Skills and competencies of Users in Panchayath Libraries in Nelamangala Taluk, Bangalore Rural District

Dr. M Raghunandana  
Asst. Professor  
Dept of Library and Information science  
Bangalore University, Bangalore.

Received: Feb. 19, 2018  
Accepted: March 22, 2018

ABSTRACT  
Information is a fact provided or learned about something or someone. Literacy is an ability to learn, analyse, comprehend and state of thought process for providing individual conclusion / opinion. The study fixed a goal of finding the skills and competencies of users in Panchayath Libraries in Nelamangala Taluk. This Research article studied user's educational backgrounds, their knowledge on technology.

1. Introduction  
The present IT era witnessed the fast growth of knowledge system and more complexity in the human development. To cater the needs of the present corporate world, Lifelong Learning programmes are to be organized. In this regards IFLA has given a guideline to the Libraries to adapt Information Literacy programmes in all disciplines, faculties and all the levels of academic system. This is a paradigm shift from Instructor-centered to Learner-centered skill development system.

With the help of Information Literacy tools a learner can;

❖ Access the required information efficiently.
❖ Critically evaluate the required information.
❖ Apply the selected information to solve the problem and increase one’s knowledge base.
❖ Use information effectively to accomplish a specific purpose.
❖ Understand the multi-dimensions of information, and utilize properly.

1.1 Definition of Information Literacy  
According to Paul Zurkowski Information Literacy is "People trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources in mounding information - solution to their problems.”

1.2 Need for the study:  
Information resources and services and users’ level of satisfaction regarding the libraries’ documentary sources and services. Findings of the earlier studies have shown the majority of the rural community depend upon informal channels of information communication. One of the possible reasons for this may be illiteracy or lack of awareness about the utility of the library. Hence, there is need to develop library resources and services to satisfy the information needs of literates as well as semi-literates, neo-literates and illiterates.

1.3 Objectives:  
This study aims at understanding the use of information among the Postgraduate students and faculty members of colleges affiliated to the University of Karnataka. Other important objectives are given below.

1. To evaluate the level of information literacy among the users of Panchayath libraries in Nelamangala Taluk.
2. To compare information literacy among different categories of users among Panchayath Libraries.
3. To know whether the Panchayath library user’s applying information seeking skills in searching the needed information.
4. To get an insight from the data provided by the Panchayath library user’s in order to develop information literacy Programmes in future.
5. To make suggestions for improving information literacy among the Panchayath library user’s.
6. Find out the user awareness of the Library Classification and Cataloguing.
1.4 Scope of the study:  
The scope of the study is on skills and competencies on the users of Panchayath Libraries. The study was limited to the 17 Panchayath Libraries out of 24 Selected libraries in Nelamangala Taluk.

1.5 Methodology:  
An author was used simple Random Sampling Techniques. A total of 100 questionnaires were distributed in 17 Library and 82 questionnaires were received back and analyzed for present study. The research study was conducted on the basis of a questionnaire survey and a well-structured questionnaire was distributed to 100 users and 82 questionnaires are responses by the users 18 questionnaires are not answered. The questionnaires prepared with 10 questions. After analyzing the responses of users Findings suggestion and conclusion drawn by the Investigates. References are listed and applied American Psychological Association (APA) method of Bibliography.

2. Growth and development of Panchayath libraries  
Way back to middle age the kings of Vijayanagara Empire established good libraries and also they had donated land for the libraries. TippuSulthan established a personal library. During Mysore Kings dynasty the translation of ancient literature undertaken by NalwadiKrishnarajaWodeyar and his successes, Jayachamaraja Wodeyar.

In the development of rural areas Panchayath libraries has a pivotal role by offering information dissemination services based upon knowledge for various public groups, on social, political, economic, cultural and other matters. Panchayath libraries play very dominant role in the welfare of the rural masses. Panchayath library can act as community information center to improve living condition and quality of life by fulfilling each and every information need, those which are assist individual for their day to day problem solving. The Karnataka Panchayath Raj Act, 1993 aims to achieve democratic decentralization especially for the rural areas. Karnataka enacted the new Panchayath Raj Act incorporating all the mandatory provisions of 73rd Amendment to the Indian Constitution.

3. Review of Literature  
Lindstrom, Joyce & Shonrock Diana, D. (2017) as per the study of more institutions of higher education recognize the importance of information literacy, the collaborative role for librarians is growing. Integration of information-literacy instruction is the key to successful student learning, and librarians are using various collaborative models on teams and as co-instructors in courses, learning communities, and campus-wide information literacy initiatives.

