

Assessment of Information Literacy Skills among Under- Graduate students in Haveri District: An Empirical study .

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Abstract.

This paper aims to assess the information literacy skills and competence among under graduate students in Haveri district, Karnataka. Information literacy is universal in nature, very important skill required in all level and stages of education, especially very much required at graduate level, the degree college students aware and updating their existing knowledge by, identifying, accessing, locating, evaluating and use of information and its resources legal, ethically and socially. The researcher has applied the SCONUL model of information literacy to assess the information literacy skills among graduate students under study. The, objectives of the study were framed as per the indicators of SCONUL model and the reviews of previous works. A structured questionnaire was designed based on the major indicators of said model. The study employed a survey method of research, which is more suitable for the present work. Further, data were collected through a structured questionnaire from the degree college students. A total of 2200 questionnaires were distributed, of which 939 questionnaire were returned, with response rate of 42.68% . The collected data were coded and decoded in SPSS software; for multiple questions, MS excel sheet was used later Descriptive and inferential statistics were carried out for proper interpretation and analysis of the results. The study reveals that students predominantly rely on printed resources, library catalogues, and social-academic networks such as friends and teachers for accessing information. Further, study is also observed that there is lack of classification and cataloguing knowledge, a strong need for orientation and information literacy programs, and highlight that accuracy, currency, and timeliness are the key criteria used by the students for evaluating information.

Keywords: Information literacy skills, Searching skills, undergraduate students.

1. Introduction:

Information is a important resource and valuable input for socio-economic development and is certainly the fundatmental component of education. The need and importance for information is increasing day by day. It plays a crucial role in empowering individuals, by enabling them to access, evaluate, and use information effectively. It involves a set of skills and knowledge necessary to find reliable sources, assess their credibility, and apply the information appropriately in various contexts such as academics, work, or daily life. According to the American Library Association (ALA, 2000): "Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

1.1Definition:

There are many definitions given by the Association and the authors. Paul Zurkowski, (1974) considered as father of information literacy and he defined it as "people trained in the application of information resources to their work can be called information literate". According to Ruess (1994), "Information Literacy is a process of lifelong self-education that

can be fostered by preparing students to handle information effectively in any situation". In 1989, the The American Library Association Committee on Information Literacy defines Information Literacy as "the ability to recognize when information is needed and to locate, evaluate, and use the required information effectively." Information Literacy seeks to equip students with the skills to discover relevant information and to support them in becoming lifelong learners. It enables students to identify and access the information necessary for any assignment, project, or decision-making situation. Information literacy plays a vital role in economic development, educational success, and the social, cultural, and personal well-being of individuals. The following are some of the key aims of information literacy

2. Review of Literature:

There are several studies have been reported on information literacy at national and international level. Some of the important have covered and presented in the following way. Shukla and Verma (2020) conducted a study to assess the information literacy skills of postgraduate students in the social sciences at Mizoram University and Tezpur University. Their findings indicate a need for training programmes to help students in both universities adopt information technology for effective information use. Aftab and Singh (2020) found that the majority of users at JNU and DU were not aware of various information sources and lacked adequate searching skills. Most users required information primarily for preparing assignments and projects. Vasudevan (2012) examined the level of information literacy among research scholars from various universities in Kerala and reported that 70% of the scholars were able to identify, locate, collect, and evaluate the information they needed. The study also emphasized the necessity of information literacy programmes to meet the scholars' information needs. Lallaisangzuali (2015) explored the status of information literacy among postgraduate students and research scholars at Mizoram University and found that most preferred accessing information in both print and electronic formats. Hazim (2017) conducted a comprehensive study on the information literacy competencies of the scholarly community at Kashmir University and revealed that users needed greater awareness regarding the use of OPAC, legal aspects, and refining searches through Boolean operators. Swarna and Biradar (2017) aimed to investigate the information literacy skills of science postgraduate students at Kuvempu University and Davangere University in Karnataka. Their results showed that most students were competent in explaining, developing, and reviewing their information needs on a given topic, and that 50% of the students could identify and use various information-searching tools

