

AUGMENTING INFORMATION LITERACY IN ACADEMIC LIBRARIES: PROGRAMS AND IMPLICATIONS OF SELECTED CENTRAL LIBRARIES

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Abstract *In this information age, it is essential to provide users with the ability to identify, assess, and utilize information and its resources effectively, and the academic libraries as excellent centers for promoting such skills to users in the form of information literacy (IL). The present study examines the degree to which academic libraries integrate information literacy programs and evaluates the efficacy of librarians in imparting these critical skills and abilities to users. The aim is to assess the extent of information literacy instructions provided by academic libraries in higher education, probing the efficacy of current information literacy programs, and identifying complications encountered by librarians in providing these services. The study methodologically employs a survey of secondary literature and a case study of five central libraries to examine the development of information literacy programs and to identify best practices provided for their integration into the academic curriculum. Such a study highlights considerable deficiencies in the awareness and value of IL programs, highlighting the necessity for better curriculum integration with provisions of effective staff training. The study also reveals difficulties including staff demotivation, resource limitations, and dependency on outdated instructional methods. It will likely emphasize on enhancing collaboration between researchers and library personnel, altering information literacy programs to meet digital literacy requirements, and increasing student participation, thereby developing lifetime learning and decisive information competencies among library users to develop a strong ecosystem of relevant information usage models and innovations.*

Keywords: *Information Literacy, Academic Libraries, Filtering Relevant Information, Search Strategies, User Empowerment, Literary Instructions, Library Staff Training*

INTRODUCTION

In the twenty-first century, which is commonly referred to as the Information Era, the capacity to navigate an overwhelming abundance of data, filter and effectively use, has become an essential skill, which in libraries are being provided by various programs collectively known as Information Literacy. It is defined as the ability to locate, assess, and successfully use information, extends beyond the traditional notion of literacy, which has historically concentrated on reading and writing. Today, many forms of literacy such as audiovisual, digital, and media literacy have arisen, with Information Literacy functioning as a full synthesis of these notions. In the setting of academic libraries, Information Literacy has evolved into a cornerstone for academic achievement and lifelong learning, since students must not only access information but critically engage with it in ethical and meaningful ways. With the change from print-dominated environments to digital information ecosystems, academic libraries have transformed into

dynamic hubs of learning, offering instructional sessions, research aids, and online resources to support students. Given the rising relevance of these programs, reviewing their outcomes is vital to ensure they continue to meet the educational needs of students and contribute to their larger academic experience. Through this research, the paper seeks to analyze how academic libraries measure the success of their Information Literacy initiatives and the larger implications of these assessments for future program development. Although many students in higher education today possess basic digital skills, they often lack proficiency in locating, evaluating, synthesizing, and responsibly using information. Faculty seek enhanced student work quality, while students aim for increased confidence in research and independent learning. Information literacy is critical for academic and professional success and is a core requirement by accreditation bodies, highly valued by employers, and essential for a well-informed society. In advanced education systems, it is a key learning outcome, with librarians positioned as central facilitators who guide users in effective

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information use. As information and communication technology evolves, academic libraries play a vital role in addressing information literacy skill gaps. This study explores the extent to which academic libraries, through their professional staff, integrate information literacy instruction and assesses its effectiveness in three selected institutions (Dang et al., 2022). Information literacy and competency refer to the capacity to detect information needs, locate appropriate resources, and analyze, evaluate, synthesize, and convey the obtained knowledge. This notion serves as a core educational foundation in higher education. Within the setting of an academic library, the Information Literacy Competency Program (ILCP) is designed to encourage and support lifelong learning. To empower students in their knowledge acquisition, library professionals focus on preparing them with the skills essential for recognizing, locating, and assessing material. Consequently, children who exhibit information literacy abilities become competent and independent learners, capable of seeking out and assessing the correct sources of information (Majumdar & Singh 2007). "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" (ACRL, 2016).

