



ASSESSMENT OF INFORMATION LITERACY SKILLS AND COMPETENCIES AMONG THE FACULTY MEMBERS: A STUDY OF DEGREE COLLEGES AFFILIATED TO MANGALORE UNIVERSITY

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ABSTRACT

The need of Information plays an extremely important role in the complex society. The main aim of the information literacy mission is to create information literate environment. One of the main objectives of The National Knowledge Commission of India is to integrate library and information service with people daily lives. In the present information society, information and knowledge are the basic resources and access to them is necessary. Without the knowledge of information literacy skills, it is difficult to deal with the abundant of information. In the present study an attempt has been made to study the assessment of information literacy skills and competencies among the faculty members of Degree Colleges. The study was undertaken for the purpose of investing ability of identifies, locate, evaluate and effectively use of the information by the faculty members under study the ability to use information effectively and wisely is crucial to faculty members success in higher education, it is increasingly important to incorporate information literacy skills among them for better performance of their academic and research faculty members of degree colleges under study.

Key words: Information Literacy, Skills, competencies.

1. Introduction

In twenty first century world has been an era of Information and its utilization. The social benefit of Information is better living. The need of Information plays an extremely important role in the complex society. It is considered as life blood of human body and also 6th basic need of human being. It is also termed as currency of 21st century. We required information for every day today activity at every stage and every step. Due to the advancement in Information and communication technology, information is increasing, creating, storing, processing and communicating through electronic media. All the facets of information resulted into increasing, complex and verity of information. Information is vital sources needed by human being in different walk of life. We are living in information era where our day-today actives are very much depended on the information. Information is the life blood of human being and it is the currency of 21st century. At the same time there is a rapid and abundant increase in information production. The information is produced in various forms and formats like text, image, video, digital etc. This necessitates the new set of skills i.e Information literacy skills. After 1980, various professional associations in library science focused on this concept and developed various standards, model and guidelines in general and higher education in particular (Badween, 2001) .

The library is the most important resource in any academic setting. The library is the place where information is stored, catalogued, indexed and made available. The library staff, more than any other teacher, understands how to identify, locate, retrieve evaluate, and use information. Thus, the connection between the library and information literacy is obvious. Giving frequent instruction and practice to students in information literacy skills to create information literate adults. Today, librarians need to re-work the program of information literacy, rather than tending cosmetics changes to the age old practices of library visits, orientations, lecturs, displays etc.

1.2. Origin of information literacy

The term information literacy was coined by Paul G. Zukowski in 1974 to describe the technique skills known by the information literate for utilizing the wide range of information tools as well as primary sources in modelling the information solutions and their problems (2). According to American Library Association to be information literate, a person must be able to recognize when information is needed and have the ability to locate evaluate and use effectively the needed information (3).

1.3. Meaning and definition:

Literacy is a widely defined and discussed in the library and information science and education fields. Literacy has been connected with various activities and linked with other terms such as cultural literacy, library literacy and technological literacy and also with digital and multi media literacy. Traditionally, literacy as a basic concept has been defined as the ability to read and write.

Information literacy is set of abilities requiring individual to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ALA 2000). Information literacy is also increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices in their academic studies in the workplace and in their personal lives. Information is available through libraries, community resources, special interest organizations, media and the internet –and increasingly, information comes to individuals in unfiltered formats raising questions about its authenticity, validity and reliability, in addition , information is available in multimedia, including graphical, aural , and textual and these possess the challenges for individuals in evaluation and understanding it.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, all learning environments, and to all level of education. It enables learners to master content and extend their investigations, become more self- directed and assume greater control over their own learning.

1.4 Information Literacy Skill:

Literacy skills help to human make informed decisions, solve problems, think critically, and creatively communicate effectively to built healthy relationship empathies with other ad cope with managing their lives in healthy and productive manner.

Information literacy skills in general to specific Information literate require an understand of a need for information The resources available How to find information The need to evaluate results How to work with or exploit results Ethics responsibility of use How to communicate or share your findings how to manage your findings.

