E-Information Literacy among Research Scholar of Guru Ghasidas Vishwavidyalaya: A Survey

Madan Lal
Research Scholar
Dept. of Lib. and Info. Science
Guru Ghasidas Vishwavidyalaya
Bilaspur- 495009

Ravi Kant Singh
Assistant Professor
Dept. of Lib. and Info. Science
Guru Ghasidas Vishwavidyalaya
Bilaspur- 495009

Abstract - *The study investigates the e-information literacy of research scholar of Guru Ghasidas Vishwavidyalaya, Bilaspur. An effort has been made to know the awareness and use of different kind of information sources, ability to access and evaluate information in electronic formats, ability to retrieve information from the various sources and ability to make use of the retrieved information among them. Questionnaire method was used to collect data on e-information literacy of research scholar. The study revealed that 133(97.08%) researcher aware and use e-information and able to evaluate information critically on their needs. Basically, most of the researchers 76(55.47%)) are used e- information for research purpose. The paper concludes that e-information literacy empowers scholar to enhance e-information search skills effectively and independently for taking informed decisions.*

Keywords: E- Resources, E-Information Literacy, Google Era, Digital Information

Introduction

The greatest challenge for society in the 21st century is to keep pace with the knowledge and technological expertise necessary for finding, applying and evaluating of information. We are living in such types of emerging electronic information age; where everyone wants to pinpointed information in quickly and easy way. Due to technological advancement of Library and information centres are moving towards electronic resources which are founds less expensive and more helpful for easy access. The Internet and the World Wide Web caters scholarly quick and easy access to electronic information resources from over the world. Electronic resources are a precious tool that complements the print based resources in traditional library setting. Due to changing atmosphere and library automation, there is a demand of increase in the use of electronic resources and it is more effective in the academic institutions. It is a fact that all the information resources available in electronic format, apart from the traditional sources found in libraries, are proliferating in terms of measure, speed, and variety of formats of information due to many reasons.

E-resources have become a bubbling boon for the library professionals as well as library users in the Google era. The verity of e-resources available, the number of tools available to access these e-resources the availability through consortia arrangements, establishment of information technology hubs in various institutes, the ease of use the nature of interactive of e-resources and all such factored have made the library users to be at their ease in getting required information for pursuing studies and research.

E- Information Literacy

E-information literacy is an extension or application of information literacy in digital environment. It deals with evaluation and effective use of electronic and digital information resources. The essence of e-information literacy is to empower an individual to make knowledgeable judgements about what is found online and make best use of it for one or more academic purposes. Electronic information literacy (E-IL) refers to literacy activities (Such as Reading, Writing, and appropriate use) that are delivered, supported, accessed, or assessed, through computers or other. Electronic means rather than paper is awareness, skill, understanding, and reflective, evaluative, approaches that are necessary for an individual's to operate comfortably an information rich and IT supported environment(Martin and Radar,2003); ability to search retrieves, organizes, employ and evaluated information derived from electronic information resources (Fortier,1988); to encompass the combined literacy skill which relate to IT literacy as well as information literacy skill a commitment creation of new information (Beatty and Mountifield,2005) and information literate must to be implies a higher level understanding of the fact that information exists in its own right as intellectual content, regardless of the vehicle which carries it (paper or electronic), and also implies the ability to work in a discriminating and intelligent way across these media as appropriate. E-Literate means knowing the limitations as well as the potential of the skills of the e-world. So, e- Information literacy has become a necessity to sift through the growing e-information.

Profile of Guru Ghasidas Vishwavidyalaya
Guru Ghasidas Vishwavidyalaya is a Central University of India, situated in Bilaspur, C.G. State, set up under Central Universities Act 2009, No. 25 of 2009. Formerly called Guru Ghasidas University (GGU), established by an Act of the State Legislative Assembly, was formally inaugurated on June 16, 1983. This Vishwavidyalaya not only one central university in this state but also one of the most research institution in Chhattisgarh. Where 245 research scholar ongoing research through 8 school of studies under 35 departments.

Objective of the Study

In the present study, "E-Information Literacy among Research Scholar of Guru Ghasidas Vishwavidyalaya: A Survey" has the following aims and objective are represent below:
* To find out the awareness and use of electronic information among the research scholar of Guru Ghasidas Vishwavidyalaya.
* To assess the respondents' ability to access and search the needed information for teaching and research.
* To evaluate how the users utilize the information retrieved for academic purposes.
* To know the purpose and frequency of using electronic information.
* To find out the frequency of use of electronic information.
* To survey the satisfaction level of use electronic information.