3. Profile of Haveri District:

Haveri district is located in the state of Karnataka and is recognized as a district with high potential as a tourist hub. The district is home to numerous temples and is administratively divided into eight talukas: Ranebennur, Haveri, Hirekerur, Byadgi, Hangal, Shiggaon, Savanur, and Rattihalli. Haveri district also serves as a center of higher education, hosting a variety of educational institutions, including degree colleges, professional colleges, technical institutions, a medical college, and a folk university. The district has a total of 33 higher education institutions, comprising 13 government degree colleges, 20 aided and unaided

colleges, including five women's degree colleges, making it a hub of higher learning in the region.

4. Objective of the Study:

1. To know the level of knowledge of information literacy skills among the undergraduate students
2. To understand the skill level in identifying the types of formation channels, sources and tools used for locating information by the undergraduate students under study.
3. To know the extent of use of various information resources and different search technique used by the undergraduate students.
4. To study the knowledge of various parameters used to assess the information literacy among the students under study.
5. To know the various problems and challenges faced in searching information and suggestive measure to enhance the information literacy skills among the students

5. Need for the Study:

The study is aims to investigate the level of competency and skills among the undergraduate students in the degree colleges of Haveri district, Karnataka. In order to excel academically, the students must constantly update their knowledge, enhancing their information literacy skills is essential. Several studies have reported a positive correlation between information literacy skills and students' academic achievement. Therefore, it is very much necessary to assess the information literacy skills and competence of undergraduate students. Further, review of literature also indicates that very few studies have been conducted on this area. Hence, the present study has been undertaken.

6. Scope and Limitation of the Study.

The present study is explorative in nature is based on empirical data collected from the undergraduate students studying in degree colleges of Haveri district, Karnataka. The study is confined to assess the information literacy skills among the degree college students using SCONUL model of information literacy.

7. Methodology:

The present study aimed to assess the information literacy skills and competence of undergraduate students of Haveri district. The survey method of research was adopted, where in structured questionnaire was used to collect the primary data from the target population. The questionnaires were designed based on the objectives and supported by the reviewed literature by using open and close ended questions. To ensure the representativeness, stratified random sampling method was employed to select the sample. The survey was conducted across eight talukas of Haveri district, Karnataka during the period from June 20th 2024 to 30th December 2024. In total 2200 questionnaire were distributed, out of which 939 questionnaire were returned, with response rate of 42.68 %, which can be considered as a good response rate and is suitable for data analysis and interpretation.

8. Data Analysis and Interpretation

The collected data was analyzed using various statistical tools and techniques with the help of MS- Excel and SPSS software package. Various descriptive statistics were performed and results are presented in the following section in the form of tables.

Table-1 Gender wise distribution of the respondents.

Sl no	Gender	N	%
1	Male	325	34.61
2	Female	614	65.39
3	Total	939	100.0

Table -1 shows the gender-wise distribution of the respondents under study.A higher percentage of the respondents are female students (614 -65.39%), while 34.61% (N= 325) are male students. The discussion indicates that the representation of the female population in the higher education system is higher than their male counterpart in Haveri District .

Table-2 Types of colleges under study

Sl no	Types of college	N	%
1	Government	263	28.0
2	Aided college	269	28.6
3	Private college	407	43.4
	Total	939	100.0

The table-2 presents the distribution of students according to the type of college they study in. It is observed that nearly 28.0% of the students (N= 263) are from Government colleges, 28.6% (269) are from Aided colleges, and remaining 43.4% (407) are from private degree colleges. This shows that the highest number of students are studying in private degree colleges, followed by Aided and Government colleges, one of the reasons may be the greater number of private colleges available in Haveri district and their better accessibility over the government and aided colleges.

Table-3 Degree wise distribution of the students

Sl no	Degree	N	%
1	B.A	304	32.4
2	B.Com	346	36.8
3	B.Sc	289	30.8
	Total	939	100.0

The table shows the degree -wise distribution of the undergraduate student respondents under study. The highest proportion belong to the B.Com degree (346 , 36.8%), followed by B.A degree (304 , 32.4%) and B.Sc degree (N=289-30.8%) respectively . The distribution of data shows that students are almost equally distributed among B.Com, B.A and BSc degree with a slightly higher participation in Commerce stream.

