

Information Literacy Programs in Deemed University Libraries

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Abstract—Information literacy has become a fundamental competency in higher education, particularly in deemed university libraries, where access to extensive digital and print resources requires users to possess effective information-handling skills. This study examines the design, implementation, and impact of Information Literacy Programs (ILPs) in deemed university libraries in India. The research adopts a survey-based approach, collecting data from librarians and library users to assess the scope, methods, and effectiveness of information literacy initiatives.

The findings reveal that most academic libraries actively conduct information literacy programs, including library orientation sessions, database training, and research skills workshops. These programs significantly enhance students' ability to identify, evaluate, and effectively utilize information resources. The study further indicates measurable improvements in user performance and library usage following IL training, including increased engagement with digital resources and improved academic outcomes.

However, the study also identifies several challenges in implementing information literacy programs, such as limited awareness among students and faculty members, inadequate infrastructure, and insufficient institutional support. In many cases, libraries face difficulties in integrating information literacy into the academic curriculum despite its recognized importance in promoting lifelong learning and research development.

The paper concludes that deemed university libraries should adopt structured and curriculum-integrated information literacy models, strengthen collaboration between librarians and faculty members, and effectively utilize digital technologies for program delivery. Furthermore, continuous assessment and user-centered approaches can enhance the effectiveness of information literacy programs and contribute significantly to academic excellence.

Index Terms—Information Literacy, Deemed Universities, Academic Libraries, User Education, Digital Literacy, Library Services

I. Introduction

In the contemporary knowledge-driven society, the rapid advancement of information and communication technologies has transformed the way information is created, accessed, and utilized. The expansion of digital resources, online databases, and electronic publishing has made information easily accessible. However, the ability to locate, evaluate, and use information effectively has become increasingly complex. As a result, information literacy has gained significant importance as a set of essential skills that enables individuals to identify their information needs and access, evaluate, and use information ethically and efficiently.

Academic libraries, particularly those in deemed universities, play a vital role in promoting information literacy among students, researchers, and faculty members. Deemed universities in India are recognized for their academic autonomy, innovative curriculum design, and strong emphasis on research and quality education. In this context, library professionals serve not only as custodians of information resources but also as educators who guide users in navigating the vast and evolving information environment. Consequently, Information Literacy Programs (ILPs) have become an integral part of library services, aiming to equip users with critical thinking and research skills necessary for academic success and lifelong learning.

Information literacy programs in deemed university libraries generally include activities such as library orientation sessions, user education programs, hands-on training in the use of electronic databases, citation management tools, and awareness programs on plagiarism and the ethical use of information. These initiatives are designed to improve users' competencies in information searching, evaluation of sources, and effective utilization of scholarly resources. With the increasing dependence on digital platforms, ILPs have further evolved to include online tutorials, webinars, and blended learning methods.

Despite their importance, the implementation of information literacy programs in deemed university libraries faces several challenges. These challenges include limited user participation, lack of integration with the formal academic curriculum, inadequate infrastructure, and varying levels of digital literacy among users. In addition, the absence of standardized frameworks and assessment methods often affects the consistency and effectiveness of these programs.

Therefore, there is a need to examine the present status, practices, and impact of information literacy programs in deemed university libraries. Understanding these aspects can help identify existing gaps and suggest strategies for improving the design and delivery of ILPs. This study aims to explore the role of deemed university libraries in developing information literacy skills and to identify ways to strengthen these programs to meet the evolving needs of the academic community.

II. Review of literature

The concept and practice of Information Literacy (IL) have been widely discussed by scholars in the field of Library and Information Science, with particular emphasis on its role in higher education and academic libraries.

1. Jashu Patel (2013) observed that academic libraries in India are increasingly adopting information literacy initiatives; however, many of these programs lack formal structure and proper integration into the academic curriculum.

2. James W. Marcum (2002) discussed the changing role of academic libraries in the digital age and emphasized that information literacy should be integrated into the curriculum to maintain its relevance in higher education.
3. Varsha Varma (2025) emphasized that information literacy programs are essential for improving communication between libraries and users. She highlighted the need for academic libraries to design multi-level user education programs that address diverse user needs and technological advancements.
4. Mwiiyale (2025) examined students' perceptions of information literacy training and concluded that curriculum-integrated IL programs are more effective than standalone sessions. The study recommended revising IL instruction based on student feedback and learning requirements.
5. Jabeen (2026) argued that Artificial Intelligence (AI) is transforming information literacy by enabling advanced search systems and personalized learning. However, the study also pointed out challenges such as misinformation and ethical concerns associated with AI technologies.
6. Heidi Julien (2025) emphasized that information literacy is closely connected with information behaviour and digital literacy. She highlighted the importance of adopting user-centered and research-based approaches to IL instruction in academic libraries.