REVIEW OF RELATED LITERATURE

Tomar (2023) analyzed assessment methods for information literacy in academic libraries, stressing alignment with educational outcomes. It discussed digital literacy integration, faculty collaboration, and tools like rubrics and longitudinal studies, showing benefits for students' critical thinking. It also highlights challenges from online learning and calls for future research to enhance program efficacy. Athiya (2022) emphasized library's shift from traditional education to practical Information Literacy (IL) programs, addressing real-life challenges. The work highlights barriers to librarian involvement and suggests strategies to enhance IL, equipping users for critical knowledge application in diverse contexts. Dang et al. (2022) investigated role of Nigerian academic libraries in teaching Information Literacy (IL), emphasizing its importance in user skill development. Using a quantitative approach across three federal university libraries, the study identifies key gaps, including low staff motivation and funding. Recommendations focus on enhancing IL services and the pivotal role of librarians in fostering information-literate users. Tajane and Ganesan (2020) analyzed the vital function of information literacy (IL) in college libraries, concentrating on K.P.B. Hinduja College of Commerce. They underscore the necessity for structured

IL programs to assist students manage copious yet inaccurate information in the digital age. The paper underlines the increasing role of academic libraries as technology-driven hubs and the significance of continual review to ensure IL programs suit students' academic goals and support lifelong learning. Joshi and Nikose (2010) emphasized the crucial role of information literacy in enhancing academic library services by equipping students with the skills to navigate print and digital resources. They advocate for librarians to develop tailored information literacy curricula, integrate technology, and lead initiatives to improve student engagement and understanding of library operations. The authors call for a teaching library model that actively promotes lifelong learning and inquiry within educational settings. Hassan and Mansor (2009) examined the critical role of academic libraries in promoting information literacy among higher education students in Malaysia's knowledge economy. They advocate for a shift from teaching-centered to learning-centered approaches, emphasizing the need for students to actively seek information. By integrating information literacy into curricula, libraries can enhance research skills and decision-making abilities, preparing graduates for lifelong learning. The authors also discuss various frameworks, such as the Big6 and the Seven Pillars Model, and call for national information literacy standards to equip Malaysian graduates as competent knowledge workers in a global context. Karisiddappa and Rajgoli (2008) analyzed Information Literacy (IL) programs in Bangalore's academic libraries, noting a shift from bibliographic training to addressing digital access challenges. Findings highlight the need for IL integration in academia to boost research and intellectual productivity. Majumdar and Singh (2007) underlined the crucial function of academic libraries in increasing information literacy amidst the information deluge of the digital age. Their study reveals that targeted presentations in departmental settings dramatically increased students' awareness of library services and digital resources. Feedback revealed great support for the program, emphasizing that structured information literacy activities empower students and build lifetime learning skills critical for future research and professional achievement.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

- To find information literacy programs provided by central libraries of AMU, JNU, JMI, BHU and DU.
- To investigate the areas covered by such information literacy programs provided by these libraries vis a vis empowering of users.
- To determine the efficacy of information literacy initiatives provided and their impact.

RESEARCH METHODOLOGY

This study employs a dual methodology: an extensive review of secondary literature and a case study analysis of the central libraries at Aligarh Muslim University (AMU), Jawaharlal Nehru University (JNU), Jamia Millia Islamia (JMI), Banaras Hindu University (BHU), and Delhi University (DU) via their official websites. The examination of secondary literature offers a theoretical basis and contextual insight into the evolution of information literacy in higher education. The case study technique concentrates on evaluating the particular information literacy programs provided by these libraries, scrutinizing their framework, services, and incorporation within the academic curriculum. This study seeks to carefully examine the online resources and services offered by these libraries to discover best practices that improve information literacy among students and faculty and to comprehend how these programs facilitate research and academic achievement inside the institutions.

DATA ANALYSIS AND INTERPRETATION

Data analysis and interpretation were undertaken based on information acquired from the official websites of the central libraries of Aligarh Muslim University (AMU), Jawaharlal Nehru University (JNU), Jamia Milia Islamia (JMI), Banaras Hindu University (BHU), and Delhi University (DU). The statistics focus on Information Literacy programs given by each library, such as digital repositories, research support, and information literacy initiatives. After rigorously gathering the required details, the material was structured and

presented in tabular form, clearly comparing the libraries' services. This tabulation helped us discover commonalities, such as plagiarism detection services and digital collections, as well as distinctive offers that characterize each institution's approach to promoting academic research and user interaction.