Table-4 Purpose of library visit by the students

Sl no	Purpose of library visit	Frequency N=939	Percentage
1	To study library resources	514	54.7%
2	To borrow and return library book	713	75.9%
3	To consult reference books	792	84.3%
4	Preparation of examination	598	63.7%
5	To prepare notes	577	61.4%
6	To read News Papers and Magazines	625	66.6%
7	To consult old question papers	775	82.5%
8	To access e-resources	433	46.1%
9	For project work	568	60.5%
10	Preparation of articles	10	1.1%
11	To access internet	620	66.0%

The table-4 presents the various purposes for which undergraduate students visit the library. It is evident that students use the library for multiple academic and informational needs. The most common purpose of visiting the library is to consult reference books (84.3%), followed closely by consulting old question papers (82.5%) and borrowing or returning books (75.9%). These results indicate that the majority of students rely heavily on the library for academic support and examination preparation. A considerable number of respondents also visit the library to prepare for examinations (63.7%), to read newspapers and magazines (66.6%), to access the internet (66.0%), and to prepare notes (61.4%), showing that the library is a hub for both study and information access. However, a comparatively lower percentage (46.1%) of students use the library to access e-resources,. Very few students (1.1%) visit the library for article preparation, From overall discussion , it indicates that the library primarily serves as an academic knowledge center for the undergraduate students.

Table-5 Purpose of seeking information by the students under study

Sl no	Purpose of library visit	Frequency	%
1	To Study books on syllabus related	757	80.62
2	Preparation of class assignments	699	74.44
3	Preparing for examination	676	71.99
4	Solve the problem to reverent information	311	33.12
5	Getting information for project work	319	33.97
6	Getting information for seminar presentation	590	62.83
7	To keep up to date on	134	14.27

	specialized area of study		
8	General awareness	437	46.54

The table-5 highlights the academic purposes for which undergraduate students visit the library. It is observed that students utilize library resources primarily for curriculum-related and examination-oriented purposes. The majority of respondents (80.62%) visit the library to study books related to their syllabus, this is followed by preparation of class assignments (74.44%) and preparing for examinations (71.99%), which further emphasizes the library’s central role in facilitating academic activities center. A moderate proportion of students visit the library to get information for seminar presentations (62.83%) and for general awareness (46.54%). However, only about one-third of the respondents use the library to solve specific information problems (33.12%) or to gather information for project work (33.97%), and a very small percentage (14.27%) visit to keep up to date in their specialized area of study. This shows that libraries are well-utilized for routine academic activities, its potential as a center for advanced learning, research, and specialized information. Finally, the discussions suggest that undergraduate students primarily depend on the library for syllabus-related study, assignments, and term end examination preparation, with comparatively lesser emphasis on research-oriented and specialized information needs.

Table-6 Type of information needed by the students

SI no	Type of Information Required	Frequency	%
1	Academic information	589	62.73
2	News and general knowledge	309	32.91
3	Career guidance	285	30.35
4	Job oriented information	387	41.21
5	Education	317	33.76
6	Financial information	70	7.45
7	Health information	122	12.99

The table-7 shows the different types of information sought by undergraduate students from the library. It is evident that students’ information needs are mainly academic in nature, though other areas of interest are also represented. The majority of students (62.73%) seek academic information for their coursework and studies. A considerable number of students also look for job-oriented information (41.21%), for their future employment opportunities. Nearly 33.76% of the students require information related to education (33.76%), news and general knowledge (32.91%), and career guidance (30.35%), which reflects their interest in personal and professional development beyond academics. However, relatively few students seek health information (12.99%) and financial information (7.45%). From the above discussion, results indicate that undergraduate students basically need academic, general and career-focused information, with comparatively less emphasis on health and finance related information.