Review of Literature

Anjaiah, M.(2016) explored Digital Information Literacy among Research Scholars and Students Community At Dravidian University, Kuppam, Andhra Pradesh (India). The finding of study was that a majority of 62 (63.28 %) respondents having used PCs, Laptops, Smart Phones and Tabs for information access, A majority 47 (47.95%) of the professional respondents were using the internet, A majority 102 (81.60%) of the respondents were known about the digital information, A majority 85 (86.73%) of the respondents visiting the library

to borrow the library e-books which is a good sign to use, A large majority 92 (93.87%) of the respondents are facing frequently power off, followed by 85 (88.77%) respondents facing *Wi-Fi* problems while browsing the digital resources at hostel premises. **Golwal, M.D. etc (2012).** Highlight the concept of Literacy, Information Literacy and E-Information Literacy. Objective of the study was that to study the extent of Information Literacy in PG & Research Students of the Science Departments in BAMU, with special emphasis on the E-Information. Survey methodology has been adopted for the study. Finding of the study ware that majority i.e. 85.90% respondents are fluent in use of computer, on daily basis used computer 65.50%. And majority 60.58% respondents using internet daily, while 50.32% respondents spend 7 – 9 hours a week on Internet, 40.38% & 23.72% students were having Excellent & Very Good Internet skills respectively 89.42% & 61.22% students browsing internet for the purpose of Email & E-resources respectively. Majority of the users search articles with the help of keywords i.e. 71.15 Remaining 66.34% & 63.78% users search articles by Author & Journal Title. While 45.19% & 44.23% of the users searching articles with the help of Subject heading, Abstracts and Author respectively

Methodology

The present study has been conducted through the survey method of research. A structured questionnaire was designed and used for collecting the data from the research scholar of GGV, Bilaspur. For the present investigation 160 questionnaires were distributed among research scholar, out of which 137 (85.63%) duly filled in questionnaires were received back for further study.

Data Analysis and Interpretation

For the present study, a total number of 137 questionnaires collected among the research scholar of Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.) which constitutes a major database for the study.

Table -1 Gender wise Distribution of Respondents

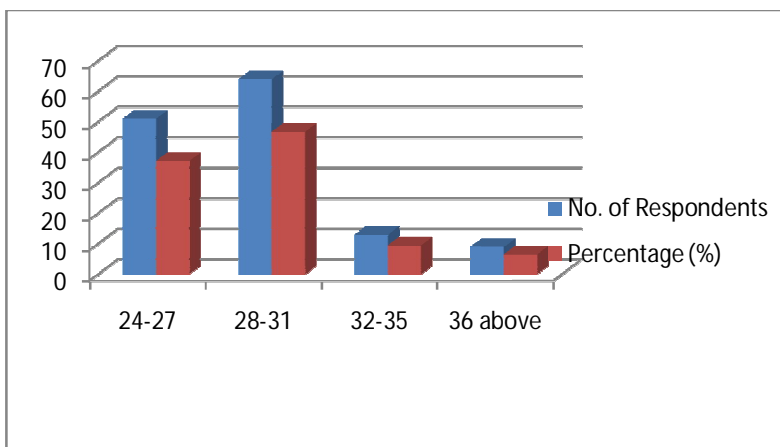| Gender wise Distribution	No. of Respondents	Percentage (%)
Male	86	62.77
Female	51	37.23
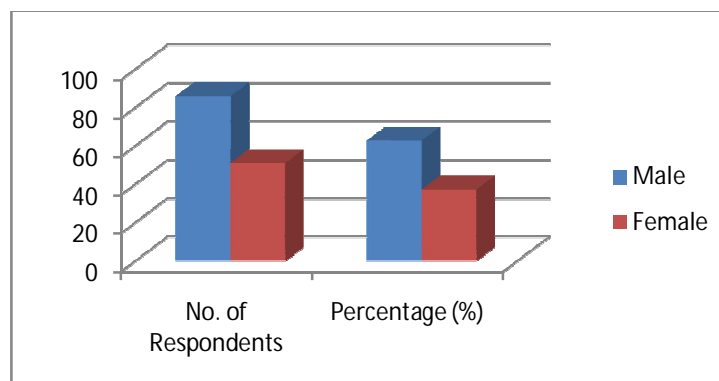
It was noticed that the overall response of the researcher in terms of gender there were 86(62.77%) males and 51(37.23%) females.