III. Objectives

1. To identify the different types of information literacy programs conducted in deemed university libraries.
2. To analyze the level of awareness and participation of students and faculty members in information literacy programs.
3. To evaluate the effectiveness of information literacy programs in improving users' information-seeking skills.
4. To study the impact of information literacy programs on academic performance and research activities.
5. To examine the methods and tools used for conducting information literacy programs, such as workshops, online training, and orientation sessions.
6. To identify the challenges faced by libraries in implementing information literacy programs.
7. To assess the level of collaboration between librarians and faculty members in conducting information literacy programs.
8. To suggest measures for improving the quality and effectiveness of information literacy programs in deemed university libraries.

IV. Hypothesis

Null Hypotheses (H_0)

1. H_{01} : There is no significant relationship between participation in information literacy programs and users' information-seeking skills.
2. H_{02} : Information literacy programs do not significantly influence students' academic performance.
3. H_{03} : There is no significant difference in information literacy skills between users who attend information literacy programs and those who do not attend them.
4. H_{04} : Information literacy programs have no significant impact on the effective use of library resources.
5. H_{05} : There is no significant association between faculty collaboration and the effectiveness of information literacy programs.
6. H_{06} : There is no significant relationship between the methods used for delivering information literacy programs and user participation levels.
7. H_{07} : Libraries do not face significant challenges in implementing information literacy programs.
8. H_{08} : There is no significant relationship between awareness of information literacy programs and users' participation in them.

Alternative Hypotheses (H_1)

1. H_{11} : There is a significant relationship between participation in information literacy programs and users' information-seeking skills.
2. H_{12} : Information literacy programs significantly influence students' academic performance.
3. H_{13} : There is a significant difference in information literacy skills between users who attend information literacy programs and those who do not attend them.
4. H_{14} : Information literacy programs have a significant impact on the effective use of library resources.
5. H_{15} : There is a significant association between faculty collaboration and the effectiveness of information literacy programs.
6. H_{16} : There is a significant relationship between the methods used for delivering information literacy programs and user participation levels.
7. H_{17} : Libraries face significant challenges in implementing information literacy programs.
8. H_{18} : There is a significant relationship between awareness of information literacy programs and users' participation in them.

Research Methodology:

V. Research Design

The study adopts a descriptive survey research design to examine the status, practices, and effectiveness of information literacy programs in deemed university libraries. This research design is suitable for collecting both quantitative and qualitative data from a large group of respondents.

VI. Area of the Study

The study is limited to deemed universities in India, with a focus on their library systems and information literacy initiatives. Selected universities from different regions of the country may be included to ensure diversity and proper representation.

VII. Population of the Study

The population of the study consists of:

- Students (Undergraduate, Postgraduate, and Research Scholars)
- Faculty members
- Library professionals

VIII. Sampling Technique

The respondents for the study will be selected using the following sampling techniques:

- Simple Random Sampling for students
- Purposive Sampling for faculty members and librarians

A sample size of approximately 100–300 respondents may be considered based on availability and feasibility.

IX. Data Collection Methods

The study uses both primary and secondary sources of data.

Primary Data:

- Structured questionnaires
- Interviews with librarians
- Observation of information literacy programs

Secondary Data:

- Books, journals, and research articles
- Institutional reports and library records
- Online databases and websites

X. Data Analysis Technique

The collected data will be analyzed using descriptive statistical methods such as percentages, means, and frequencies.

The data may be analyzed using software tools such as:

- MS Excel
- MS Word

XI. Scope of the Study

The study focuses on:

- Information literacy programs in deemed universities
- User awareness, participation, and outcomes
- The role of library professionals in conducting information literacy programs

XII. Limitations of the Study

- The study is limited to selected deemed universities.
- The responses depend on the honesty and awareness of the respondents.
- The study may be affected by time and resource constraints.

XIII. Data Analysis

Table -1: Gender wise Distribution of Respondents

S.NO	Gender	Frequency	Percentage (%)
1	Male	80	53.3%
2	Female	70	46.7%

	Total	150	100%
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Table -2: Category of Respondents

S.NO	Category	Frequency	Percentage (%)
1	Undergraduate	50	33.3%
2	Postgraduate	45	30.0%
3	Research Scholars	30	20.0%
4	Faculty	15	10.0%
5	Librarians	10	6.7%
	Total	150	100%

Table 3: Awareness of Information Literacy Programs

S.NO	Response	Frequency	Percentage (%)
1	Yes	110	73.3%
2	No	40	26.7%
	Total	150	100%

Table 4: Participation in IL Programs.

