on faculty perspective regarding information literacy for students. Result shown that 71.8% or 196 participents, strongly agree, 24.9%(68 participents)agree, 77.6% of respondents (211 participents) strongly agreed that they address information literacy concepts in their teaching. This study provide librarian a broader insight in to faculty understanding of information literacy and that will help to advance the lecture of information literacy in to the disciplines.

2.Information Literacy among students

Mohd Salleh[8], (2011) studied the effect of information literacy on the academic performance among undergraduates in a Malaysian public university. It was found that there was no significant effect of information literacy on the academic performance among undergraduates. The findings therefore were inconsistent with previous findings acquired by the earlier researchers who mostly found that students' academic grades could be improved with increasing levels of information literacy due to certain variables which have not been studied in this research such as study skills, research skills and academic writing that might be attained by the undergraduates from formal classrooms, motivational courses and other forms of training programs

III. OBJECTIVES OF THE STUDY

1. To examine the impact of information literacy among the postgraduates on their academic performance.
2. To study the level of quality of workshop among the participants of different subjects
3. To search up to what extent users are benefitted with this workshop
4. To study the difference between the response of the staff and students(respondents) of different subjects

The related research question and hypothesis were formulated:

1. H0: There is no significant effect of information literacy among the postgraduates on their academic performance.
   H1: There is significant effect of information literacy among the postgraduates on their academic performance.

2. H0: There is no significant level of quality of workshop among the participants of different subjects
   H1: There is significant level of quality of workshop among the participants of different subjects.

IV. METHODOLOGY

This study used the descriptive analytical method. The participants of this study were 180 postgraduate students. A workshop had been organized and users had trained in effective searching of internet, to locate and evaluation of relevant information. A questionnaire of information literacy was prepared and collected data. It used a Likert type 5-point frequency scale ranging from 1 to 5. All the population of postgraduate classes were taken. Data were analyzed through SPSS/18 and One Way ANOVA, MEAN, SD and Percentage methods were applied.

1. Questionnaire

The primary data has been collected through a structured questionnaire. The questions are based on various aspects of the workshop.

2. Sample and data collection

All the population consists of 188 users including teachers of postgraduate students. The population is divided into two strata that were Teachers, students of different subjects of postgraduate. All the population of PG students and staff were taken for data collection.

3. Statistical Techniques used

Data of the study were analyzed in three stages. First we used the percentage test. Secondly, we used the Mean and SD. Finally, ANOVA was conducted to test the difference between different subjects and opinion of students and teachers.

V. DATA ANALYSIS AND INTERPRETATION

The study used ANOVA (a non parametric test) to ascertain the difference between the response of the staff and students (respondents) of different subjects by using SPSS version 18.0. Besides, Standard Deviation was used to observe the level of quality of workshop among the participants of different subjects and Average method was used to study how much maximum number of respondents was agreed with same responses, and Percentage method was used to study to what extent users are benefitted with this workshop. Findings and Results have been shown in Figures and tables.

Q1. There is no difference between the response of the respondents of different subjects (Sig<.05). All were agreed that Google is searched first, when they felt need for information.

Q2. There is difference between the respondents (sig>.105). Researcher was interested to know about if the workshop was beneficial to participants. As teachers and students of different subjects were the respondents.

Q3. There is no difference between the response of the respondents (Sig<.000). All respondents accepted that various databases, electronic resources, and search techniques are clearly explained.

Q4. There is difference between the opinion of the respondents of different subjects (Sig<.072). Since this question was related to know about the benefit of the workshop. Respondents of all subjects did not agree that the workshop has improved web searching capabilities.

Q5. There is difference between the response of the respondents of different subjects (Sig<.315). Some respondents said that this workshop will be helped with their assignments.

Q6. There is no difference between the response of the respondents of different subjects (Sig<.000). Everyone agreed with the workshop will be helpful in research.