Julien, Heidi (2016) explained as information literacy, as a concept, has suffered from terminological confusion and has been burdened with untenable expectations. In addition, insufficient attention has been given to the place of information with the context of information behavior or information practices generally. Significant challenges remain to developing information literacy, but its value remains relevant.

4. Data Analysis and Interpretation  
Data analysis is the process of bringing order, structure and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. Quantitative data analysis is a search for general statements about relationships among categories of data.” To complete this study properly, it is necessary to analyses the data collected in order to test the hypothesis and answer the research questions. Data is interpreted in a descriptive form.

This chapter comprises the analysis, presentation and interpretation of the findings resulting from the analysis and study. On interpretation of data is carried out on the basis of the results of the questionnaire which deals with a quantitative analysis of data.

Table 1 Total Libraries and questionnaires distributed  
In this study the investigator was selected information literacy among panchayat libraries in Nelamangala Taluk. Total 24 libraries in the taluk, out of this visited 17 libraries and 100 questionnaires were distributed. Only 82 questionnaires completed. Remaining 18 users were not responded.

<table>
<thead>
<tr>
<th>Total Library</th>
<th>Selected Library</th>
<th>Questionnaires Distributed</th>
<th>Respondents</th>
<th>Not Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>17</td>
<td>100</td>
<td>82</td>
<td>12</td>
<td>82%</td>
</tr>
</tbody>
</table>
Table 2: Gender wise Respondents

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>50 (60.97%)</td>
<td>32 (39.02%)</td>
<td>82 (100%)</td>
</tr>
</tbody>
</table>

The table 2 represents gender wise respondents of the library. 50 (60.97%) were male respondents and 32 (39.02%) were female respondents. Total 82 (100%) respondents.

Graph 1: Gender wise Respondents in Graph

Table 3: Educational Information by Respondents

<table>
<thead>
<tr>
<th>Educational Information</th>
<th>Male</th>
<th>Female</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSLC</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>PUC</td>
<td>13</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>UG</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>PG</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>32</td>
<td>82</td>
</tr>
</tbody>
</table>

Table 3 shows user Educational information. Starting from S 10 Male Students and 15 Female Respondents have qualified SSLC. 13 Male and 4 Female respondents were process PUC. 13 Male and 10 Female Users respondents process UG. 11 Male and 2 Female Respondents qualified PG. 4 respondents have Other Qualification.

Educational Information by Respondents in Graph
### Table 4: Frequently visiting to the Library

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Respondents</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>26</td>
<td>31.70%</td>
</tr>
<tr>
<td>Once a Week</td>
<td>17</td>
<td>20.73%</td>
</tr>
<tr>
<td>Several times in Week</td>
<td>17</td>
<td>20.73%</td>
</tr>
<tr>
<td>Once in a Month</td>
<td>6</td>
<td>7.31%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>16</td>
<td>19.51%</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

The table 4 shows visitors of the Library. 26 (31.70%) respondents visit daily. 17 (20.73%) respondents visit once a week. 17 (20.73%) respondents visit several times in a week. 6 (7.31%) respondents visit once in a month. Occasionally 16 (19.51%) respondents.

### Table 5: Purpose of visiting Library

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Read books</th>
<th>Read Newspaper</th>
<th>Issued Books</th>
<th>Employment Information</th>
<th>Read Magazine</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>12 (14.63%)</td>
<td>48 (58.53%)</td>
<td>8 (9.73%)</td>
<td>6 (7.3%)</td>
<td>8 (9.73%)</td>
<td>82</td>
</tr>
</tbody>
</table>

The table 5 shows purpose of visiting the Library. 12 (14.63%) visits for reading books, and 48 (58.53%) visits to read the newspaper. 8 (9.73%) visits for issued books. 6 (7.3%) visits to read employment information, 8 (9.73%) visits to read magazine.

### Graph 4

**Frequently visiting to the Library**

![Graph 4](image)

### Graph 5

**Purpose of visiting Library in Graph**

![Graph 5](image)

### Table 6: Skills and competency to identify variety of sources of information

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10(12.19%)</td>
<td>72(87.80%)</td>
<td>82(100%)</td>
</tr>
</tbody>
</table>
The Table 6 data shows about skills and competency to identify variety of sources of information of the respondents. 10 (12.19%) respondents have the skills to identify the resources and 72 (87.81%) respondents do not have the skills.

