

Information Literacy Competency among UG Student of Select Degree Colleges in Shivamogga City, Karnataka, India: A Comparative Study

Niranjana K
Research Scholar
Department of PG Studies and Research in
Library and Information Science,
Kuvempu Univesity
Shankarghatta, Jnanasahyadri,
Shivamogga, Karnataka, India.
niranjanak@dvsdegreecollege.org

Dr. Dharani Kumar P
Professor,
Department of PG Studies and Research in
Library and Information Science,
Kuvempu Univesity
Shankarghatta, Jnanasahyadri,
Shivamogga, Karnataka, India.
dr.dharanikumarp@gmail.com

Abstract

Information literacy is essential skills to survive in the modern world. Information literacy competency is commonly known as one has ability to identify, evaluate and effectively use for his/her purpose. Due to advent of ICT, significant number of users facing issues to identify required information in large number of information. In this regard, author conducted a survey to assess the information literacy competency among two degree colleges in Shivamogga, Karnataka, India. Author discovers that significant numbers of students of both colleges are female and all students are active library users, regular ICT and social media users and use the mixed verification strategies. However, problems such as lack of knowledge about information retrieval, limited awareness of available library resources, time constraints, ICT skill gaps, exposure to privacy and security issues, partial or unclear understanding of copyright and fair use, and the admission or possibility of unknowingly sharing fake news all point to the need for targeted training and awareness programmes. Overall, the article highlights about current trends in students information literacy strategy and suggests that both DVS and ATNCC have a promising foundation in students information and digital literacy, but should strengthen systematic instruction in copyright, fair use, advanced search strategies, critical evaluation of online content, and safe social media practices to fully support responsible and effective information use.

Keywords: *Information Literacy, Information Literacy Competency, Copy Right, Fake News, Social Media.*

DOI: 10.7176/IKM/16-2-02

Publication date: June 30th 2026

1. Introduction:

We are living in the age of information where information is considered a wealth for the nation. Information is growing rapidly in every minute and all are facing issues to identify the required information. In this regard, Information literacy is essential skill to adopt by the user in order to discover the right information at right in right form. This information is available in various forms such as text, image, audio, videos. Every day, we are witnessing the large amount of information flourishing in the academic community. Information literacy is made up of two words “Information”- and “Literacy”. Information is the data and literacy is one’s ability to read, write and understand. In this regard, the scope of the information literacy extending in modern era and one must possess the information literacy skills and competency in order to survive in this competitive world. In modern era, the module of accessing, verifying and use for the user needs varying day by day. In this connection, this article conducted a survey of two degree college students to know about their information literacy skills.

2. Information Literacy:

The concept of Information Literacy defined in different ways by academic community since its inception. As defined by American Library Association in its mission statement for the global information society

“Information literacy is a set of abilities requiring individuals to recognize when information is needed and have ability to locate, evaluate, and use effectively the needed information.” (ALA, 1989). According to Paul Zurkowski (1974) “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 molding information solutions to their problems”. This work has been recognised by the several academic associations. According to Association of College and Research Libraries (ACRL) Framework for Information literacy for Higher Education (2004), Information literacy is “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning”. CAUL (2004) defines “Information literacy is an understanding a set of abilities enabling individuals to recognize when information is needed and have the capacity to locate, evaluate, and use effectively the needed information”.

Information literacy is essential skills for all facets of the life including research and academic purposes. Information literacy helps us to understand the past developments, present activities and future growths of academic environment. Information literate citizen considered the cornerstone of the knowledge society. People need this skills for the acceleration of their knowledge, ideas, research, professional and personal skills.

Information affects every human or citizen. Information literate citizens will be the cornerstone of the knowledge society. People will need information skills for their professional, personal, and even entertainment activities. Librarians, teachers, technologists, and some policymakers have recently begun to address the need for information literacy training and teaching at all levels of education. If the student community is well-informed and competent, they can be an asset to any nation in order to lead a better life. Therefore, in the present study, an attempt has been made to assess the information literacy skills and competence among the students in relation to national development; hence, the study was undertaken.

3. Information Literacy Competency

Information literacy skills / competencies are the ability to effectively identify, access, evaluate, and make use of information available in several formats, and to choose the appropriate medium for communication. It covers knowledge and attitudes related to the ethical and social issues surrounding information and information technology.

4. Literature Review

Prasad and Kumbar (2015) conducted study on selected polytechnic colleges, Hassan District of Karnataka, found that 60% of faculty members acquired some sort of information literacy skills and recommended to Directorate of Technical Education, Karnataka to conduct more training programs on information literacy in order to educate faculty members. Anunobi, Chinwe and Udem, Obiora Kingsley (2015) The paper found out that the Information Literacy competency skills among LIS professionals in Nigerian Universities. The study discovers most of LIS Post Graduate students are capable to identify, evaluate and effectively use for their academic purpose. However it suggested that concentrate on practical aspect and industrial training to know the extensive knowledge base for LIS educators. Sharma and Lata (2019) made an attempt to know the information literacy skills among faculty and student in medical colleges of Haryana, Punjab and Chandigarh. This research found that 23.08% of familiar with locating the document on the shelves in the library, 47.74% of respondent know how to find required information in electronic format, but majority of respondents 76.13% were unaware of basic search strategy for searching information. The article suggested to conduct extensive training programs for the users. Whereas Islam, Mohammed Anwarul and Tsuji, Keita (2010) assess the information literacy competency of Information Science and Library Management (ISLM) graduate students at the University of Dhaka, Bangladesh. The research discovers ISLM graduate students are not well versed in Information Literacy skills and recommended to upgrade syllabus, provide training and extend the practical sessions to overcome the hindrances.