2. Statement of the Problem:

The statement of the problem is “**Assessment of Information Literacy skills and Competencies among the faculty members: A study of degree colleges affiliated to Mangalore University**”

3. Need for the Study:

The study was undertaken for the purpose of investing ability of identifies, locate, evaluate and effectively use of the information by the faculty members under study the ability to use information effectively and wisely is crucial to faculty members success in higher education, it is increasingly important to incorporate information literacy skills among them for better performance of their academic and research achievements. The faculty members basically involved in teaching, learning and research. So, they may need constantly update their existing knowledge in their domain. Further, Information plays a vital role in all spheres of life in this technological era. Information is available in different formats and forms in various sources. To get the right information at the right time from the abundance of unclassified data/information, the faculty members must be information literate. In this context, role of the faculty members is very important, if the faculty members want to be competent and serious in their studies, he/ she should have competence and skills in information literacy, so that they can become life- long independent learner. Hence, in the present study an attempt has been made to assess the information literacy skills and competencies among the faculty members of degree colleges. Hence the proposed study has been undertaken.

4. Scope and Limitations

The present study was explorative in nature, mainly based on the primary data collected from the sample respondents and the following limitation has identified. The scope of the present study is limited to the Information Literacy skills and competencies among the faculty members under study in accessing and utilization of information sources. In the present study ACRL Standards is used for assessment of information literacy, further study is restricted to only degree colleges affiliated to Mangalore University.

5. Objectives of the Study :-

The main objective of the study is to find out Assessment of Information Literacy skills and Competencies among the faculty members. The Specific Objective of the study are –

1. To know the use of library by faculty members in degree colleges under study
2. To find out the types of sources frequently used by faculty members
3. To know the skill level in identifying types of information sources
4. To identify different information search techniques used by the degree faculty members for accessing information resources.
5. To find out the faculty members awareness about knowledge search engine
6. To identify the knowledge about copyright, fair use of information and plagiarism by faculty members
7. To suggest the means of improvement in information literacy skills for faculty members of degree colleges.

6. Methodology:

The main aim of the study is to assess the information literacy skills and competence among the faculty members of Degree Colleges, the present study is based on the Survey Method of Research wherein structured questionnaire has been used as data collection tools. The scope of the present study is limited to assessment of Information Literacy skills and competencies of degree college faculty members. Based on the objectives of the study, structured questionnaire was designed with help of ACRL standards of information literacy competency for higher education. Stratified and random sampling method was followed in the selection of study population. The primary data so collected from the sample population through structured questionnaire was analyzed with the help of statistical tools like Frequency, Percentage, t-test, ANOVAs and Regression Model to make projections and to draw meaningful conclusions.

6.1 Study Population:

The study population comprises of the faculty members of degree colleges which are affiliated to Mangalore university. 105 students of all the faculty were selected for the study. A study population was chosen based on the stratified and random sampling methods.

7. Data Analysis and Interpretation.

Table-1 college wise distribution of the respondents

Gender	Type of College			Total
	Government	Aided	Private	
Male	122 55.0%	16 40.0%	20 52.6%	158 52.7%
Female	100 45.0%	24 60.0%	18 47.4%	142 47.3%
Total	222 100.0%	40 100.0%	38 100.0%	300 100.0%

$$X^2=1.520 \quad df= 2 \quad p>.05 \quad R= NS \quad X^2 \text{ table} = 3.84$$

The above table shows Gender Versus Type of College Wise Distribution of the Respondents under study, majority of the respondents (158-52.7%) under study belongs to male faculty members, while remaining 47.3% of the faculty members are female counterpart. In which majority of the faculty members belongs to Government colleges and remaining are belongs to Aided and Private Colleges respectively. Further, chi-square test is carried out between type of colleges and gender of the respondents, ($X^2=1.520$, $df= 2$). Since the calculated chi-square value is less than the table value, hence the null hypothesis is accepted. It indicates that the distribution of male and female faculty members among the different type of colleges is similar.