Q7. There is no difference between the response of the respondents of different subjects (Sig<.000). They said, the instructions in the workshop, were well organized and logical.

Q8. There is no difference between the response of the respondents of different subjects (Sig<.027). Everyone agreed library is a laboratory teaching resource (Print and Non Print)

Q9. There is difference between the response of the respondents of different subjects (Sig>.082). Some users disagree, they didn't confident themselves in using library resources.

Q10. There is no difference between the response of the respondents of different subjects (Sig<.005). All respondents assumed that everything they had learnt in the workshop, would be useful in the future.

TABLE 1 ASCERTAIN THE DIFFERENCE BETWEEN THE RESPONSE OF THE STAFF AND STUDENTS

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Q1	Between Groups	.061	5	.012	2.393	.039
	Within Groups	.933	182	.005		
	Total	.995	187			
Q2	Between Groups	2.216	5	.443	1.851	.105
	Within Groups	43.587	182	.239		
	Total	45.803	187			
Q3	Between Groups	13.332	5	2.666	4.827	.000
	Within Groups	100.540	182	.552		
	Total	113.872	187			
Q4	Between Groups	3.852	5	.770	2.061	.072
	Within Groups	68.036	182	.374		
	Total	71.888	187			
Q5	Between Groups	3.370	5	.674	1.192	.315
	Within Groups	102.949	182	.566		
	Total	106.319	187			
Q6	Between Groups	10.195	5	2.039	5.925	.000
	Within Groups	62.635	182	.344		
	Total	72.830	187			
Q7	Between Groups	16.405	5	3.281	6.480	.000
	Within Groups	92.148	182	.506		
	Total	108.553	187			
Q8	Between Groups	4.460	5	.892	2.604	.027
	Within Groups	62.349	182	.343		
	Total	66.809	187			
Q9	Between Groups	4.280	5	.856	1.992	.082
	Within Groups	78.209	182	.430		
	Total	82.489	187			
Q10	Between Groups	8.040	5	1.608	3.445	.005
	Within Groups	84.960	182	.467		
	Total	93.000	187			

TABLE 2 MEAN VALUE OF EACH VARIABLE

	N	**Mean**	**Std. Deviation**
Q1	188	1.0053	.07293
Q2	188	1.5798	.49491
Q3	188	1.8936	.78035
Q4	188	1.8351	.62002
Q5	188	1.7979	.75402
Q6	188	1.6489	.62407
Q7	188	1.8298	.76190
Q8	188	1.5319	.59772
Q9	188	1.7128	.66417
Q10	188	1.5000	.70521
Valid N (listwise)	188		

The above table shows that mean value of each variable is having scored greater than1, but less than 2, which was lied between value one and two. In average, which indicate that all respondents agreed with the workshop quality and deviation (SD<1) is less with one, shows that mostly respondents agreed with each other.

TABLE 3 PERCENTAGE FREQUENCIES

Percentage Frequencies				
		Responses		Percent of Cases
		N	Percent	
Percentage	Q1	187	21.30%	99.50%
	Q2	79	9.00%	42.00%
	Q3	57	6.50%	30.30%
	Q4	52	5.90%	27.70%
	Q5	69	7.80%	36.70%
	Q6	80	9.10%	42.60%
	Q7	60	6.80%	31.90%
	Q8	96	10.90%	51.10%
	Q9	76	8.60%	40.40%
	Q10	108	12.30%	57.40%
Total		879	100.00%	467.60%

TABLE 4 DIFFERENCES BETWEEN DIFFERENT SUBJECTS

Difference between different subjects										
Subject	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Library Science	93%	40%	46.7%	53.3%	46.7%	80%	40%	46.7%	46.7%	93.3%
Punjabi	100%	50%	43.8%	37.5%	56.3%	50%	31.3%	81.3%	50%	62.5%
Economic	94.6%	45.9%	8.1%	8.1%	37.8%	24.3%	16.2%	21.6%	37.8%	27%
Hindi	90.5%	57.1%	33.3%	52.4%	19%	85.7%	42.9%	4.8%	23.8%	76.2%
English	100%	66.7%	83.3%	33.3%	8.3%	33.3%	83.3%	58.3%	75%	75%
Commerce	97.7%	32.2%	26.4%	23%	39.1%	33.3%	27.6%	60.9%	37.9%	56.3%