Ananda and others (2015) mentioned about copy right law and Intellectual Property Rights issues and gave insight about how to adopt this technology in libraries. Chikkamanju and Kumar (2015) discovers that internet and electronic resource usage of Indian and Foreign research scholars in Mysore University. This research concentrates on awareness and competency among researchers. Vasudevan and Suchithra (2013) conducted study in Calicut University, Kerala and found that majority of the doctoral students are well aware about copy right laws and its importance. Karisiddappa (2007) discusses about e-governance initiatives undertaken by Government of Indian special reference to the public libraries. And further elaborates the importance of information literacy in lifelong learning. Ukachi (2015) has discovered that, significant number of users use the

electronic resources in Nigerian University and recommended that to conduct user orientation program in order to effective utilisation of resources. Ramamurthy and others (2015) conducted survey on knowledge of information literacy and search skills of students in five selected engineering colleges at Chittoor District, Andhra Pradesh. In this study, all literature review concentrated on usage, awareness of e-resources aspect, but not concentrated on copy right issues and knowledge about fair use, social media platform usage and strategies adopted to encounter fake news. In this regard, this study is significant to discover the gap research gap of other studies.

5. Need and significance of the study

The information literacy is very essential to identify, locate, access and evaluate the information for user need. Thorough knowledge of the skill helps the institution or organisation to avoid the legal phenomenon which occurs due to less knowledge of information literacy. Information literate person is the asset of any organisation. He knows how to utilise the available resource for the welfare of the organisation. In modern days, Information literacy skill considered as the survival skill to sustain. It includes the technological skills, research skills, soft skills and critical thinking skills.

In current situation, it is observed that most of college students entering the university without basic knowledge of information literacy and competency skills. Large number of the students may have ICT skills which limited to use the social media, sending mails and chatting through messaging apps. Unfortunately, they does not know about research skills, Reading skills, evaluating information skills, soft skills and critical thinking skills which are very essential in modern world. As an Information Officer, it is our duty to enlighten our user community with information literacy skills which helps them for lifelong learning. Keeping the above facts, the present study an attempt is made to study the information literacy skills among the undergraduate students in two degree colleges.

6. Objectives of the study

The main objective of the study is assess the information literacy competency skills among two degree colleges. In order to achieve the main objective the following objectives are formulated.

- Assess and evaluate the information literacy competency of the undergraduate students.
- To know the extent of use of library resources and services by students at DVS College of Arts and Science and ATNC College, Shivamogga, Karnataka, India.
- To discover the capability to access the information among the undergraduate students
- To know the ability to identify the different sources of information among the undergraduate students.
- To know about level of awareness about ethical issues, fake news, IPR issues while using information among the undergraduate students.
- To identify the problems encountered by the students while accessing the information resources.

7. Methodology of the study

Random sampling technique was used to select the sample. The total of 284 undergraduate students were selected from two degree colleges from Shivamogga city. A questionnaire prepared by the researcher was used to collect the required data. The questionnaire submitted through Google Form in order to collect the data. Hence questionnaire distributed students groups of both colleges. Finally, 152 students response got from DVS College of Arts and Science, and 132 response obtained from ATNC College through Google Form. Collected data were tabulated, analysed and interpreted using the statistical package for the Social Science (SPSS).

8. Data analysis and interpretation

Data analysis and interpretation is done taking the responses of the students in to consideration. The same has been systematically analysed and presented in the paper.

8.1 Demographic Information of the Respondent

The demographic information of the respondents has been shown as follows. Table 1 represents the respondents' data about the institute, gender, and institution. The data was collected from undergraduate students of the DVS and the ATNCC through a questionnaire. A total of 284 respondents filled the questionnaire, 152 (53.52%) from the DVS, and 132 (46.47%) from the ATNCC. Out of 284 who filled the questionnaire, 103 (36.26%) were male and 181 (63.73%) were female. Data revealed that the response was higher in number from the DVS than the ATNCC because the number of students of DVS is greater than the ATNCC. Also interestingly, female respondents are more (63.73) compared to male respondents in both colleges.

Table:1 The demographic information of the respondents

Category	Frequency		
Demographic Information of the Respondent	DVS	ATNCC	Total
Male	55 (36.18%)	48 (36.36%)	103 (36.26%)
Female	97 (63.81%)	84 (63.63%)	181 (63.73%)
	152 (53.52%)	132 (46.47%)	284

8.2 How frequently will you visit the library at your institute ?

On the basis of the frequency of the visits to the college library by the students, we can judge the use of library resources by the students. Therefore, in the present study an attempt has been made to obtain information on how frequently the students visit the college library in the course of their study.

Table:2 frequency of the visits to the college library

Frequency of visits to Library	Number of Students		
	DVS	ATNCC	Total
Daily	58 (38.57%)	23 (17.42%)	81 (28.52%)
More than twice in a week	50 (32.89%)	56 (42.42%)	106 (37.32%)
Once in a week	26 (17.10%)	37 (28.03%)	63 (22.18%)
Twice in a Month	18 (11.84%)	16 (12.12%)	34 (11.97%)

It is found that, out of 284 students, majority of the students i.e. 106 (37.32%) visit to the library once in week followed by 81(28.52%) visit library daily. 63(22.18%) students visit the library once in a week followed by less number of students i.e. 34(11.97%) visit twice in a month in both institutions. Thus, the data shows that on an average, the majority of the students visit the library either daily or more than twice in a week. Interestingly, DVS college got highest (38.15%) visit on Daily where as ATNCC got highest visit (42.42%) on more than twice in a week.