Table-2 Age group Vs Type of College Distribution Wise of the Respondents

Age Group	Type of College			Total
	Government	Aided	Private	
less than 30 years	76 34.2%	16 40.0%	6 15.8%	98 32.7%
30-40 years	90 40.5%	20 50.0%	30 78.9%	140 46.7%
40-50 years	44 19.8%	4 10.0%	0 .0%	48 16.0%
Above 50 years	12 5.4%	0 .0%	2 5.3%	14 4.7%
Total	222 100.0%	40 100.0%	38 100.0%	300 100.0%

$$X^2=12.832 \quad df= 6 \quad p<.05 \quad R= N S \quad X^2_T= 12.59$$

The above table indicates the age group versus type of college wise distribution of study population, significant proportion of the study population belong to (46.7%) 30-40 years of age, while, 32.7% of the faculty members were less than 30 years of age. Only 4.7% of the faculty members were more than 50 years of age. With reference to college wise concerned. Greater majority of the faculty members (78.9%) from private colleges had 30-40 years of age. Further X^2 test is carried between type of colleges and age group of the respondents ($X^2=12.832$ $df=6$) at 5% level of significance. The calculated value is less than the table value, hence, the null hypothesis accepted. It indicates that the distribution of age group among the faculty members of the different type of degree colleges are same. it can be concluded that no significant difference was observed as per as age group is same.

Table-3 Domicile Vs Type of College

Domicile	Type of College			Total
	Government	Aided	Private	
Rural	174 78.4%	24 60.0%	28 73.7%	226 75.3%
Urban	48 21.6%	16 40.0%	10 26.3%	74 24.7%
Total	222 100.0%	40 100.0%	38 100.0%	300 100.0%

$$X^2=5.112 \quad df= 2 \quad p<.05 \quad R= N S \quad X^2_{Table} = 3.84$$

The above table indicates domicile versus type of college wise distribution of the sample study, large majority of the respondents belongs to rural area (75.3%) and the remaining are from the urban area (24.7%). Further majority of the faculty members from private and government colleges were from rural places. To see the association between these two variable, X^2 test is applied ($X^2=3.112$, $df=2$) at 5% level of significance. There is significant relation is found between them. Since, the calculated value is more than table value, the null-hypothesis is rejected and at the same time alternative hypothesis is accepted. It indicates that the faculty members more distributed to rural area as compared to urban area.

Table-4 Teaching Experience Vs Type of College

Teaching Experience	Type of College			Total
	Government	Aided	Private	
1-3 years	62 27.9%	16 40.0%	10 26.3%	88 29.3%
3-5 years	56 25.2%	8 20.0%	18 47.4%	82 27.3%
5-10 years	54 24.3%	12 30.0%	8 21.1%	74 24.7%
10 and above	50 22.5%	4 10.0%	2 5.3%	56 18.7%
Total	222 100.0%	40 100.0%	38 100.0%	300 100.0%

$$X^2=8.128 \quad df=6 \quad p>05 \quad R= N S \quad X^2 \text{ Table} = 12.59$$

The above table shows the distribution of teaching experience among the type of colleges under study, teaching staff is distributed from 1-3 years of experience to ten and above ten years of teaching experience, more than 29% of the faculty members had 1-3 years of teaching experience and then followed by 3-5 years of teaching experience. While more than 18% of the faculty members have 5-10 years of teaching experience and only 18.7% have more than 10 years of teaching experience. With respect to type of college majority of the faculty members from Aided colleges have less than 3 years of teaching experience. Further, X^2 test is tested between the two characteristics to see the relation exist between them at 5% level of significance ($X^2=8.128$ $df=6$). The calculated value is less than the table value; the null-hypothesis is accepted. It indicates that the teaching experience of the faculty members is almost similar among the different type of college under study.