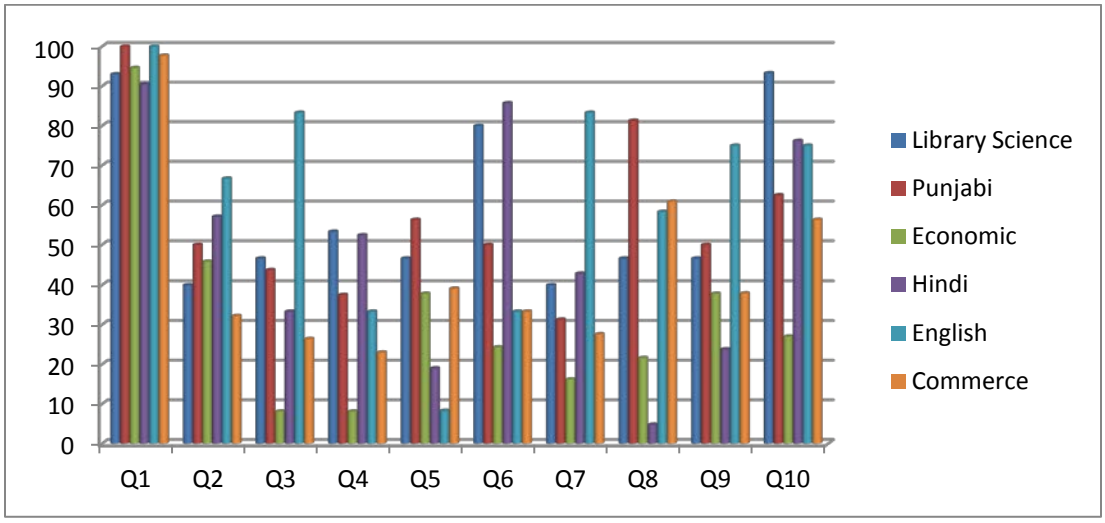

Fig.2 Difference between different subjects

TABLE 5 DIFFERENCES BETWEEN STUDENTS AND LECTURERS

Difference between students and Lecturers										
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Students	100%	40%	30%	28%	37%	42%	30%	49%	39%	57%
Lecturers	90%	80%	40%	30%	40%	50%	60%	80%	70%	70%

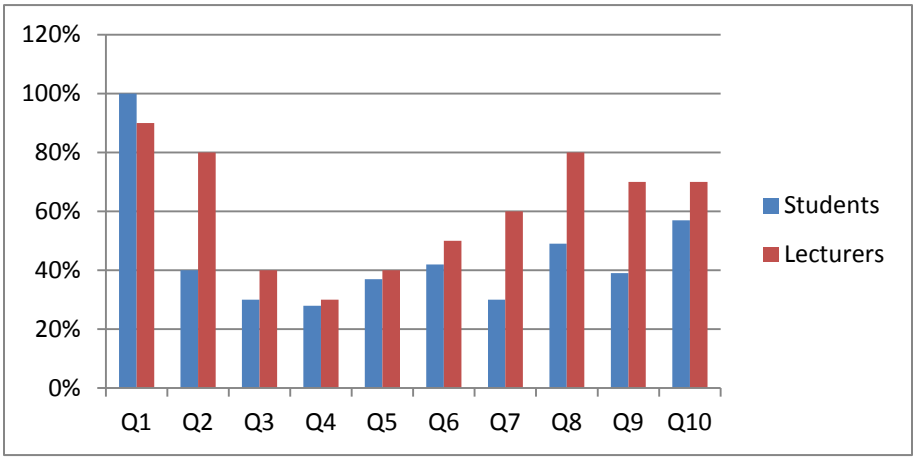

Fig.3 Difference between students and Lecturers

Percentage

Q1. First question is, we all are interested to know, what is the first choice to search any information on internet. The result shows everyone search google first, record is 100%.