8.3 How will you locate the required book/information in the library? (Select all that apply)

Table:3 How will you locate the required book/information in the library

How will you locate the required book/information in the library? (Select all that apply)	Number of Students		
	DVS	ATNCC	Total
Through Library catalogue	47(30.92%)	43(32.57%)	90 (31.69%)
Consulting Library staff	93 (61.18%)	93 (70.45%)	186 (65.49%)
Guidance from Teachers	76 (50.00%)	56 (42.42%)	132 (46.47%)
Reference list	45 (29.60%)	33 (25.00%)	78 (27.46%)
Bibliographical Sources	32 (21.05%)	19 (14.39%)	51 (17.95%)

*above mentioned question has multiple selection.

Table 3 makes it evident that, of the 284 students, 186 (65.49%) chose to consult library staff and 132 (46.47%) chose to request teacher assistance in order to discover books at both institutions. It is interesting to note that 61.18% of DVS students and 70.45% of ATNCC College students chose the Consulting library staff choice, whereas 50% of DVS students and 42.42% of ATNCC College students chose the Guidance from Teachers option. In order to find the books in both colleges, 18% fewer students use bibliographic sources.

8.4 Ability to access the Information: I am able to identify the need of information?

Table:4 I am able to identify the need of information.

Ability to Access the information? I am able to identify the need of information	Number of Students		
	DVS	ATNCC	Total
Strongly Agree	42 (27.63%)	32 (24.24%)	74 (26.05%)
Agree	101 (66.44 %)	96 (72.72 %)	197 (69.36%)
Don't Know	8 (5.26%)	4 (3.03%)	12 (4.22%)
Disagree	1 (0.657%)	0	1 (0.35%)
Strongly Disagree	0	0	0

It is clearly observed from Table 4 that, out of 152 DVS students, 101 (66.44%) agreed and 96 (72.72%) from ATNCC agreed with the statement that they can able to identify the need of information. Out of 284 respondents,

only 9 (4.2%) users selected don't know option. This clearly indicates that significant 194 (69.4%) number of users from both colleges have the ability to identify which they required information in library. Both college students are strongly disagree with they are not able to identify required information.

8.5 *I know how to locate information sources in the library (ex. Book, Journal, Magazines, Encyclopedias, Dictionary, Directories, Gazetteers)*

Table:5 I know how to locate information sources in the library

Ability to Access the information? I know how to locate information sources in the library.	Number of Students		
	DVS	ATNCC	Total
Strongly Agree	28 (18.42%)	25 (18.93%)	53 (18.66%)
Agree	109 (71.71%)	93 (70.45%)	202 (71.12%)
Don't Know	14 (9.21%)	12 (9.09%)	26 (9.15%)
Disagree	1 (0.65%)	1 (0.75%)	2 (0.70%)
Strongly Disagree	0	1 (0.75%)	1 (0.35%)

*above mentioned question has multiple selection.

It is found that, out of 284 students, majority of the students i.e. 202 (71.71%) Agree about how to locate the information sources followed by 53(18.42%) students strongly agree about it. Less than 3 (.65%) students disagree and strongly disagree about knowing locating required information. In comparison, DVS college students 109 (71.71%) know about how to locate information whereas 93 (61.18) from ATNCC College. Interestingly, both college students agree about they know how to located the required information.

8.6 *I use alternative methods for getting resources to procure information resources. (Internet etc.)*

Table:6 I use alternative methods for getting resources to procure information resources.

Ability to Access the information? I use alternative methods for getting resources to procure information resources. (Internet etc.)	Number of Students		
	DVS	ATNCC	Total
Strongly Agree	28 (18.42%)	22 (16.66%)	50 (17.60%)
Agree	107 (70.39%)	103 (78.03%)	210 (73.94%)
Don't Know	14 (9.21%)	6 (4.54%)	20 (7.04%)
Disagree	3 (19.7%)	1 (0.75%)	4 (1.40%)
Strongly Disagree	0	0	0

It is found that, out of 284 students, majority of the students i.e. 209 (73.9%) agree about they use alternative methods for getting resources to procure information resources such as internet etc. followed by 50(17.6%) strongly agree, lesser number of student 20(9.21%) don't know and 4 (1.97%) students of both college disagree with the statement. It is clearly stated that younger generation students find different sources apart from library. Interestingly, large number of students from ATNCC college rely on alternative sources comparing to DVS College students.

8.7 *I am able to differentiate among primary and secondary sources of information sources*

Table:7 I am able to differentiate among primary and secondary sources of information

Ability to Access the Information I am able to differentiate among primary and secondary sources of information	Number of Students		
	DVS	ATNCC	Total
Strongly Agree	28 (18.42%)	18 (13.63%)	46 (16.19%)
Agree	97 (63.81%)	101 (76.51%)	198 (69.71%)
Don't Know	26 (17.10%)	11 (8.33%)	37 (13.02%)
Disagree	1 (0.65%)	2 (1.51%)	3 (1.05%)
Strongly Disagree	0	0	0

The table compares DVS and ATNCC students' ability to differentiate between primary and secondary of information and shows that most students in both colleges feel competent in this skill. In DVS, 82.23% of students either strongly agree or agree, while only 0.65% disagree and none strongly disagree, whereas in

ATNCC an even higher 90.14% either strongly agree or agree, with 1.51% disagreeing and again no one strongly disagreeing. DVS has more “Strongly Agree” responses in absolute number (28) but a slightly lower proportion (18.42%) than ATNCC (18 students, 13.63%), while ATNCC shows a higher share of “Agree” responses (76.51%) compared to DVS (63.81%), indicating relatively stronger overall confidence among ATNCC students. The “Don’t Know” category is higher in DVS (17.10%) than in ATNCC (8.33%), suggesting that uncertainty about this ability is more common among DVS students, but in both institutions outright negative responses are very low and no student reported strong disagreement.