Table-5 Purpose of visit to Library by the faculty members under study

Sl no	Purpose	N	%
1	To Borrow/Return Books	280	93.3%
2	To Read Text Books	210	70.0%
3	To read Journal Articles	198	66.0%
4	Consulting Reference Material	124	41.3%
5	To read News Papers	250	83.3%
6	For Recreational Reading	52	17.3%
7	To Prepare Class notes	170	56.7%
8	To Use the Internet	46	15.3%
9	For research purpose	92	30.7%
10	Any other	8	2.7%

It is evident from the table-5 that Greater majority of the faculty members (93.3%) visit the Library for the purpose of to Borrow/Return Books and followed by those 70% visit for to Read Text Books in the library. More than 66% of the Faculty members visit the Library to read journal articles. On the other hand 83.3% of the faculty members visit mainly for the purpose of to read news papers. Nearly 56% of the faculty members visit for prepare class notes, while, 41.3% of the faculty members visit for Consulting Reference Materials. Hardly 15.3% of the faculty members visit for browsing internet, It is summarized from the above discussion that faculty members visit library mainly for the purpose of To Borrow/Return Books, To Read Text Books from library and also reading news papers.

Table-6 Type of information needed

Sl no	Type of information	N=300	%
1	Academic Information	238	79.33
2	Generalized Information	178	59.33
3	Health Information	176	58.67
4	Research Information	140	46.67
5	Statistical Information	202	67.33
6	Current Information	158	52.67
7	Financial Information	120	40.00
8	Political Information	150	50
9	Information related to Govt. Programs / policy	160	53.33
10	Environmental Information	56	18.67

Faculty members are in need of different types of information to satisfy their information Table-6 provides different types of information needed by faculty members out of 300 respondents. 238 faculty members need academic information representing 79.33% of the total sample. About 178(58.67%) faculty members need general information then followed by 176(58.67%) respondents need health information. 160 faculty members need Information Related to Govt. Programs /policy etc. and then followed by 150 faculty members (50%) need Political Information. Another 158 faculty members need Current Information (158-52.67). Relatively less number of faculty members needs Environmental Information (56-18.67%) and Financial Information (120-40%). Majority of the respondents need academic information as the faculty members always work in academic environment it is obvious that they need academic information as compared to other type of information.

Table-7 Factors/Instances or which you need Information

Sl no	Factors/Instances or which you need Information	N=300	%
1	To prepare for teaching	262	87.3%
2	To write journal article for journal	128	42.7%
3	To write Paper for seminar, Conference etc.	206	68.7%
4	To update Knowledge	262	87.3%
5	To Become Life Long Learner	76	25.3%
6	Self Learner	84	28.0%

Here are several factors which make the users are in need for information. Table-7 depicts the factors for which the faculty members need information. Out of 300 faculty members, 262 study samples are in need of information to prepare for teaching and to update their knowledge which amounts to 87.3% to the total sample . About 206 faculty members are in need of information to Write Journal Articles for seminar and conferences (42.7%). Another 128 study group is in need of information to write Paper for journals etc (42.7%). At the same time moderate proportion of the faculty members are in need of information to Become Life Long Learner (25.3%) and Self learner (28.0%).

Table-8 Skills of information literacy

Sl no	Mode of collection of information	Mean	SD
1	Ability to Identifying the needed information	4.16842	1.05843
2	Determine all possible information sources	3.8256	1.026
3	Ability to locate and access needed information related my topic	3.568	1.023
4	Ability to use extracted or selected needed information	3.0012	1.003
5	Identifies keyword or phrases that represent a topic	2.912	1.0001
6	I can Identify general and subject specific information sources	2.5124	.9568
7	Ability to apply for base knowledge	2.412	.698
8	Evaluation of needed information legally and ethical	2.2145	.569

