September 2019

Quality of Information Literacy and ICT Skills among the Women Students in two Women's Universities at Tamilnadu, India: a Study

Yasmin m
SFR College for Women, Sivakasi, myasminmin@gmail.com

Quality of Information Literacy and ICT Skills among the Women Students in two Women's Universities at Tamilnadu, India: a Study

Dr.M.Yasmin Librarian SFR College for Women, Sivakasi, Tamilnadu

Abstract

This paper intended to explore the information literacy skill and ICT knowledge of women students in higher education. The data were retrieved from Mother Theresa Women University, Kodaikkanal and Avinashilingam University for Women, Coimbatore, and Tamilnadu, India. There are 300 questionnaires were distributed, 252 questionnaires were collected back. Data have been analyzed with simple analysis. The study found that these two women universities have good environment with Wi-Fi and providing well equipped laboratory and library. The majority of the students are using database and other electronic resources for their research work and studies. The women's students have excellent knowledge of ICT and Information Literacy skills.

Key words: information literacy, ICT, MTWU, Avinashilingam University, literacy skills

Introduction

The term 'Information Literacy' had its root back in 1974 when Professor Paul Zurkowski, the President of Information Industry Association, coined the term 'Information Skills' to refer to people who are able to solve their information problems by using relevant information sources and applying relevant technology(Oviatt, 2010). Gradually, after replacing the terms user education, library orientation and bibliographic instruction, information literacy became a prime factor in attaining knowledge and developing new understanding. It is distinct from other terms of user skills; bibliographic instruction and library instruction, as it focuses on competencies like evaluating and applying information. Many definitions of information literacy are available in literature. Few of these are: Chartered Institute of Library and Information Professionals (UK) define it as "knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner" (CILIP, 2004).

About the Universities

Mother Theresa Women's University Kodaikanal, Tamilnadu is situated at Kodaikanal, a quit hill station tucked away in the Palani hills of South India. This university was established in the year 1984 by the enactment of Tamilnadu Act 15. This University aims to extend its service to women students of all communities. It strives for Academic Excellence and Personality Development and gives equal importance for promotion of employment prospects to young girls.

Avinashilingam Institute is now one of the largest institutions in the country to impart quality education for women at all levels. The institute follows the educational ideals of Sri Ramakrishna, Holy mother Sri Saradamani Devi, Swami Vivekananda and Mahatma Gandhi and upholds a life of purity, discipline and service.

The Institute's educational process is to produce respectful, peaceful, honest and responsible people, through an ethos, a culture, an environment within the institute, in which the aforementioned values are the hallmarks of how the Institute organizes itself into.

Objectives of the Study

- To identify information literacy skills among the women students.
- To find out the ICT knowledge among the students.
- To investigate the knowledge about electronic database.

Review of literature

Tuamsku (2013) stated that Information Literacy is the ability to respond to one's own information need and it is different for each individual who can be measured from the individuals approach and management of information requirement. Her study reveals that majority of the universities are aware of their role in building "information literate manpower" to the society and labor market. The activities like enquiry based teaching which includes the activities such as observation, question posing, evaluation of information sources, critical evaluation of information, use of collection tools, analysis and interpretation of data, work presentations, discussion and exchange of opinions are essential for Information Literacy Instruction programmes.

In 2012 Devi and Navalgund conducted a study the importance of intellectual honesty and ethics in the academic environment and brought out how the technological change was misused. The researchers discoursed that plagiarism was to be treated as a community problem and it is the social responsibility of educational institutions to produce honest individuals for a healthy society. The students have to be informed about the policies and consequences of dishonesty from the campus itself.

Concept of Information Literacy was studied by Mackey and Jacobson (2011) and opined that Meta literacy provides the foundation for media literacy, digital literacy, ICT literacy and visual literacy. While Information Literacy prepares the individuals to access, evaluate, and analyze information, Meta literacy prepares individuals to actively produce and share content through social media and online communities. In order to be media and digital literate, an understanding of new media tools and digital information is invaluable. Meta literacy decreases the theoretical differences and brings about practical connections and strengthens the lifelong learning.

Nazari (2011) also studied Information Literacy and observed that Information Literacy is a contextually constructed phenomenon which needs to be contextually researched in order to be adopted in different contexts and disciplines. As emerged from exploration of physical, disciplinary and educational contexts of the case study it is essential to highlight the nature and characteristics of discipline, information, problem solving, learning and teaching in education programs. The author also analysed pedagogical and methodological implications and suggested that researchers must examine the contextual model in similar context in other disciplines.

 Pinto, Cordon and Diaz (2010) explored the evaluation of the various terms that have helped to forge the current concept of Information Literacy. Information Literacy, library skill, information skill, technological literacy, digital literacy, computer literacy and e-literacy are the selected descriptors for literacy and information. The emergence of the internet and the wide spread use of web have acted to revitalize the generation of articles on different aspects of Information Literacy.