8.8 *I know the difference between a peer reviewed journal and popular magazine.*

Table:8 I know the difference between a peer reviewed journal and popular magazine.

Ability to Access the I know the difference between a peer reviewed journal and popular magazine.	Number of Students		
	DVS	ATNCC	Total
Strongly Agree	16 (10.52%)	16 (12.12%)	32 (11.26%)
Agree	96 (63.157%)	89 (67.42%)	185 (65.14%)
Don’t Know	34 (22.36%)	23 (17.42%)	57 (20.07%)
Disagree	5 (3.28%)	3 (2.27%)	8 (2.81%)
Strongly Disagree	0	1 (0.75%)	1 (0.35%)

The compiled report shows that students from both DVS and ATNCC colleges exhibited a strong awareness of the difference between peer-reviewed journals and popular magazines, with most respondents stating they either strongly agree or agree with the statement. Specifically, 16 students from each college strongly agreed, while a majority—96 from DVS and 89 from ATNCC—agreed. Some uncertainty remains, as 34 students from DVS and 23 from ATNCC responded as "Don’t Know." Only a small fraction expressed disagreement: five from DVS and three from ATNCC. Strong disagreement was almost nonexistent, with just one student from ATNCC selecting that option and none from DVS. These results highlight a generally high confidence and understanding among both groups. The slight difference in "Don’t Know" responses suggests DVS may benefit from additional awareness efforts. Overall, the compiled data reflects positive academic literacy concerning scholarly sources within these colleges.

8.9 *I prefer using more e-resources than the printed sources of information*

Table:9 I prefer using more e-resources than the printed sources of information

Ability to Access the I prefer using more e-resources than the printed sources of information	Number of Students		
	DVS	ATNCC	Total
Strongly Agree	24 (15.78%)	21 (15.90%)	45 (15.84%)
Agree	99 (65.13%)	89 (67.42%)	188 (66.19%)
Don’t Know	18 (11.84%)	8 (6.06%)	26 (9.15%)
Disagree	9 (5.92%)	12 (9.09%)	21 (7.39%)
Strongly Disagree	2 (1.31%)	2 (1.51%)	4 (1.40%)

The report on preferences for using e-resources versus printed sources among students from DVS and ATNCC shows that most students favor e-resources. In DVS, 24 students strongly agree and 99 agree with preferring e-resources, while in ATNCC, 21 strongly agree and 89 agree. A smaller number of students are uncertain, with 18 from DVS and 8 from ATNCC responding "Don't Know." Disagreement is less common, with 9 students from DVS and 12 from ATNCC disagreeing, and only a few students—2 from each college—strongly disagreeing. These results indicate a clear inclination towards digital resources in both colleges, reflecting the growing reliance on electronic information access over printed materials for academic purposes.

8.10 Problems encountered in searching information

Table:10 Problems encountered in searching information

Ability to Access the Problems encountered in searching information (Select all that apply)	Number of Students		
	DVS	ATNCC	Total
Lack of knowledge about information retrieval	63 (41.44%)	43 (32.57%)	106 (37.32%)
Difficulty in locating the sources in library	41 (26.97%)	29 (21.96%)	70 (24.64%)
Lack of knowledge about the resources available in Library	43 (28.28%)	37 (28.03%)	80 (28.16%)
Lack of Time	56 (36.84%)	49 (37.12%)	105 (36.97%)
Unfamiliarity with Search strategies	27 (17.76%)	18 (13.63%)	45 (15.84%)
Lack of ICT knowledge	17 (11.18%)	12 (9.09%)	29 (10.21%)
Access denied for downloading information from the website	24 (15.78%)	30 (22.72%)	54 (19.01%)

The report on problems encountered in searching for information reveals that students from both DVS and ATNCC face similar challenges. The most common issue reported is a lack of knowledge about information retrieval, with 63 students from DVS and 42 from ATNCC facing this problem. Difficulty in locating sources in the library affects 41 students in DVS and 29 in ATNCC. Another notable obstacle is a lack of knowledge about available library resources, reported by 42 students in DVS and 37 in ATNCC. Time constraints are significant, with 56 students in DVS and 48 in ATNCC indicating lack of time as a hindrance. Unfamiliarity with search strategies is less common, but still affects 27 students from DVS and 18 from ATNCC. Limited ICT knowledge and access denial for downloading information from websites are also challenges, with DVS reporting 17 and 24 students respectively, and ATNCC 11 and 30 students. Overall, these data suggest that both colleges face substantial barriers in effective information searching, highlighting areas for targeted improvement in skills and resource accessibility.

8.11 How frequently do you use Information and Communication Technology (ICT) devices?

Table:11 How frequently use Information and Communication Technology (ICT) devices

Information and Communication Technology (ICT) How frequently do you use Information and Communication Technology (ICT) devices?	Number of Students		
	DVS	ATNCC	Total
Daily	60 (39.47%)	39 (29.54%)	99 (34.85%)
Weekly	45 (29.60%)	53 (40.15%)	98 (34.50%)
Monthly	10 (6.57%)	8 (6.06%)	18 (6.33%)
Rarely	30 (19.73%)	25 (18.93%)	55 (19.36%)
Never	7 (4.60%)	7 (5.30%)	14 (4.92%)

The report on the frequency of ICT device usage among students from DVS and ATNCC shows that daily usage is more common in DVS, with 60 students using ICT devices daily compared to 39 in ATNCC. Weekly usage is higher in ATNCC with 53 students, while DVS has 34 students using ICT weekly. Monthly usage is relatively low in both colleges, with 9 students in DVS and 8 in ATNCC. Usage is rare for 30 students in DVS and 25 in ATNCC, and a small number of students—7 from each college—reported never using ICT devices. This data indicates a strong inclination toward regular use of ICT devices, particularly daily usage in DVS, while ATNCC students tend to use ICT on a weekly basis more often. Overall, both colleges demonstrate substantial engagement with ICT technology, though patterns differ slightly by frequency.