Table-2 Age- wise Distribution of Respondents

Age-wise Distribution	No. of Respondents	Percentage (%)
24-27	51	37.22
28-31	64	46.72
32-35	13	9.49
36 above	9	6.56

The findings of age wise analysis revealed that 51(37.22%) research scholar are under the age group of 24-27 years, 64(46.72%) research scholar are under the age group of 28-31 years, 13(9.49%) comes under age group of 32-35 and 9(6.56%) researchers are under came age group of 36 years.

Table-3 Awareness and Use of Respondents

Awareness and use	No. Of Respondents	Percentage (%)
Yes	133	97.08
No	4	2.92

The above table shows that 133(97.08%) respondents are aware and able to use of electronic information and 4(2.92%) respondents are not aware and unable to use of electronic information.

Table-4 For the purpose of required Electronic Information

Purpose	No. of Respondents	Percentage
Course work /Examination	34	24.81
Research	76	55.47
Seminar	7	5.12
Subject Knowledge	20	14.60

Significant purposes of the required electronic information are depicted in table 4. It was found that maximum of 76(55.47%) respondents required electronic information for research purpose, 34(24.81%) respondents   required information about course work/examination, 20(14.60%) for updating subject knowledge and minimum 7(5.12%) of respondents required electronic information related to seminar/ workshop information.

Table-5 Types of E-resources used for research work of Respondents

Types of e-resources using	No. of Respondents	Percentage (%)
E-Journals	63	45.99
E-Thesis/Dissertation	15	10.95
E- Database	43	31.39
E-Books	12	8.75
Other E-Services	4	2.92

Table 5 caters that 63(45.99%) respondents were using E-journals types of e-resources for their research work, 43(31.39%) E-database, 15(10.95%) E-thesis/Dissertation, 12(8.75%) E-books and at least only 4(4.54%) used other e –services types of e-resources for their research related work.

Table-6 Locate Information for Research Study

Locate Information	No of Respondents	Percentage (%)
Library	25	18.25
Internet	75	54.74
Department	37	27.01

According to Table-6 majority of 75(54.74%) respondents locate information on internet, where internet facilities provided, 37(27.01%) respondents are access information in the own department and 25(18.25%) in library.

Table-7 Frequency of Internet user of Locating Information on Internet

Frequency of Internet	No. Of Respondents	Percentage (%)
Daily	105	76.64
2-3 Times in Week	16	11.67
Once n a Week	1	0.73
Occasionally	15	10.95

It is seen that from the above table that a highest 105(76.64%) of respondents frequent to locating information on internet daily basis, 14(11.67%) of respondents 2-3 times in week, 15(10.95%) of respondents occasionally and minimum of 1(0.73%) respondent once a week.

Table-8 Most using Internet facilities and Time spent on Internet of Respondent

Internet Facilities	Time Spend on the Internet	No. of Respondents	Percentage (%)
Net Cafe	Less than 1 Hour in A week	4	2.92
Home	2-4 hours in a week	19	13.87
Wherever Wi-Fi Available	5-6 hours in a week	20	14.60
Central Library	7-9 hours in a week	26	18.98
Department	more than 10 hours in a week	68	49.63

Regarding the about place where the respondents feeling comfort to be most using internet facilities and time spent on internet access majority of 68(49.63%) of respondents using more than 10 hours in a week in department, 26(18.98%) respondents spend 7-9 hours in a week of the central library, 20(17.04%) spend time on wherever WI-FI facilities available, 25(14.2%)

of respondents at the home and lowest of 6(3.40%)respondents using internet facilities and time spending on internet at the place of Net Cafe.

Table-9 Experience of Internet Uses of Respondents

Experience of Internet Uses	No. of Respondents	Percentage (%)
Less than 1 year	03	2.18
1-3 year	34	24.82
4-6 year	90	65.69
More than 7 year	10	7.30

To know the experience in using internet it was seen from the above table that, a majority of 90(65.69%) respondents having over 4-6 years experience; following by 34(24.82%) respondents having 1-3 years experience; 10(7.30%) respondents having more than 7 years experience; 03(2.18%) respondents having less than 01 year experience respectively.

Table-10 Rate of Internet Skill of Respondents

Rate of Internet Skill	No. of Respondents	Percentage (%)
Excellent	54	39.41
Very good	42	30.66
Good	33	24.9
Poor	8	5.83

Above table show that majority of 54(39.41%) respondents having excellent rate of internet skills, 42(30.66%) very good, 33(24.90%) good and 8(5.83%) respondents having poor rate internet skill.