Methodology

The data were retired from Mother Theresa University, Kodikannal, and Avinashilingam University for Women. Each 150 Questionnaires were distributed, among 300 questionnaires

252 questionnaires have been collected back. After collecting the data, data have been analyzed by using simple analyzing method. Based on the results the information literacy skills are good in both the University women students.

Analysis

S.no	Discipline	Total no.of Respondents	No.of Respondents	Percentage
1	PG	116	95	38
2	PhD	96	84	33
3	UG	88	73`	29
	Total	300	252	

Table 1: Student's discipline

The above Table 1 shown that the total number of respondents 252. The   95 students are post graduate, 84 are PhD scholars and 73 under graduate students are responded.

S.no	Sources	No.of Respondents	Percentage
1	Internet	111	44
2	E – Mail	95	37
3	Downloading	20	8
4	Websites	14	6
5	Wikipedia	12	5
	Total	252	

Table 2 ICT knowledge wise distribution

The above table 2 shown that the majority of the respondents are using Internet (44%); followed by (37%) respondents are sharing and forming group mail through G mail

S.no	E-Resources	No.of Respondents	Percentage
1	E- Journal	92	38
2	Open Access	80	32
3	E-Thesis	40	16
4	E-Books	30	12
5	Remote Access	10	4
	Total	252	

Table 3 Electronic usage by the respondents

The table 3 shows that the majority of the 92 respondents (38%) are using Electronic Journals followed by 80 respondents (32%) are downloading journals from Open Access.

S.no	Databases	No.of Respondents	Percentage
1	Web of Science	65	26
2	SCOPUS	51	20
3	DELNET	42	17
4	Inflibnet	30	12
5	J Gate	20	8
6	EBSCO Business Source Elite	10	
7	EBSCO American E collection	5	2
8	ISID	10	4
9	Springer	11	4.4
10	Elsevier	8	3.2
	Total	**252**	

Table 4 usage of full text database by the respondents

The above Table 4 shown that the majority of 26% respondents are using leading data base "Web of Science" for their research and project work followed by 20% of the respondents are using "SCOPUS" database and 17% of the respondents DELNET followed by minimum 105 of the respondents are using INFLIBNET which is freely given by central government of India.

Table 5 Information literacy and ICT literacy skills

S.no	Description	Strongly Disagree	Disagree	No opinion	Agree	Strongly Agree
1	I have capacity to collecting information	12% (30)	12.3% (31)	12% (30)	41.3% (104)	23% (57)
2	I know how to get information	13.5% (34)	14.3% (36)	14% (35)	31% (80)	27% (67)
3	I can find out right information	4% (10)	11% (27)	16% (40)	46% (115)	24% (60)
4	I have ability to use information in right way	5% (12)	6% (15)	21.4% (54)	39% (98)	29% (73)
5	I have the capacity to	4%	12%	19.4	31%	34%

	apply my ideas	(10)	(30)	(49)	(78)	(85)
6	I know the plagiarism copy right	4.8% (12)	3.2% (8)	9.5 (19)	44.4% (112)	40% (101)
7	I can work all the database	9.5% (24)	4% (10)	8% (20)	40% (107)	38.5% (97)
8	I have ability to work open access journals	2.4% (6)	6.8% (17)	9.5% (24)	46.4% (117)	34.9% (88)

The above table 5 shown that the women student's literacy skills and ICT were accessed by using Likert 5 point scale. The majority of the women students show that good literacy and ICT skill.

Conclusion

The study found that the information literacy skill level is good. The women students build their knowledge and information literacy in contemporary empowered society. The majority of the women students exhibit the good ICT and IL. Both of the universities have excellent environment and fully automated library services. This can be effort of the university authorities and faculty members. Out of the total number of 252 respondents, the majority of the PG (116) and PhD (96) women students have responded. The study found that most of the students are frequently using internet and they have ability to use information independently.

Reference

Devi S G, N. C. (2012). Plagiarism - a rising degree of plague questioning ethics, policies and technology. *SRELS Journal of Information Management* , 69-73.

Pinto M, Cordon J.A, Diaz R.G(2010). thirty years of information literacy 1977 - 2007 a terminonological conceptual and statistics analysis. *Journal of Librarianship and Information Science* , 3-19.

 Tuamsuk K. (2013). Information Literacy instruction in Thai higher education . *Procedia a social and behavioral science* , 145-150.

 Nazari M. (2011). Acontextual models of information literacy. *journal of information science* , 345-359.

Mackey T.P, Jacobson T.E, (2004). Integrating information literacy in lower and upper level courses : developing scalable models for higher education. *The journal of General Education* , 201-224.