8.12 Which ICT devices do you use regularly?

Table:12 ICT devices used regularly

Information and Communication Technology (ICT) Which ICT devices do you use regularly? (Select all that apply)	Number of Students		
	DVS	ATNCC	Total
Smartphone	132 (86.84%)	124 (93.93%)	256 (90.14%)
Laptop	29 (19.07%)	25 (18.93%)	54 (19.01%)
Desktop Computer	23 (15.13%)	19 (14.39%)	42 (14.78%)
Tablet	11 (7.23%)	6 (4.54%)	17 (5.98%)
Smart watch	21 (13.81%)	16 (12.12%)	37 (13.02%)

The report on ICT device usage by students from DVS and ATNCC shows that smartphones are the most regularly used device, with 132 students from DVS and 124 from ATNCC utilizing them frequently. Laptops are the second most common device, used by 29 students from DVS and 25 from ATNCC. Desktop computers are used by fewer students, with 23 from DVS and 19 from ATNCC reporting regular usage. Tablet usage is relatively low, with 11 students from DVS and 6 from ATNCC. Smartwatches are also used but less commonly, with 21 students from DVS and 16 from ATNCC. This data indicates a strong preference for portable and mobile ICT devices like smartphones and laptops among students of both colleges. Desktop and other devices like tablets and smartwatches have much lower regular usage. Overall, the pattern reflects the growing trend of mobile device dependency for academic and personal use across both institutions.

8.13 How do you stay updated on the latest ICT trends?

Table:13 How do you stay updated on the latest ICT trends

Information and Communication Technology (ICT) How do you stay updated on the latest ICT trends? (Select all that apply)	Number of Students		
	DVS	ATNCC	Total
Social Media	104 (68.42%)	113 (85.60%)	219 (77.11%)
News Websites	69 (40.78%)	42 (31.81%)	112 (39.43%)
Online Forums	37 (24.34%)	24 (18.18%)	61 (21.47%)
Professional Networks	18 (11.84%)	22 (16.66%)	42 (14.78%)

The report on how students from DVS and ATNCC stay updated on the latest ICT trends reveals that social media is the most popular source, with 104 students from DVS and 113 from ATNCC relying on it regularly. News websites are the second most common source, used by 69 students from DVS and 42 from ATNCC. Online forums play a smaller role, with 37 students from DVS and 24 from ATNCC using them to stay informed. Professional networks are the least utilized source, with 18 students in DVS and 22 in ATNCC turning to these networks. The preference for social media across both colleges indicates a trend towards real-time, easily accessible updates, while news websites offer more formal information. The lesser use of online forums and professional networks suggests opportunities for increased engagement in specialized ICT communities. Overall, both colleges show a clear inclination towards digital and social channels for ICT trend updates. The report shows that students from both DVS and ATNCC primarily use social media to stay updated on ICT trends, with 104 students from DVS and 113 from ATNCC relying on it. News websites are the second most common source, favored by 69 students from DVS and 42 from ATNCC. Online forums are used less frequently, with 37 students in DVS and 24 in ATNCC participating. Professional networks are the least used source, with 18 students in DVS and 22 in ATNCC. This indicates a strong preference for quickly accessible and informal sources of information. The lower engagement with professional networks and forums suggests opportunities to promote these for deeper ICT knowledge. Overall, digital and social platforms dominate how students from both colleges keep up with ICT advancements.

8.14 Which social media platforms do you use regularly?

Table:14 Which social media platforms do you use regularly

Which social media platforms do you use regularly? (Select all that apply)	Number of Students		
	DVS	ATNCC	Total
Facebook	23 (15.13%)	17 (12.87%)	39 (13.73%)
Twitter	15 (9.86%)	12 (9.09%)	27 (9.50%)
Instagram	91 (59.86%)	97 (73.48%)	189 (66.54%)
LinkedIn	12 (7.89%)	14 (10.60%)	27 (9.50%)
Snapchat	39 (25.65%)	41 (31.06%)	80 (28.16%)
TikTok	6 (3.94%)	5 (3.78%)	11 (3.87%)
WhatsApp	121 (79.60%)	105 (79.54%)	227 (79.92%)
Telegram	2 (1.31%)	0	2 (0.70%)
Others	12 (7.89%)	3 (2.27%)	15 (5.28%)

The comparison of social media usage between DVS and ATNCC colleges shows that students from both institutions are active across multiple platforms, with WhatsApp being the most widely used almost equally in both colleges (79.60% in DVS and 79.54% in ATNCC). Instagram is more popular among ATNCC students (73.48%) than DVS students (59.86%), indicating a stronger engagement with visually driven platforms in ATNCC. Snapchat usage also follows this pattern, being slightly higher in ATNCC (31.06%) compared to DVS (25.65%). In contrast, Facebook and Twitter have slightly greater usage among DVS students (15.13% and 9.86%) than ATNCC students (12.87% and 9.09%), suggesting that DVS students engage more with traditional social media networks. LinkedIn is marginally more used in ATNCC (10.60%) than DVS (7.89%), reflecting a possible focus on professional networking. Telegram is used only by DVS students (1.31%) and not by ATNCC, while ATNCC students have fewer responses under "Others" (2.27%) than DVS students (7.89%). Overall, ATNCC students lean more toward modern, image-focused platforms, whereas DVS students show slightly broader platform variety.