One of the main objectives of the study was to know the information literacy skills among the faculty members under study. The statements are mentioned as given the above table in the five point scale from strongly aware to not aware. The frequency of each statement is multiplied with corresponding scale value then total score calculated by summing of all the product values. The mean value is calculated based on dividing the total score by sample size, based on the mean value ranks are assigned as shown in the. The above table shows the mean and SD scores of information literacy skills among the faculty members of Degree College. It is observed that Ability to Identifying the needed information is found to be 4.11 with the deviation of ± 1.05826 followed by determine all possible information sources with mean of 3.8256 with deviation of ± 1.236 scores. The next highest mean score value is found to be with respect to Ability to locate and access needed information related my topic is 3.568 with deviation of ± 1.023 and Ability to use extracted or selected needed information with mean score of 3.0021 with deviation of ± 1.0036 . While, information literacy skill with respect to ability to apply for base knowledge found to be 2.936364 with SD of ± 1.312797 . However, low information literacy competence skill is found with respect to Evaluation of needed information legally and ethically with minimum mean value of 2.2145 with deviation of SD $\pm .569$. From the above discussion it can be summarized that the total average score value of all the parameters of the information literacy found to be 3.13211 with deviation of ± 1.200674 . This indicates that faculty members under study have more than average knowledge about the competence and skills of information literacy.

Table-9 Information retrieval tool

Sl no	Information retrieval tool	N=300	Percentage
1	Library Catalogue	261	87.00
2	OPAC/ Web OPAC	185	61.67
3	Union catalogue	56	18.67
4	In house databases	47	15.67
5	Online databases	54	18.00
	Bibliography	86	28.67

The Table-9 indicates the types of catalogue tools used by the faculty members. Out of 300 faculty members, 261(87%) faculty members are using library catalogue to search documents in the library, then 185(61.67%) faculty members are using WEB OPAC/ OPAC to find document in the library, about 56(18.67%) faculty members are using union catalogue to find document in the library and the remaining. Another 47(15.67%) and 57 (18%) of faculty members are using In-house databases and on-line databases to search documents in the library respectively. However, 86(28.67%) faculty members uses bibliography for searching books in the library .

Table -10 Search Technique & Strategies used in searching required information

Sl.No	Search Technique & Strategies	Frequency	percentage
1	Simple key word	203	67.67
2	Boolean operator (AND or NOT)	93	31.00
3	Truncation	28	9.33
4	Field search (title, URL etc.)	39	13.00
5	Using a thesaurus to get preferred vocabulary for particular database	11	3.67

The above Table-10 depicts the type of search option used in searching box, out of 300 faculty members, 203 (67.67%) faculty members use simple key word, Then followed by 93 (31.0%) faculty members uses Boolean operators for searching required information. About 39 (13%) faculty members use Field search (title, URL etc.). while, 9.33% of the faculty members use truncation techniques. Only 3.67% use a thesaurus to get preferred vocabulary for particular database. It can be concluded that majority of the faculty members have very well versed with simple key word for searching need information.

Table-11 Awareness of General and Subject information sources among the faculty members under study.

Sl no	Information sources	General Information sources	Subject Information Sources
a	Oxford English Dictionary	256 (83.33)	0
	Encyclopedia of Britannica	187(62.33)	0
b	McGraw Hill Encyclopedia of science and Technology	0	167(55.67)
c	Frontline-A magazine	206(68.67)	0
d	Modern Physics''A book written by Kenneth Krane	0	196(65.33)
e	Dictionary of Science	0	210(70.00)
f	Indian journal of chemistry	0	205(68.33)
g	The Hindu-A Newspaper	256(85.33)	0

Note: Figures in the bracket shows the percentage

One of the main indicators of the information literacy is ability to identify of correct sources among the users, in this connection a question was asked to the faculty members under study, various sources are listed in the table-45 asked them to identify the weather they belongs to general sources or subject sources, there responses was given the above table. It can be seen from the table-47 that significant number of faculty members (256-83.33%) correctly identified "Oxford English Dictionary" as general information sources then followed by Encyclopaedia of Britannica, which amounts to 62.33% to the total sample under study. Another 68.67% and 85.33% of the faculty members identified Front line Magazine as general sources. On the other hand more than 55.67% of the faculty members have identified "McGraw Hill Encyclopaedia of science and Technology" as subject based information sources, which is followed by a Modern Physics' 'A book written by Kenneth Krane as subject information source, large majority of the faculty members are identified "Dictionary of Science" and "Indian journal of chemistry" as subject based information sources. The analysis shows that faculty members have good awareness about the type of sources.