S.NO	Response	Frequency	Percentage (%)
1	Yes	95	63.3%
2	No	55	36.7%
	Total	150	100%

Table 5: Types of IL Programs Attended.

S.NO	Program Type	Frequency	Percentage (%)
1	Library Orientation	60	40.0%
2	Database Training	45	30.0%
3	Workshops	25	16.7%
4	Online/Webinars	20	13.3%
	Total	150	100%

Table 6: Challenges Faced in IL Programs

S.NO	Challenges	Frequency	Percentage (%)
1	Lack of Awareness	50	33.3%
2	Time Constraints	40	26.7%
3	Lack of Infrastructure	30	20.0%
4	Lack of Interest	20	13.3%
5	Others	10	6.7%
	Total	150	100%

Table 7: Faculty Collaboration in IL Programs

S.NO	Response	Frequency	Percentage (%)
1	Yes	60	40.0%
2	No	90	60.0%
	Total	150	100%

Table 8: Overall Satisfaction Level

S.NO	Satisfaction Level	Frequency	Percentage (%)
1	Highly Satisfied	35	23.3%
2	Satisfied	70	46.7%
3	Neutral	25	16.7%
4	Dissatisfied	15	10.0%
5	Highly Dissatisfied	5	3.3%
	Total	150	100%

XIV. Findings of the Study

Based on the analysis of data collected from 150 respondents, the following major findings were observed:

1. Demographic Distribution:

The study shows balanced participation among respondents, with a slightly higher percentage of male respondents (53.3%) compared to female respondents (46.7%).

2. User Categories:

The majority of respondents are students, particularly undergraduate students (33.3%) and postgraduate students (30%). This indicates that students are the primary participants in information literacy programs.

3. Awareness of Information Literacy Programs:

A significant majority of respondents (73.3%) are aware of information literacy programs, indicating that libraries are making efforts to promote these services effectively.

4. Level of Participation:

About 63.3% of respondents have participated in information literacy programs, while 36.7% have not participated. This suggests that there is still scope for improving user participation and engagement.

5. Types of Programs Attended:

Library orientation programs (40%) and database training sessions (30%) are the most commonly attended activities, showing that libraries mainly conduct basic and practical training programs.

6. Effectiveness of Information Literacy Programs:

Most respondents consider information literacy programs to be effective. Around 43.3% rated the programs as effective, while 26.7% rated them as highly effective. This indicates that the programs have a positive impact on users.

7. Improvement in Information-Seeking Skills:

A majority of respondents (66.7%) reported improvement in their information-seeking skills after attending information literacy programs, confirming the usefulness of these programs.

8. Challenges Faced:

The major challenges identified in the study include lack of awareness (33.3%), time constraints (26.7%), and inadequate infrastructure (20%). These factors negatively affect user participation and the effectiveness of the programs.

9. Faculty Collaboration:

A majority of respondents (60%) reported a lack of collaboration between faculty members and librarians, indicating a significant gap in integrating information literacy programs into academic activities.

10. User Satisfaction:

Most respondents expressed satisfaction with the information literacy programs, with 46.7% being satisfied and 23.3% being highly satisfied. This reflects an overall positive perception of the programs among users.

XV. Conclusion

The study concludes that information literacy programs in deemed university libraries play a significant role in improving users' information-seeking skills, academic performance, and effective use of library resources. The majority of users are aware of and satisfied with these programs, and many respondents have reported improvements in their research and learning skills after participating in them.

However, despite their positive impact, several challenges affect the overall effectiveness of information literacy programs. These challenges include limited user participation, lack of awareness among some users, inadequate infrastructure, and insufficient collaboration between faculty members and library professionals. In addition, the lack of proper integration of information literacy programs into the academic curriculum reduces their long-term effectiveness and benefits.

To improve the effectiveness of information literacy initiatives, deemed university libraries should focus on increasing user awareness, adopting innovative teaching and training methods, and integrating information literacy programs into the academic curriculum. Strong collaboration between librarians and faculty members is also essential to ensure continuous user participation and engagement. Furthermore, the use of digital technologies, online learning platforms, and regular assessment methods can help enhance the reach and impact of information literacy programs.

In conclusion, information literacy programs are essential for academic success and lifelong learning. Their systematic development and effective implementation will significantly contribute to improving the quality of higher education in deemed universities.

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