![Graph 6](image)

**Table 7 Membership of Library by Respondent**

<table>
<thead>
<tr>
<th>Membership of Library</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54 (65.85%)</td>
<td>28 (34.14%)</td>
<td>82 (100%)</td>
</tr>
</tbody>
</table>

The Table 7 data shows the Membership of Library. 54 (65.85%) respondents having membership in library. 28 (34.14%) respondents were not member of the Library.

![Graph 7](image)

**Table 8 User Reading Hours in Library**

<table>
<thead>
<tr>
<th>Reading Hours by Users</th>
<th>Less than 1 Hours</th>
<th>1-2 Hours</th>
<th>3-4 Hours</th>
<th>More than 4 Hours</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43 (52.43%)</td>
<td>25 (30.48%)</td>
<td>9 (10.97%)</td>
<td>5 (6.09%)</td>
<td>82 (100%)</td>
</tr>
</tbody>
</table>

The table 8 represents the reading hours of the users. 43 (52.43%) respondents read less than 1 hour. 25 (30.48%) respondents read 1-2 hours, 9 (10.97%) respondents read 3-4 hours, 5 (6.09%) respondents read more than 4 hours.

![Graph 8](image)
Table 9: Awareness of Computer Literacy Skills

The table 9 shows the Data of Awareness of Computer Literacy Skills. 12 (14.63%) users are aware of Computer Literacy, remaining 70 users were not aware of Computer Literacy.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Respondents</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>14.63%</td>
</tr>
<tr>
<td>No</td>
<td>70</td>
<td>85.36%</td>
</tr>
</tbody>
</table>

5. Findings, Suggestion and Conclusion

5.1 Findings

- The problem of Panchayath Library users not aware of Computer Literacy Skills.
- Highest number of users respondents from SSLC 30% using Library in every day.
- 28 (34.14%) users are not having membership ID.
- 44 (55.32%) respondents spent less than 1 hour for reading.
- 31.70% of users well response in daily visiting to the Library.
- 57.49% respondents are not satisfactory of Library furniture.
- The respondents are not fully satisfied with the library facilities and infrastructure.

5.2 Hypothesis Tested

1. The various services provided by the Panchayath libraries are not effective and not efficient to meet the various needs of the users.
   According to the data in the table 6, the various services provided by the Panchayath libraries are not effective and not efficient to meet the various needs of the users. Hence the hypothesis has been accepted.

2. There is no significance difference among the respondents awareness of various information resources and services provided in Panchayath Libraries.
   According to the data in Table 13, there is no significance difference among the respondents awareness of various information resources and services provided in Panchayath Libraries. Therefore, the hypothesis can be valued.

3. There is no proper building and infrastructure facility to the Panchayath library.
   According to data in the table 12, there is no proper building and infrastructure facility to the Panchayath library hence the hypothesis has been accepted.

4. Majority of Librarian would not be conducted Information Literacy Programs.
   According to the data represented in table 14, majority of Librarian would not be conducted Information Literacy Programs therefore the hypothesis can be valued.

5.3 Suggestions

- The library staff should be skilled enough to assist the users when they face any problem in accessing library collections and its services.
- It is suggested OPAC facility must be provided in the library premises as well as outside the premises.
It is suggested that computer networking facility be made available in the library campus of the panchayath libraries.

It is suggested that library should make an arrangement to provide current or latest information to the visitors.

It is suggested that the sharing of online library catalogue to webpage be promoted.

It is suggested that proper documentation of the services of panchayath libraries be done with the help of library personnel.

5.4 Conclusions

It is a responsibility of Public Library to up to date collection and give importance to collect the general books on all subjects keeping in the mind the different kinds of users. The Panchayath Library should be automated and well networked to provide web-based service to the rural student community. It is the responsibility of a Panchayath Library to fulfill the needs of the users to encourage them to visit and use the library. This study is a small attempt to know the information search, literacy & access of information level of the Panchayath library user’s because information literacy skills are very essential to search, access and retrieving of information from the library. This research provided insight in to the Information Search and Information Literacy Skills of Panchayath library users in utilizing Information Resources.

Bibliography

5. Christine, Bruce (2000). Information Literacy dimension of the emerging collections: consciousness ALIA.
12. Harding, Jane (2008). Information Literacy and the Public library: we’ve talked the talk, but are we walking the walk: Australian Library Journal, ISSN: 0004-9670