Table-12 Correlation Coefficient among Level of Awareness, Extent of Use and Level of Satisfaction about the information Sources among the faculty members

H_0 = There is no correlation among the Level of Awareness, Extent of Use and Level of Satisfaction about the information Sources among the faculty members.

H_1 = There is correlation among the Level of Awareness, Extent of Use and Level of Satisfaction about the information Sources among the faculty members.

To test this hypothesis, a Kendal's Coefficient of Concordance test was carried out

Sl No	Type of sources	Level of awareness (Rank1)	Extent of use (Rank2)	Satisfaction level (Rank3)	Sum of Rank R_j	$S = \frac{1}{n} \sum (R_j - \bar{R}_j)^2$
1	Books	1	1	1	3	376.36
2	Journals	2	3	2	7	237.16
3	Back Volume of Periodicals	4	6	4	14	70.56
4	Reference Sources	7	2	3	12	108.16
5	Standard and Specification	11	10	9	30	57.76
6	Technical Reports	9	8	8	25	6.76
7	Patents	12	12	12	36	184.96
8	Government Publication	4	7	7	18	19.36
9	E-Books	6	5	6	17	29.16
10	E-Journals	3	4	5	12	108.16
11	E-Reference Sources	8	9	10	27	21.16
12	CD-ROM Sources	13	13	13	39	275.56
13	E-Database	14	14	14	42	384.16
14	Online resources	10	11	11	32	92.16
					314	1971.44

$N=14$

$K=3$

$R_j = 22.4$

$S=1971.44$

$W =$

$W = .9628$

Hence, there is a high positive significant correlation ($w=.9828$) was observed among the Level of Awareness, Extent of Use and Level of Satisfaction about the information Sources among the faculty members. It can be concluded that extent of satisfaction of information sources is highly dependent on level of use and level of awareness. Therefore, these three variables are moving in the same direction and they are highly correlated. Further, to consider satisfaction level is dependent variable and level of use and level of awareness of sources are independent variables, we can perform regression module to find out the emerging predictor variables.

Table -13 What are the Parameter You Follow for Evaluate the Information literacy skills

Sl No	Evaluate the Information literacy skills	F	%
1	Authenticity	203	67.67
2	Reliability	187	62.33
3	Coverage	152	50.67
4	Usability	146	48.67
5	Accessibility	58	19.33

It is observed from the above table-13 that large majority of the faculty members under study have knowledge about the authenticity of the information ($N=203, 67.67\%$) and followed by the reliability of the information ($N=187, 62.33\%$). However, other components of the information evaluation namely, accessibility, coverage and usability have a moderate knowledge among the faculty members of the degree colleges.

Table -14 Do you have Knowledge about Copy Right Act for the following

Sl.No	Knowledge about Copy Right Act	Frequency	Percentage
1	Yes	165	55.00
2	No	135	45.00
3	Total	300	100.0

Out of 300 faculty members under study, only 165 faculty members have knowledge of copy right act and remaining 135 (45%) faculty members do not have knowledge of copy right act.

Table -15 Do you know the Legal issues with resources

Sl.No	Do you know the Legal issues with e-resources	Frequency	Percentage
1	Yes	165	55.00
2	No	135	45.00
3	Total	300	100.0

Out of 300 faculty members under study, only 165 faculty members have know the legal issues associate with use of resources under study remaining 135 (45%) faculty members do not know the legal issues with resources table-15.

Table-16 Do you have the Knowledge of Plagiarism

Sl.No	Knowledge of Plagiarism	Frequency	Percentage
1	Yes	128	42.67
2	No	172	57.33
3	Total	300	100.00

Out of 300 faculty members under study, only 128 faculty members have the knowledge of plagiarism and remaining 172 (57.33%) faculty members do not know the legal issues with resources table-16.