INFORMATION LITERACY PROGRAMS OF MAULANA AZAD LIBRARY, AMU

Table 1 shows that the Maulana Azad Library at AMU has instituted a comprehensive array of information literacy programs to empower users and augment their research and academic competencies. These activities encompass workshops, webinars, training sessions, and orientation programs designed to address varied requirements. Workshops have concentrated on improving library administration, research competencies, and the proficient utilization of electronic resources, promoting enduring information literacy and resourcefulness among attendees. Webinars and online workshops focused on the changing digital culture in Library and Information Science (LIS), equipping researchers with essential skills in citation, research management, and academic writing. Training programs provided focused assistance for specialist databases and tools, like ScienceDirect and SciFinder-n, to ensure advanced research competence. Orientation courses acquainted users with library e-resources, enhancing the effective use of digital and physical assets. These programs have substantially enhanced the academic and research brilliance of the university community.

Table 1: Information Literacy Initiatives at Maulana Azad Library, AMU

Type of IL	Focus	Impact
Workshops	Workshop on Integrated Library Management Systems	Enhanced library management skills through software training for library professionals.
	Workshop on Building Information Skills	Strengthened research skills and lifelong information literacy among participants.
	Workshop on Research Support Tools	Improved knowledge of tools for better organization and citation of research materials.
	Workshop on Exploring E-Resources and Libraries	Improved awareness and usage of digital library resources among users.
Webinars/Online Workshops	Webinar on LIS Education and Digital Culture	Increased understanding of digital culture's impact on Library and Information Science.
	Webinar on Research Workflow Tools	Streamlined researchers' workflows with citation and research management tools.
	Webinar on Scientific Research Tools	Enhanced practical application of tools like Web of Science for research and publications.
	Online Workshop on Research Writing	Improved academic writing quality using advanced grammar and plagiarism tools.

Type of IL	Focus	Impact
	Online Workshop on Research Support Services	Improved access to remote research tools, aiding in effective remote learning.
Training Programs	Training on Research Databases	Enhanced research support and familiarity with databases like ScienceDirect.
	Training on Advanced Chemistry Tools	Improved research outputs with training on tools like SciFinder-n.
Orientation Programs	Orientation on Library E-Resources	Familiarized participants with comprehensive usage of library e-resources.

Information Literacy Programs of Dr. B.R. Ambedkar Central Library, JNU

Table 2 shows the numerous information literacy programs provided by the Dr. B.R. Ambedkar Central Library at Jawaharlal Nehru University (JNU), stressing their focus and impact. The workshops address essential areas such as academic publication standards, plagiarism, research methodology, and ethical practices, educating academics with critical skills for creating high-quality and ethical research. Training programs emphasize practical skills,

such as handling massive datasets and advanced research approaches, which build data literacy and analytical expertise. User awareness initiatives focus on improving interaction with digital resources and supporting the appropriate use of library technologies, hence optimizing research efficiency. Additionally, orientation workshops are aimed to familiarize students with the academic research scene and library resources, supporting their easy transition into independent research. Collectively, these activities demonstrate the library’s commitment to empowering researchers and scholars through comprehensive literacy programs.

Table 2: Information Literacy Programs of Dr. B.R. Ambedkar Central Library, JNU

Type of IL	Focus	Impact
Workshops	Workshop on Academic Publishing Standards	Guided on academic publishing standards, supporting successful journal submissions.
	Workshop on Plagiarism and Reference Management Tools	Educated scholars on plagiarism, fostering ethical research practices.
	Workshop on Research Methods and Tools	Provided advanced research methodologies, enhancing analytical skills.
	Workshop on Research Methodology and Publication Ethics	Enhanced researchers’ understanding of ethics and methodology, fostering quality research.
	Workshop on Research Tools	Strengthened ethical publication practices among scholars.
Training Programs	Awareness Training on CMIE Consumer Pyramids Household Survey	Provided practical data handling skills, supporting data literacy.
	Training on Data Handling Tools	Built practical skills for handling and analyzing large datasets.
	Training Program on Advanced Research Techniques	Supported the development of sophisticated research strategies.
User Awareness Programs	User Awareness Training Program on digital resources	Increased user engagement with digital library resources.
	Awareness Training on Digital Resources and tools	Promoted efficient use of library tools and systems for research.
Orientation Programs	Orientation Program on Academic Research	Supported student transition into academic research environments.
	Library Orientation	Familiarized students with library resources, promoting independent research skills.

