



## **Information Literacy Skills of Library Professionals in College Libraries of University of Delhi: A Study**

**Mr. Rakesh Kumar Pandey**

Research Scholar

Singhania University Jhunjunu Rajasthan (India)

&

**Dr. Satya Prakash Singh**

Research Co-Supervisor

Singhania University Jhunjunu Rajasthan (India)

---

**Abstract:** *This paper aims to provide an overview of some of the most recent developments in concepts and practices associated with information literacy worldwide, revealing the paradox that, while information literacy is a key discipline of the information society and knowledge economy and is well-understood in its broader sense, it has made little progress educationally, the paper concentrates on approaches to promote information literacy in higher education. The paper concludes by pointing to the need to expand the debate on information literacy and how to raise ethical and moral concerns in the use of the Internet and the new technologies. Information Literacy can play to encourage research and practice on information in its widest sense, as an intrinsic competency in the fight against the effects of disseminating illegal and harmful content through online and other new technologies.*

**Keywords:** *Information Literacy, Meaning of information skills, Delhi University, College Libraries*

---

### **Introduction:**

In the time of media and digitalization, dissemination and sharing of information are very important for the quality development of the social capitals.

Today's digital landscape offers young people unprecedented access to learning tools and resources. The information that children are faced are not always accurate or of high quality. Basic knowledge and digital literacy, such as conducting strategic research, assessing the legitimacy of quality sources, filtering misinformation and identifying advertising, can help students succeed as lifelong learners. For example, students can learn to search efficiently and effectively using the right keywords. You can also learn that sponsored links (which usually appear at the very top of the search results list) are forms of advertising, and therefore are not always the best resources.

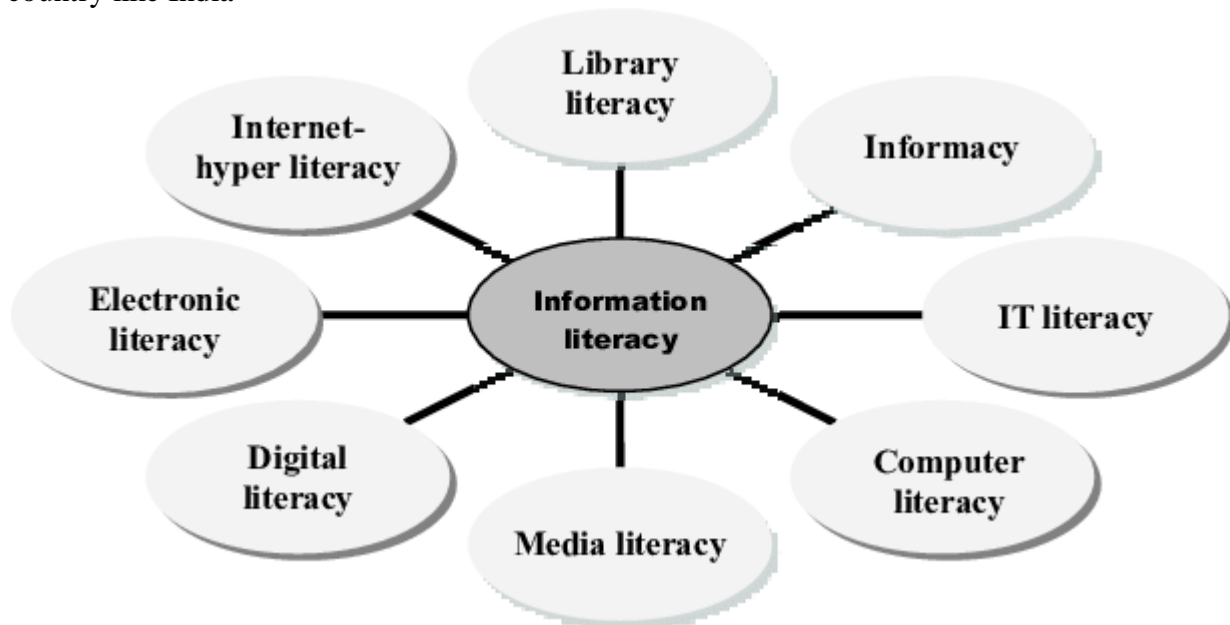
The development of information literacy skills provides guidance and practice on the skills needed to find and use qualified and appropriate sources in a research project. Anyone doing academic research at any level can benefit from opportunities to improve their reading skills.

### **Information literacy in India**

*Modern* concept of information literacy is attracting the *attention of the whole world*. Associations of national *importance also implement of programs*. offered, where the library's research methods are also included. Although the general situation is still not very encouraging, many proponents of informational literacy have proposed that informational literacy be included in academic programs ranging from school to higher education, including vocational education, vocational training and research. But there are a lot of problems in a developing



country like India



### Information Literacy

#### **The role of academic librarians in information literacy**

Academic institutions have not yet understood the true nature of computer literacy as one of the basic skills that the labor market expects of all graduates. University librarians must take responsibility for creating opportunities for students to acquire this skill. To give information literacy its rightful place in the curriculum, librarians seem to agree that they need to work with each other and with the faculty. Such partnerships already exist in many universities.