Q2. In this rapidly changing environment, where information is available in many format and everyone wants to become expert in searching relevant information. As results indicate students of each disciplines agreed with this. But Staff also agreed strongly because they know the importance of various types of information.

The Student did not know about databases, journals, electronic resources and computer knowledge. They didn't know what they are, how to use them.

Q3 40% students of library science, 6.3% of Punjabi, 5.4% of economics, 6.9% of commerce, felt neutral , confused and introspected, to decide up to what extent they have benefitted. This is due to the ignorance of these resources such as databases, e-resources, etc. they know a text book only. They do not have proper knowledge because they study a single book, without paying attention for more subject related information. They are satisfied with the study material whatever they easily get.

Q4. Some students wants more material for their assignments but they depend only on their textbooks because they didn't know about the subscribed materials, journals, etc. and effective and efficient use of information. The results shows that 53.3% students of Library Science, 31.3% of Punjabi, 8.1% of Economics, 47.6% of Hindi, 33.3% of English and 21.8% of Commerce, were strongly agreed and learnt about web searching tips. On the other hand 40% students of Library Sc, 6.3% of Punjabi, 2.7% of Economics and 10.3% of commerce respondents didn't know about computer and they were unconfident to using Internet.

Q5. Respondents of Library Sc (46.7%), Punjabi (50%), Economics (32.4%), Hindi (14.3%), English (8.3%), and Commerce (39%) felt that this workshop will be helpful in their assignments, research papers and future researches.

Q6. Today information user search on google for any information, but they didn't know how to use the information ethically, but through this workshop they learnt a lot, which will be helpful for future research. As the results also indicates that 80% of Library Science, 37.5% of Punjabi, 21.6% of Economics, 85.7% of Hindi, 33.3% of English and 31% of Commerce students were agreed with the statement.

Q7. Mostly students didn't know anything about the computer. Due to well organized and logical instructions of this workshop they learnt the effective searching on web, as shown by the results that 40% of Library Science, 68.8% of Punjabi, 73% of Economics, 57.1% of Hindi, 83.3% of English and 67.8% of Commerce students stated about the usefulness of workshop.

Q8. Library is the center of all relevant information (print or non-print). As the new inventions are taking place like smart phone, tab, notepad, etc, users try to attract towards it and avoid coming in the library. After the workshop, 46.7% students of Library Science, 81.3% of Punjabi, 78.4% of Economics, 61.9% of Hindi, 58.3% of English and 60.9% of Commerce accepted and understood that library is a good resource learning lab.

Q9. 46.7% students of Library Science, 50% of Punjabi, 45.9% of Economics, 71.4% of Hindi, 75% of English and 46% of Commerce students were agreed that after this workshop they felt self dependent, and it increased their confidence level in using information.
Q10. 93% students of library science, 44% of Punjabi, 22% of Economics, 71% of Hindi, 75% of English and 55% of Commerce students were strongly agreed that this workshop will be very useful to them in future. On the other hand, Lecturers were also strongly agreed with this view because they know the importance of such type programmmes.

VI. CONCLUSION AND RECOMMENDATION

Information literacy is widely identified as an essential competency for college students as today's student is the great researcher, educationist, and businessman of tomorrow. So the students must recognize their need for information and search information effectively through subscribed and www databases and use that selected information ethically. Then quality in education will widespread and country will progress.

Dr. Rabindera Nath Tagore, who opined that, 'It is a better profile of education to know how to use a library than to possess a university degree'. The above opinion of Dr. Tagore was explained in the present scenario expanding it, as "It is a better proof of education to know how to use a library and its resources and imbibe information competency using www"[9].

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