Table-11 Purpose of internet browsing of Respondents

Purpose	No. of Respondents	Percentage (%)
E-mail	11	8.03
E-resources	80	58.39
OPAC	32	23.36
SNS	14	10.22

Table show that maximum of 80(58.39%) respondents' internet browsing for e-resources, 32(23.36%) OPAC, 14(10.22%) SNS and minimum of 11(8.03%) respondent's are browsing the internet for email access.

Table-12 Types of Search Tools using by Respondents

Types of search tools using	Number of Respondents	Percentage (%)
Search Engines	78	56.94
Subject gateways	39	28.47
OPAC	20	14.60

Table 12 caters the information about the search tools, which is used by respondents for works. These majority are 78(56.94%) of respondents using search engine, 39(28.47%) subject gateways and 20(14.60%) using OPAC form types of search tools.

Table-13 Most preference of search engines for accessing e-resources

Most preference of search engines	No. of Respondents	Percentage (%)
Google	62	45.26
Yahoo	42	30.66
Excite	4	2.92
AltaVista	17	12.41
Bing	9	6.57
Hotbot	3	2.19

Table 13 show that 62(45.26%) of respondents preference to Google search for accessing e-resources and 42(30.66%) yahoo, 17(12.41) AltaVista, whereas 9(6.57%) Bing, 4(2.92%) Excite and 3(2.19%) of research scholar Hotbot search engine were least used accessing e-resources.

Table-14 Search strategies for article on a particular subject

Search strategies	No. of Respondents	Percentage (%)
Subject heading	27	19.71
Author	17	12.41
Full text	18	13.14
Keywords	75	54.74

Table14 shows that majority of 75(54.74%) of respondents having by search strategies keywords; following 27(19.71%) subject heading, 18(13.14%) full text and only 17(12.41%) of respondents having most of search strategies by author for article on a particular subject.

Table-15. Leant to use of E-resources of Respondents

Learnt to use e-resources	No. Of Respondents	Percentage (%)
Trial and Error	10	7.30
Guidance from senior research scholar	24	17.52
Self through	50	36.50
Guidance from teacher	32	23.36
Guidance form Library staff	21	15.33

Table 15 show that a majority of 50(36.50%) learnt self through use of e-resources, 32(23.36%) guidance from teachers, 24(17.52%) guidance from senior research scholar, 21(15.33%) guidance from library staff and 10(07.30%) learnt trial and error to use of resources.

Table-16. Satisfactions Level of Internet facilities provided by University

Satisfactions level of Internet facilities	No. of Respondents	Percentage (%)
Fully	65	47.45
Partially	50	36.5
Unsatisfied	22	16.06

Table 16 show that 65(47.45%) fully satisfied with internet facilities provided by university 50(36.50%) partially satisfied and 22(16.06%) unsatisfied with internet facilities provided by university.

Findings

1. Majority of respondents are aware and use of e-resources.
2. Maximum of respondents required electronic information for research purpose, course work/examination, for updating subject knowledge and minimum for seminar/ workshop related information.
3. Most of the respondents were using E-journals types of e-resources for their research work and E-database, e-thesis/Dissertation, etc.
4. Most respondents locate information on internet in anywhere, where internet facilities provided like department, Central library, etc.
5. Number of respondents having excellent rate of internet skills.
6. Most of the respondents having search strategies by keywords, subject heading, full text or author for article on a particular subject.
7. Respondents learnt self through used of e-resources, guidance from library staff, guidance from senior research scholar, and learnt trial and error to use of resources.
8. All the above highest percentage of fully satisfied with internet facilities provided by university.

Conclusion

E-information literacy is the need of the present digital age. Due to technological advancement most of information resources are available on electronic or digital form. So all category of user must want to know how to access, store, use, and disseminate of information. E- Information literacy play significance role in selecting, identifying, locating, access, use, retrieves and evaluating appropriate e-resources for different purpose among research scholars. E- Information literacy has become a necessity to sift through the growing e-information. Researcher are the truly changer of whole life, society, their time is precious, the skills and abilities are required that enable them to retrieve the right information from the right source without wasting much time. E- Information literacy is a major prerequisite for these communities. It is necessary for them to be equipped with IL competencies that can help them to effectively search, locate, evaluate, and use the required information.

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