Tovote (2003) refers to the recognition of such a need in Nordic university libraries, where, as is already common in the UK, US and Australia, university libraries are given new tasks and university libraries are increasingly recognised as key teaching resources.

Many libraries have strategies to promote the development of an Information Culture (Education of library users). Several Australian universities are good examples of specific strengthening of information literacy programs and activities, particularly after the publication of the aforementioned Australian standards for information literacy. They specifically mention the KNO Ho-how This will ensure that university management and researchers take information literacy seriously.

In this context, the Queensland University of Technology Library deserves to be highlighted for its advanced work linking Australian standards to the university curriculum. The library offers a wide range of services to help students develop knowledge literacy for homework/coursework. In addition, library professionals have a long tradition of collaborative planning in collaboration with academics in the development and implementation of teaching, learning and research activities that convey informative concepts and skills.

#### **The university of Delhi Library system**

The university library was established in 1922 with a collection of only 1,380 gift books. Prior to the appointment of an official librarian, the library was run by a "library committee" and



honorary librarians. Dr. S. R. Ranganathan, the father of India's modern librarian movement, and Professor S. Das Gupta, the first Librarian of Delhi University (1942-1966), were very interested in the development of the university library. The library, with its steady expansion and increasing number of libraries, led to the emergence of the concept of Delhi University library. There are now 34 libraries. It meets nearly 220,000 students, 7,000 teachers and more than 5,000 researchers enrolled in master's or doctoral programs, as well as hundreds of bona fide scholars from all over the world. The present holdings of the Delhi University Library System include Over 1,404,000 volumes

1. A regularly subscribed list of about 2,000 journals. Approximately 4,000 journals are available online through a campus-wide local area network.
2. A collection of over 13,000 PhD theses and 13,000 MPhil dissertations produced by university scholars. Their abstracts are accessible on its websites ([www.du.ac.in](http://www.du.ac.in) or [www.crl.du.ac.in](http://www.crl.du.ac.in)).
3. Nearly 700 manuscripts of Sanskrit, Persian, Arabic, Urdu and Pushto.

### **Delhi University college libraries:**

The new media revolution has given a new face to documentation and data access. In the present time of internet-mediated systems of communication. It is very right to say at this point that the library has gained new momentum in the present scenario, especially in the present circumstances of Delhi University. There are many colleges under the supervision of Delhi University that are using high-quality learning resources. Such colleges are very much in demand for their high-quality education systems. Miranda House College, one of the residential colleges for women, came into existence in 1948 and became a leading college in Delhi. This college is offering many free courses in the humanities and natural sciences for more than 2,500 students. The Mata Sundari College for women is another great intuition under Delhi University, founded by the working committee of the Sikh Gurudwara of Delhi. This college is very popular for its courses like traditional arts and commerce. The Mata Sundari College for women serves as a center for the promotion of the Punjabi language and culture. Similarly, another college under the University of Delhi is Maharaja Agrasen College, which came into existence in 1994 and has a wide spectrum of courses in arts, humanities, and science streams. The library systems in all these colleges are fully digitalized and highly valuable in terms of teaching and learning.

### **Conclusion**

University libraries in India are believed to be mainly engaged in library visits/exercises, which are not enough to transfer learning skills to students. "Using the English language and using the library" must be used and included in the curriculum as compulsory courses in almost all universities. One of the findings of this paper is that such guidelines are not yet enough for students to function effectively in the digital age. Students just read to pass these courses. For these reasons, university libraries must organize other specialized information programs, such as database usage, Internet search skills, search engine optimization, and search engine optimization training. The study also pointed out the need for digital training for students. The present study mentioned that certainly there is a need for information literacy so that students can make full use of the information resources and services in the libraries. The research mentioned that there are some colleges, i.e., Aditi Mahavidyalaya College.



#### References:

- Baro, E.E. and Zuokemefa, T. (2011), "Information literacy programmes in Nigeria: a survey of 36 university libraries", *New Library World*, Vol. 112 No. 11/12, pp. 549-565.
- Fázik, J. and Steinerová, J. (2021), "Technologies, knowledge and truth: the three dimensions of information literacy of university students in Slovakia", *Journal of Documentation*, Vol. 77 No. 1, pp. 285-303.
- <http://mac.du.ac.in/index.php>  
<https://journals.indexcopernicus.com/api/file/viewByFileId/472110.pdf>
- <https://core.ac.uk/download/pdf/11884153.pdf>
- <https://doi.org/10.1108/00330330410566079>
- <https://doi.org/10.1108/01435120910937339>
- <https://doi.org/10.1108/03074801111190428>
- <https://doi.org/10.1108/14684520310502261>
- <https://doi.org/10.1108/JD-05-2020-0086>
- Nyamboga, C.M. (2004), "Information skills and information literacy in Indian university libraries", *Program: electronic library and information systems*, Vol. 38 No. 4, pp. 232-239.
- Ramalho Correia, A.M. and Carlos Teixeira, J. (2003), "Information literacy: an integrated concept for a safer Internet", *Online Information Review*, Vol. 27 No. 5, pp. 311-320.
- Singh, S.P. (2009), "Catalytic role of information literacy in educational change: a case study of University of Delhi", *Library Management*, Vol. 30 No. 3, pp. 163-175.

Bayan College