Table- 7 Source of Information for seeking information

SI no	Source of Information for seeking information	Frequency	Percentage
1	To consult teachers.	493	52.50

2	Discuss with friends	500	53.25
3	Discuss with library staff	415	44.20
4	Review literature from library	124	13.21
5	Library catalogue	315	33.55
6	Seminar/ conference	382	40.68
7	Through internet	134	14.27

The table-7 presents the various sources utilized by undergraduate students for seeking information. The data reveal that students rely on both interpersonal and institutional sources to fulfill their information needs. The most commonly used sources are friends (53.25%) and teachers (52.50%), indicating that peer discussion and teacher consultation are the preferred and most accessible means of obtaining information. This shows the strong influence of social and academic networks in the students’ information-seeking behavior. A significant number of respondents (44.20%) also seek assistance from library staff, which highlights the supportive role of librarians in guiding students toward relevant resources. Further, seminars and conferences (40.68%) serve as an important source of information for many students, contributing to their academic exposure and knowledge enhancement. On the other hand, fewer students use formal sources such as the library catalogue (33.55%) and reviewing literature from the library (13.21%). Similarly, only 14.27% of respondents depend on the internet, indicating that online resources are underused, possibly due to limited access or lack of awareness. Finally discussion shows that undergraduate students rely more on human and informal sources—teachers, friends, and library staff—rather than systematic or digital methods for seeking information because of their easy accessibility.

Table -8Tools used for locating information (N=939)

Locating tools	Grate Extent	Moderate Extent	Some Extent	Rare	Never	Total	Mean	Rank
By consulting catalogue	539 57.40	93 9.90	56 5.96	41 4.37	210 22.36	3527	3.76	1
Browsing through Selves	151 16.08	173 18.42	511 54.42	76 8.09	28 2.98	3160	3.37	2
With the help of Library staff	206 21.94	121 12.89	150 15.97	34 3.62	428 45.58	2460	2.62	4
Self-searching	207 22.04	66 7.03	80 8.52	93 9.90	493 52.50	2218	2.36	5
Through OPAC/ WEB OPAC	123 13.10	464 49.41	53 5.64	48 5.11	251 26.73	2977	3.17	3

The table-8 presents the extent to which undergraduate students use different locating tools to find information resources in the library. The results indicate varying levels of familiarity and dependence on both traditional and modern search tools. The analysis shows that consulting the catalogue is the most preferred method, with a mean score of 3.76, ranking first among all locating tools. A majority of respondents (57.40%) use this method to a great extent. The second most used tool is browsing through shelves (mean = 3.37), suggesting that many students still prefer a hands-on approach by directly exploring the book stacks to find needed resources. OPAC/WEB OPAC ranks third with a mean score of 3.17, showing a moderate

level of use. Further, digital catalogues are available, the data suggest that students may not be fully utilizing these electronic tools to their full potential. Consulting library staff (mean = 2.62) and self-searching (mean = 2.36) are less frequently used methods, ranking fourth and fifth, respectively. The high percentage of students who “never” or only “rarely” use these methods (particularly 45.58% never consulting staff) indicates limited engagement with professional library assistance and independent search strategies. Finally, analysis indicates that traditional catalogues and shelf browsing remain the dominant methods for locating information, the use of modern digital tools like OPAC and independent search strategies is still developing among undergraduate students..

Table-9 Types of Information Channels to Access the Needed Information

Sl no	Information Channels	Frequency	%
1	Library	855	91.05
2	Internet/Web	636	67.73
3	Medias	340	36.21
4	Institutions	141	15.02
5	Friends and colleagues	640	68.16
6	Social media	705	75.08

The table shows the various information channels utilized by undergraduate students to obtain information. The data reveal that students depend on multiple channels, combining both traditional and digital sources to meet their information needs. The library is identified as the most preferred information channel, used by 91.05% of respondents. This highlights the continuing importance of academic libraries as the primary and most reliable source of information for students in the academic environment. The second most used channel is social media (75.08%), followed closely by friends and colleagues (68.16%) and the Internet/Web (67.73%). These figures indicate that students also rely heavily on digital and interpersonal communication networks for information sharing and quick access to knowledge. From the above observation it can be concluded that library is a most preferred information channel for undergraduate students