8.15 How often do you share or repost content on social media

The report on social media platform usage by students from DVS and ATNCC shows that WhatsApp is the most widely used platform, with 121 students from DVS and 105 from ATNCC using it regularly. Instagram follows closely, used by 91 students from DVS and 97 from ATNCC. Snapchat is used by a significant number, with 39 students from DVS and 41 from ATNCC. Facebook is less popular but still used by 23 students in DVS and 17 in ATNCC. Twitter and LinkedIn have equal usage, with 15 and 12 students from DVS and 12 and 14 from ATNCC respectively. TikTok is the least used mainstream platform, with only 6 students from DVS and 5 from ATNCC. A few students also reported use of other platforms like Telegram and various unspecified ones. Overall, WhatsApp dominates as the preferred social media platform, followed by Instagram and Snapchat in both colleges, reflecting trends of communication and content sharing preferences.

Table:15 How often do you share or repost content on social media

How often do you share or repost content on social media?	Number of Students		
	DVS	ATNCC	Total
Multiple Times a day	18 (11.84%)	7 (5.30%)	25 (8.80%)
Daily	36 (23.68%)	25 (18.93%)	61 (21.47%)
Weekly	24 (15.78%)	25 (18.93%)	49 (17.25%)
Monthly	5 (3.28%)	8 (6.06%)	13 (4.57%)
Rarely	45 (29.60%)	50 (37.87%)	95 (33.45%)
Never	24 (15.78%)	17 (12.87%)	41 (14.43%)

8.16 How often do you share or repost content on social media

The report on the frequency of sharing or reposting content on social media shows varied engagement levels among students from DVS and ATNCC. In DVS, 18 students share content multiple times a day, compared to 7 in ATNCC. Daily sharing is more common in DVS, with 36 students, while ATNCC has 25 students sharing daily. Weekly sharing is nearly equal, with 24 students from DVS and 25 from ATNCC. Monthly sharing is low in both, with 5 students from DVS and 8 from ATNCC. A significant number of students share content rarely, 44 in DVS and 50 in ATNCC, while a smaller group never shares content, 23 in DVS and 17 in ATNCC. This data

indicates that while DVS students tend to share more frequently on a daily basis, ATNCC students show a more balanced distribution across sharing frequencies, with both colleges having a notable portion of students who share infrequently or not at all.

Table:16 How often do you share or repost content on social media

How often do you share or repost content on social media?	Number of Students		
	DVS	ATNCC	Total
Multiple Times a day	18 (11.84%)	7 (5.30%)	25 (8.80%)
Daily	36 (23.68%)	25 (18.93%)	61 (21.47%)
Weekly	24 (15.78%)	25 (18.93%)	49 (17.25%)
Monthly	5 (3.28%)	8 (6.06%)	13 (4.57%)
Rarely	45 (29.60%)	50 (37.87%)	95 (33.45%)
Never	24 (15.78%)	17 (12.87%)	41 (14.43%)

The report on the frequency of sharing or reposting content on social media shows varied engagement levels among students from DVS and ATNCC. In DVS, 18 students share content multiple times a day, compared to 7 in ATNCC. Daily sharing is more common in DVS, with 36 students, while ATNCC has 25 students sharing daily. Weekly sharing is nearly equal, with 24 students from DVS and 25 from ATNCC. Monthly sharing is low in both, with 5 students from DVS and 8 from ATNCC. A significant number of students share content rarely, 44 in DVS and 50 in ATNCC, while a smaller group never shares content, 23 in DVS and 17 in ATNCC. This data indicates that while DVS students tend to share more frequently on a daily basis, ATNCC students show a more balanced distribution across sharing frequencies, with both colleges having a notable portion of students who share infrequently or not at all.

8.17 Have you ever encountered issues related to privacy or security on social media ?

Table:17 The report on encountering privacy or security issues on social media

Have you ever encountered issues related to privacy or security on social media?	Number of Students		
	DVS	ATNCC	Total
Yes	46 (30.26%)	43 (32.57%)	89 (31.33%)
No	66 (43.42%)	59 (44.69%)	125 (44.01%)
Not Sure	40 (26.31%)	30 (22.72%)	70 (24.64%)

The report on encountering privacy or security issues on social media shows that a substantial number of students from both DVS and ATNCC have faced such problems. Specifically, 45 students from DVS and 43 from ATNCC reported experiencing privacy or security issues. On the other hand, 66 students from DVS and 59 from ATNCC stated they have not encountered any such issues. Additionally, a notable portion of students remain uncertain, with 40 from DVS and 30 from ATNCC unsure about whether they have faced privacy or security concerns. This indicates that while many students are aware of privacy and security risks on social media, there is still some lack of awareness or clarity regarding these issues among a significant fraction of the student population in both colleges.

8.18 Do you have a clear understanding of copyright laws and regulations ?

Table:18 The report on the understanding of copyright laws and regulations among students

Do you have a clear understanding of copyright laws and regulations?	Number of Students		
	DVS	ATNCC	Total
Yes	44 (28.94%)	66 (50%)	110 (38.73%)
No	77 (50.65%)	29 (21.96%)	106 (37.32%)
Some What	31 (20.39%)	37 (28.03%)	68 (23.94%)

The report on the understanding of copyright laws and regulations among students from DVS and ATNCC reveals mixed levels of awareness. In DVS, 43 students reported having a clear understanding, while a larger group of 77 students admitted to not having a clear understanding. Additionally, 31 students from DVS felt they

somewhat understand these laws. In contrast, ATNCC shows a higher confidence level with 66 students stating they have a clear understanding, 29 students lacking understanding, and 37 students somewhat understanding copyright laws. Overall, while ATNCC students demonstrate greater clarity on copyright regulations, DVS students show more uncertainty or lack of knowledge, indicating a need for enhanced education on copyright awareness in both colleges, particularly in DVS.