Table-17 Knowledge of Anti- Plagiarism Software

Sl.No	Knowledge of Anti Plagiarism software	Frequency N=128	(%)
1	TURNITIN	36	28.13
2	I-AUTHENTICATE	69	53.91
3	URKUND	23	17.97
	Total	128	100.00

Further faculty members were asked about the knowledge of anti- plagiarism software, as many as more than 530% of the faculty members have knowledge of I-AUTHENTICATE, while 28.13% have knowledge of TURNITIN. And only 17.97% of the faculty members have knowledge of URKUND. From the above discussion it can be concluded that majority of the faculty members have knowledge of I-AUTHENTICATE .

8. Major findings of the study.

1. Out of 750 questionnaire distributed, 300 questionnaires were received back, the rate of response is 40.00%
2. 222(74.00%) faculty members are government colleges, followed by 40(13.33%) faculty members are from Aided colleges and 38(12.66%) faculty members are from private colleges.
3. 158(52.7%) are male faculty members and 142(47.3%) are female faculty member.
4. There is no association between type of colleges and gender of the faculty members under study.

5. Significant proportion of the study population belong to (46.7%) 30-40 years of age, while, 32.7% of the faculty members were less than 30 years of age. Only 4.7% of the faculty members were more than 50 years of age.
6. It observed that the faculty members more distributed to rural area as compared to urban area.
7. More than 29% of the faculty members had 1-3 years of teaching experience and then followed by 3-5 years of teaching experience. While more than 18% of the faculty members have 5-10 years of teaching experience and only 18.7% have more than 10 years of teaching experience.
8. Greater majority of the faculty members (93.3%) visit the Library for the purpose of to Borrow/Return Books and followed by those 70% visit for to Read Text Books in the library. More than 66% of the Faculty members visit the Library to read journal articles. On the other hand 83.3% of the faculty members visit mainly for the purpose of to read news papers.
9. 238 faculty members need academic information representing 79.33% of the total sample. About 178(58.67%) faculty members need general information then followed by 176(58.67%) respondents need health information. 160 faculty members need Information Related to Govt. Programs /policy etc.
10. Ability to Identifying the needed information is found to be 4.11 with the deviation of ± 1.05826 followed by determine all possible information sources with mean of 3.8256 with deviation of ± 1.236 scores.
11. Large majority of the faculty member (189-63%) used college library as channel of information followed by email which constitutes nearly 51% to the total sample. Mean while, higher percentage of the faculty members also uses on-line databases as channels of information. Nearly 87 faculty members uses departmental library.
12. 203 (67.67%) faculty members use simple key word, Then followed by 93 (31.0%) faculty members uses Boolean operators for searching required information. About 39 (13%) faculty members use Field search (title, URL etc.). while, 9.33% of the faculty members use truncation techniques.
13. Significant number of faculty members (256-83.33%) correctly identified "Oxford English Dictionary" as general information sources then followed by Encyclopaedia of Britannica, which amounts to 62.33% to the total sample under study.
14. only 165 faculty members have knowledge of copy right act and remaining 135 (45%) faculty members do not have knowledge of copy right act.
15. Only 165 faculty members have know the legal issues associate with use of resources under study remaining 135 (45%) faculty members do not know the legal issues with resources.
16. As many as more than 530% of the faculty members have knowledge of I-AUTHENTICATE, while 28.13% have knowledge of TURNITIN. And only 17.97% of the faculty members have knowledge of URKUND.

9. Conclusion:

We are living in information era where our day-today actives are very much depended on the information. Information is needed by human being to resolve their problems and fulfill necessary tasks. Since the ability to use information effectively and wisely is crucial to faculty members success in higher education. In the present study an attempt has been made to study the assessment of information literacy skills and competencies among the faculty members of Degree College. Information literacy is a process rather than identifying it as getting a set of skill and also it is key component and contribution for lifelong learning. It is basically developing independent lifelong learners. The faculties members are aware of their information needs and are confident about their ability to interprets and make judgments as users of information sources as well as to become information generators in their own right. Hence, the present study reveals that some of the faculty members possess the average information literacy skills. So it is necessary to enhance their information literacy skills and competencies, the college authorities should take lead in this aspect. College should provide all the necessary resources and facilities and IL training to enhance their better academic and research performance.

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