Table-10 Searching methods used in library catalogue

Sl no	Searching methods	Frequency	%
1	By Author	498	53.04
2	By Title	388	41.32
3	By subject	538	57.29

The table-10 shows the different methods adopted by undergraduate students while searching the library catalogue. The reveals preferred approaches for locating information resources. The most commonly used search method is by subject (57.29%), indicating that a majority of students prefer to locate materials based on specific topics or areas of study. While, 53.04% of respondents prefer author search to locating books in library. A smaller proportion of students (41.32%) use the title-based search method, which may indicate that students are less likely to know the exact titles of required materials or prefer broader subject and author searches instead. Finally results indicate that students use different search methods, with a higher preference for subject and author searches than the title search.

Table- 11 Extent of usage of information sources by the students (N=939)

Information sources	Highly used	More used	Less used	Not used	Not at all used	Total scores	Mean	Rank
Books	263 28.01	238 25.35	143 15.23	137 14.59	158 16.83	3128	3.33	1
Journals	193 20.55	110 11.71	106 11.29	475 50.59	55 5.86	2728	2.91	2
Magazines	168 17.89	109 11.61	189 20.13	350 37.27	123 13.10	2666	2.84	3
Reports	126 13.42	91 9.69	212 22.58	281 29.93	229 24.39	2421	2.58	6
Hands books	56 5.96	97 10.33	407 43.34	262 27.90	117 12.46	2530	2.69	5
Yearbooks	74 7.88	81 8.63	76 8.09	161 17.15	547 58.25	1791	1.91	10
Projects	105 11.18	135 14.38	289 30.78	244 25.99	166 17.68	2586	2.75	4
E-resources	104 11.08	113 12.03	251 26.73	177 18.85	294 31.31	2373	2.53	7
Internet based resources	37 3.94	63 6.71	59 6.28	612 65.18	168 17.89	2006	2.14	9
Competitive examination books	83 8.84	120 12.78	195 20.77	311 33.12	230 24.49	2332	2.48	8

The table-11 indicates the extent to which undergraduate students use different types of information sources in the library. The results indicate clear preferences, showing that students depends more on traditional printed materials than on electronic or specialized sources. The data reveal that books are the most highly used source (mean = 3.33, rank 1), with 28.01% of respondents using them to a great extent. This highlights that printed books continue to be the primary and most trusted source of information for students. Journals (mean = 2.91, rank 2) and magazines (mean = 2.84, rank 3) are also moderately used, indicating students’ interest in periodical literature for current and subject-specific information. Project reports (mean = 2.75, rank 4) and handbooks (mean = 2.69, rank 5) are used to a lesser extent. Among the other sources, e-resources (mean = 2.53, rank 7) and internet-based resources (mean = 2.14, rank 9) are relatively less utilized, indicating digital literacy or awareness about online information tools may be limited among students. Similarly, Competitive Examination Books (mean = 2.48, rank 8) and Reports (mean = 2.58, rank 6) are used occasionally, depending on specific academic or career-related needs. Yearbooks, with a mean score of 1.91 and rank 10, are the least used source, possibly due to their limited relevance to undergraduate coursework. Form the above discussion, print sources such as books, journals, and magazines remain the dominant information resources, while digital and specialized materials are underutilized.

Table-12 Extent of satisfaction about the existing information resources

Sl no	Extent of satisfaction	Frequency	Percentage
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1	Highly Satisfied	56	6.0
2	Satisfied	113	12.0
3	Somewhat satisfied	228	24.3
4	Not satisfied	364	38.8
5	Not at all satisfied	178	19.0
	Total	939	100.0

The table shows the extent of satisfaction of undergraduate students with the library services available in their libraries. The table shows that students Out of 939 respondents, only 6.0% reported being highly satisfied, and 12.0% were satisfied, making a total of 18.0% who expressed positive satisfaction levels. A considerable proportion of respondents (24.3%) were somewhat satisfied, However, a significant majority of students expressed dissatisfaction: 38.8% reported being not satisfied, and 19.0% were not at all satisfied. The discussion reveals that the level of user satisfaction is relatively low. This suggests the need for libraries to improve their resources, infrastructure, staff support, and access to both print and digital materials to enhance the user experience and better meet the academic needs of students.