8.19 *Have you ever intentionally or unintentionally violated copyright laws?*

Table: 19 Have you ever intentionally or unintentionally violated copyright laws?

Have you ever intentionally or unintentionally violated copyright laws?	Number of Students		
	DVS	ATNCC	Total
Yes	28 (18.42%)	22 (16.66%)	50 (17.60%)
No	95 (62.5%)	77 (58.33%)	172 (60.56%)
Not Sure	29 (19.07%)	33 (25%)	62 (21.83%)

The data show that in both DVS and ATNCC colleges, a clear majority of students report that they have never intentionally or unintentionally violated copyright laws, with DVS at 62.50% and ATNCC at 58.33%. The proportion of students admitting “Yes” is quite similar and relatively low in both institutions (18.42% in DVS and 16.66% in ATNCC), suggesting that only a minority openly recognize having violated copyright. A notable difference appears in the “Not sure” category, where ATNCC has a higher share (25.00%) compared to DVS (19.07%), indicating that uncertainty or lack of clarity about what constitutes copyright violation is more pronounced among ATNCC students than among DVS students.

8.20 *How familiar are you with the concept of fair use of information ?*

Table: 20 How familiar are you with the concept of fair use of information

How familiar are you with the concept of fair use of information?	Number of Students		
	DVS	ATNCC	Total
Very familiar	51 (33.52%)	45 (34.09%)	96 (33.80%)
Somewhat familiar	77 (50.65%)	70 (53.03%)	147 (51.76%)
Not familiar at all	24 (15.78%)	17 (12.87%)	41 (14.43%)

The table indicates that students of both DVS and ATNCC colleges are largely familiar with the concept of fair use of information, with very similar response patterns. In DVS, 33.52% of students report being very familiar and 50.65% somewhat familiar, while in ATNCC 34.09% are very familiar and 53.03% somewhat familiar, showing that in both colleges more than four out of five students have at least some familiarity with fair use. Only a minority are not familiar at all (15.78% in DVS and 12.87% in ATNCC), suggesting that lack of awareness is relatively low and slightly less common among ATNCC students than DVS students.

8.21 *How confident are you in your ability to identify fake news or misinformation online?*

Table: 21 How confident are you in your ability to identify fake news or misinformation online

How confident are you in your ability to identify fake news or misinformation online?	Number of Students		
	DVS	ATNCC	Total
Very confident	59 (38.81%)	38 (28.78%)	97 (34.15%)
Somewhat confident	68 (44.73%)	78 (59.09%)	146 (51.40%)
Not confident at all	25 (16.44%)	16 (12.12%)	41 (14.43%)

Based on the table comparing confidence in identifying fake news among students of DVS and ATNCC colleges, it is clear that ATNCC students show comparatively higher confidence than DVS students. While 38.81% of DVS students reported being *very confident*, a lower 28.78% of ATNCC students fell into this

category; however, a significantly larger percentage of ATNCC students (59.09%) reported being *somewhat confident* compared to 44.73% of DVS students, suggesting that although ATNCC students may not express extreme confidence, they show a stronger moderate level of awareness. In contrast, lack of confidence is slightly more prominent in DVS (16.44%) compared to ATNCC (12.12%). Overall, this indicates that both colleges have a majority of students with at least some confidence in detecting misinformation, but ATNCC has a higher share of moderately confident students, whereas DVS has a slightly higher share of highly confident as well as not confident students.

8.22 What strategies or tools do you use to verify the credibility of information online ?

Table: 22 What strategies or tools do you use to verify the credibility of information online

What strategies or tools do you use to verify the credibility of information online ? (Select all that apply)	Number of Students		
	DVS	ATNCC	Total
Reverse Google Search	99 (65.13%)	104 (78.78%)	203 (71.47%)
Visit comment section	40 (26.31%)	44 (33.33%)	84 (29.57%)
Visit the fact check website	57 (37.5%)	29 (21.96%)	86 (30.28%)
Visit to reliable News Medias	40 (26.31%)	30 (22.72%)	70 (24.64%)
Others	2 (1.31%)	2 (1.51%)	4 (1.40%)

The report on strategies and tools used by students from DVS and ATNCC to verify the credibility of online information reveals that the most popular method is Reverse Google Search, with 99(65.13%) students from DVS and 104(78.78%) from ATNCC utilizing this tool. Visiting the comment section is also commonly used, with 40(26.31%) students from DVS and 44(33.33%) from ATNCC relying on this approach to gauge credibility. Fact-check websites are visited by 57(37.5%) students from DVS but less so by 29(21.96%) students from ATNCC, indicating varying levels of trust or awareness. Visiting reliable news media is used by 40(26.31%) students from DVS and 30(22.72%) from ATNCC as well. Only a small number of students reported using other unspecified methods. These findings indicate a preference for automated search verification tools and community feedback through comments, supplemented by trusted news sources and fact-checking websites. The slight differences between the two colleges suggest opportunities to promote greater use of fact-checking resources for improved evaluation of online content. Overall, students from both colleges demonstrate a multi-faceted approach to verifying information credibility online, combining technology and social judgment.

8.23 Have you ever unknowingly shared fake news on social media?

Table: 23 What strategies or tools do you use to verify the credibility of information online

Have you ever unknowingly shared fake news on social media?	Number of Students		
	DVS	ATNCC	Total
Yes	20 (12.98%)	27 (20.45%)	45 (15.84%)
No	108 (70.77%)	90 (68.18%)	198 (69.71%)
Not Sure	26 (16.88%)	15 (11.36%)	41 (14.43%)

The report on whether students from DVS and ATNCC have unknowingly shared fake news on social media reveals that the majority have not, with 108(70.77%) students from DVS and 90(68.18%) from ATNCC answering "No." However, a significant minority admitted to having unknowingly shared fake news, with 20 students from DVS and 27 from ATNCC responding "Yes." Additionally, some students were uncertain if they had shared fake news, with 26 from DVS and 15 from ATNCC indicating "Not Sure." This data reflects a cautious but conscious attitude among most students toward verifying information before sharing, though it also highlights the ongoing challenges of misinformation on social platforms in both colleges. The number of "Not Sure" responses suggests a need for further education and awareness around identifying and avoiding fake news online.