Table-13 Parameters used for evaluating information sources (N=939)

Sl no	Parameters	Frequency	Percentage
1	Accuracy	899	95.74
2	Validity	755	80.40
3	Usability	750	79.87
4	Authority	546	58.15
5	Timeliness	765	81.47
6	Reliability	648	69.01
7	Currency	789	84.03
8	Objectivity	369	39.30
9	Comprehensive accessibility	356	37.91

The table-13 presents the various parameters used to evaluating information sources. It is observed that the majority of respondents (95.74%) consider accuracy as the most important parameter used to evaluate information and its sources. This is followed by currency (84.03%) and timeliness (81.47%) parameters used to evaluate information, showing that students prefer information that is current and relevant to the present context. A large proportion of respondents also assess information based on validity (80.40%) and usability (79.87%), suggesting that the relevance, applicability, and practical use of information are crucial factors in their evaluation process. Moderate importance is given to reliability (69.01%) and authority (58.15%), implying that while students do consider the trustworthiness and expertise of the source, these aspects are not as highly prioritized as accuracy or timeliness. Relatively fewer students evaluate information based on objectivity (39.30%) and comprehensive accessibility (37.91%), indicating that critical evaluation skills—such as recognizing bias or ensuring ease of access—may be less developed among some users. As whole, it can be concluded that accuracy, relevance, and currency of information are the major indicators used to evaluate the information and its sources critically by the undergraduate students under study.

Table- 14 Problems faced while searching information by the students

SI no	Problems and barriers	Frequency	Percentage
1	Lack of knowledge about the library catalogue	789	84.03
2	Lack of knowledge about the arrangement of books on shelves	698	74.33
3	Unfamiliarity with search methods	578	61.55
4	Too much time consuming for searching information	450	47.92
5	Lack of quality of information	359	38.23
6	Slow access of Internet	589	62.73
7	Difficulty to finding relevant information	321	34.19
8	Lack of IT knowledge	458	48.78
9	Lack of training in library	555	59.11

The table presents the various problems and barriers encountered by undergraduate students while using library resources. The data reveal that most students face difficulties related to information retrieval skills, technological limitations, and lack of user training. The major problem identified by the majority of respondents (84.03%) is the lack of knowledge about the library catalogue, indicating that many students are not fully aware of how to locate materials effectively using cataloguing tools. Similarly, 74.33% of students reported a lack of knowledge about the arrangement of books on shelves, which further limits their ability to find resources independently. A considerable number of students (61.55%) also face unfamiliarity with search methods, and 59.11% cited a lack of training in library use, showing that inadequate user education is a significant barrier to efficient library utilization. Technological issues also hinder information access—slow Internet access (62.73%) and lack of IT knowledge (48.78%) are common problems that restrict effective use of e-resources and online databases. The findings highlight that the limited user awareness, insufficient training, and technological constraints. To overcome these challenges, libraries should organize user orientation programs, information literacy workshops, and IT skill training sessions to help students become more confident and efficient in using both print and digital information resources.

Table-15 Suggestive measures to enhance the information literacy skills

SI no	Suggestive measures	Frequency	Percentage
1	Library needs to conduct periodical orientation program.	865	92.12
2	Information literacy programs needs to be conducted for graduate students	741	78.91
3	Information literacy subject needs to be introduced as one of the open elective paper for all the students	658	70.07
4	Digital library needs to be	689	73.38

	established in the library		
5	Wi-Fi and LAN facility should be provided in library to get faster information	521	55.48

The table highlights the measures suggested by undergraduate students to improve information literacy skills and strengthen the effective use of library resources. A vast majority of respondents (92.12%) suggested that the library should conduct periodical orientation programs, making it the most recommended measure. The second most common suggestion (78.91%) is to organize information literacy programs for graduate students, which reflects the growing awareness of the importance of such programs in developing independent and critical information-seeking skills. Furthermore, 70.07% of respondents recommended that information literacy should be introduced as one of the open elective subjects. In addition to educational initiatives, students’ also emphasized infrastructural improvements—73.38% suggested the establishment of a digital library, and 55.48% recommended providing Wi-Fi and LAN facilities to enable faster access to online resources. It can be summarized that regular training programs, curriculum integration, and improved technological infrastructure would significantly enhance students’ information literacy skills and promote more effective use of library and digital resources.

9. Major findings of the study

1. A higher percentage of the respondents are female students (65.39%), while 34.61% are male students
2. Nearly 28.0% of the students are from Government colleges, 28.6% are from Aided colleges, and remaining 43.4% are from private degree colleges.
3. The highest proportion belong to the B.Com degree (36.8%), followed by B.A degree (32.4%) and B.Sc degree respectively.
4. The most common purpose of visiting the library is to consult reference books (84.3%), followed closely by consulting old question papers (82.5%) and borrowing or returning books (75.9%).
5. The majority of respondents (80.62%) visit the library to study books related to their syllabus, followed by preparation of class assignments (74.44%) and preparing for examinations (71.99%).
6. The majority of students (62.73%) seek academic information for their coursework and studies. A considerable number of students also look for job-oriented information (41.21%), for their future employment opportunities.
7. Friends (53.25%) and teachers (52.50%) are the most commonly used sources indicating that peer discussion and teacher consultation are the preferred and most accessible means of obtaining information. This shows the strong influence of social and academic networks in the students’ information-seeking behaviour.
8. The catalogue is the most preferred method, ranking first among all locating tools. A majority of respondents (57.40%) use this method to a great extent. The second most used tool is browsing through shelves followed by OPAC/WEB OPAC ranks third respectively.
9. The library is identified as the most preferred information channel, used by 91.05% of respondents.

10. The most commonly used search method is by subject (57.29%), students prefer to locate materials based on specific topics or areas of study. While, 53.04% of respondents prefer author search to locating books in library.
11. the most highly used source with 28.01% of respondents using them to a great extent. The printed books continue to be the primary and most trusted source of information for students. Journals and magazines are also moderately used by the students.
12. Only 6.0% reported being highly satisfied, and 12.0% were satisfied, making a total of 18.0% who expressed positive satisfaction levels.
13. The majority of respondents (95.74%) consider accuracy as the most important parameter used to evaluate information and its sources. This is followed by currency (84.03%) and timeliness (81.47%) parameters used to evaluate information.
14. the majority of respondents (84.03%) is the lack of knowledge about the library catalogue, many students are not fully aware of how to locate materials effectively using cataloguing tools, lack of knowledge about the arrangement of books on shelves.
15. A vast majority of respondents (92.12%) suggested that the library should conduct periodical orientation programs, making it the most recommended measure. The second most common suggestion (78.91%) is to organize information literacy programs for graduate students

10. Suggestions:

1. Since a large number of students lack knowledge about using the library catalogue and arranging of books, the library needs to organize regular library training to address these issues.
2. Degree colleges need to implement formal information literacy programs about library system, with especially on effective management and use of information resources.
3. The libraries should strengthen their library collection by adding both print as well as e-resources. As it is observed that many students lacks proper searching skills, systematic training should be conducted to help in search, access and utilize information resources effectively.

11. Conclusion:

The study shows that undergraduate students in Haveri district actively use the library for academic purposes, especially for consulting reference materials, old question papers, and syllabus-related books. However, they lack in information literacy skills. Many students face difficulty in using the library catalogue, book arrangement, and searching skills. Further it is observed that the overall satisfaction with library services is quite low. Students rely heavily on friends and teachers for information, indicating weak independent information-seeking skills. Printed books remain the most preferred source, and the library is the main information channel for most students. The findings highlight the need for regular orientation programs, formal information literacy training, and strengthening of both print and digital collections. Improving these areas will help students to develop stronger information literacy skills and enhance their academic achievement

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