9. Conclusion:

The overall findings of the study indicate that undergraduate students from both DVS and ATNCC colleges are active library users and regular ICT and social media users, and they possess a generally good level of information literacy and awareness of digital issues, though with some important gaps. Demographically, responses are slightly higher from DVS, and females outnumber males in both institutions, while library use is fairly regular, with many students visiting daily or at least more than twice a week. Most students in both colleges are able to identify their information needs (95%.41), know how to locate resources in the library(89.78), differentiate between primary and secondary sources, and understand the difference between peer-reviewed journals and popular magazines (76.4%), showing a strong base of academic information skills. At the same time, a large majority (66.19%) of both colleges, use alternative sources like the internet, prefer e-resources over print, frequently use smartphones and social media, and rely on tools such as 71.47% students use reverse Google search, comments(29.57%), news sites(24.64%), and fact-checking platforms(30.28%) to verify online information, reflecting a clear shift towards digital information behaviour and mixed verification strategies. Interestingly, large number of both college 79.92 use the WhatsApp and 66.54% use the Instagram social media respectively. However, problems such as lack of knowledge about information retrieval, limited awareness of available library resources, time constraints, ICT skill gaps, exposure to privacy and security issues, partial or unclear understanding of copyright(only 38.73% aware about copyright law) and fair use, and the admission or possibility of unknowingly sharing fake news (only 34.15% students able to identify fake news) all point to the need for targeted training and awareness programmes. Overall, the article suggests that both DVS and ATNCC have a promising foundation in students information and digital literacy, but should strengthen systematic instruction in copyright, fair use, advanced search strategies, critical evaluation of online content, and safe social media practices to fully support responsible and effective information use. Hence, it is suggested to conduct more user orientation programmes in order to educate the users about copyright, fair use, critical evaluation skills, safe social media practice and advanced search strategies.

Reference:

1. American Library Association (1989). Presidential committee on information literacy: final report. Chicago: ALA. Accessed on 08-02-2020, from <http://www.ala.org/acrl/publications/whitepapers/presidential>
2. Ananda, S. K.;Tejashwini, B. and Kumbar, M. (2015).Copyright and fair use policy for libraries. Proceedings of the International Conference on Emerging Technologies and Future of Libraries, Karnataka, SC/ST Library Professionals Association, Gulbarga, January,30-31,569-573.
3. Anunobi, Chinwe and Udem, Obiora Kingsley (2015) "Information Literacy Competencies: A Conceptual Analysis" Journal of Applied Information Science and Technology. Vol. 7 No. 2 Pp. 63-80
4. Chikkamanju, G. and Kumar, K. (2015). Use of internet and awareness of plagiarism among Indian and Foreign research scholars in University of Mysore, Mysore: A Comparative study. Proceedings of the International Conference on Emerging Technologies and Future of Libraries, Karnataka SC/ST Library Professionals Association, Gulbarga, January 30-31, 640-647.
5. Islam, Mohammed Anwarul and Tsuji, Keita (2010) "Assessing information literacy competency of Information Science and Library Management graduate students of Dhaka University" International Federation of Library Association and Institutions. Vol. 36 No. 4 Pp 300-316
6. Karisiddappa, C.R. (2007). Blooming knowledge society and information literacy in India. Sri Lankan Journal of Librarianship and Information Management, 3(1), 1-13.
7. Mahajan, P. and Kumar, A. (2014).Assessing information literacy competency in higher education: A study of Panjab University, Chandigarh. SRELS Journal of Information Management, 51(6), 369-75
8. Prasad and Kumbar (2015) discussed about the Information literacy skills among faculty members of polytechnic colleges in Karnataka.
9. Prasad, M. M. S. and Kumbar, M. (2015). Information literacy skills among faculty members of polytechnic colleges in Karnataka: A study. International Journal of Library and Information Studies, 5(4), 16- 28.
10. Ramamurthy, P.; Siridevi, E. and Ramu, M. (2015). Information literacy search skills of students in five selected engineering colleges in Chittoor District, Andhra Pradesh: A perspective. International Research: Journal of Library and Information Science, 5(1), 107-121.
11. Rohtak. International Journal of Information Dissemination and Technology, 3(4), 244-248. Li, Xuejing (2006). Course building and implementation of information literacy instruction for changing University library. Library Management, 27(617), 362-369.
12. Sharma, Sanjeev and Lata, Suman (2019).Information literacy among faculty and students of Medical Colleges of Haryana, Punjab and Chandigarh, International Journal of Educational and Pedagogical Sciences, 13(6), 804-808.

13. Singh, Devendra and Joshi, Manoj K (2013) “Information literacy competency of post graduate students at Haryana Agricultural University and impact of instruction initiatives: A pilot survey” Reference Services Review. Vol. 41 No. 3 Pp 453-473.
14. Ukachi, N. B. (2015). Information literacy of students as a correlate of their use of electronic resources in University libraries in Nigeria. Electronic Library, 33(3), 486-501.
15. Vasudevan, T. M. and Suchithra, K. M. (2013). Copyright awareness of doctoral students in IN CALICUT UNIVERSITY CAMPUS, International Journal of Digital Library Services.