Information Literacy Programs of Dr. Zakir Husain Central Library, JMI

Table 3 shows us various information literacy programs provided by Dr. Zakir Husain Central Library at Jamia

Millia Islamia (JMI) offers a wide range of information literacy programs and workshops designed to enhance academic and research skills among students, faculty, and researchers. These initiatives include workshops focused on critical areas such as plagiarism prevention, citation

management, research evaluation, and the use of reference management tools like Mendeley, significantly improving academic integrity, organizational skills, and scholarly productivity. Webinars on academic publishing equip participants with advanced scholarly writing practices to enhance the quality and impact of their research. User awareness programs broaden access to digital resources like the National Digital Library and databases such as Scopus,

ScienceDirect, and Mendeley, fostering improved research outcomes. Additionally, specialized training on databases like ProQuest, SciFinder, Web of Science, and J-Gate Plus enables targeted access to comprehensive academic resources, promoting efficient research practices. Finally, library orientation sessions provide foundational support for effective resource utilization, collectively ensuring a robust academic support framework.

Table 3: Information Literacy Programs of Dr. Zakir Husain Central Library, JMI

Type of IL	Focus	Impact
Workshops	Workshop on Originality Check and Anti-Plagiarism	Enhanced understanding of plagiarism prevention among faculty and research scholars.
	Workshop on Reference Management in Research	Enhanced citation management skills for research scholars and faculty.
	Workshop on h-Index and Indian Citation Index	Improved research evaluation skills through citation analysis.
	Workshop on Mendeley – Reference Manager	Strengthened research organization and reference management.
	Workshop on Developing Capacities for Reference and Research	Enhanced academic integrity and research skills using DELNET Discovery Services.
Webinars/Online Workshops	Author Workshop on Academic Publishing	Improved quality and impact of research publications by guiding participants on scholarly writing practices.
User Awareness Programs	Awareness Program on National Digital Library (NDL)	Broadened digital resource access for students and researchers.
	Awareness Program on Use of E-Resources	Improved research output through Scopus, Science Direct & Mendeley.
Training Programs	Orientation on ProQuest-ABI/INFORM Complete Database	Increased usage of the ProQuest database for academic research.
	Orientation on SciFinder Database	Enhanced chemical research support through SciFinder resources.
	Orientation Session on Web of Science Database	Improved research visibility and citation practices through Web of Science.
	Orientation on J-Gate Plus	Enabled single-window access to diverse academic resources, enhancing research productivity.
Orientation Programs	Library Orientation Sessions	Enabled single-window access to diverse academic resources, enhancing research productivity.

Information Literacy Programs of Sayaji Rao Gaekwad Library, BHU

Table 4 illustrates Banaras Hindu University's (BHU) Sayaji Rao Gaekwad Library provides a wide range of information literacy training and programs aimed at improving research and academic skills. These efforts include training on advanced internet search techniques and open-access resources to support the free dissemination of academic knowledge, workshops on using subscribed and consortium-based e-resources, and training on developing proficiency in accessing specialized databases, e-books, and e-journals. Notably, researchers are empowered to improve the university's intellectual output through workshops on

producing research articles and publishing in prestigious publications. By giving access to useful resources, user awareness initiatives, like those centered on the Hindi/Sanskrit Web Resource Portal, support regional language research. Training programs tailored to certain disciplines, such as law, biochemistry, and agricultural sciences, enhance academic output and resource literacy. Additionally, people who receive basic instruction in online search techniques acquire critical digital literacy. In addition to boosting accessibility for more than 30,000 users and facilitating resource discovery with sophisticated search strategies, orientation sessions teach new users to the library system, services, and OPAC. Together, these efforts support a knowledgeable academic community at BHU.

Table 4: Information Literacy Programs of Sayaji Rao Gaekwad Library, BHU

Type of IL	Focus	Impact
Workshops	Workshop on subscribed and consortia-based e-resources, including databases, e-books, and e-journals	Enhanced user proficiency in utilizing subject-specific resources for academic and research purposes.
	Guidance on open-access resources and advanced internet search skills	Promoted awareness and use of freely accessible academic resources.
	Workshop on writing research articles and publishing in high-ranking journals by international experts	Enabled researchers to publish in reputed journals, increasing the university's scholarly output.
User Awareness Programs	User Awareness program on Hindi/Sanskrit Web Resource Portal for literature and language studies	Strengthened research in regional languages, offering access to national and international resources.
Training Programs	Training Programs for specific disciplines resource usage (e.g., Agricultural Sciences, Biochemistry, Law)	Customized training improved resource use and literacy among students and researchers in diverse fields.
	Training programs on internet search skills	Empowered users with foundational digital literacy skills for academic and research activities.
Orientation Programs	Orientation Programs on BHU Library System, user instructions, and services	Helped users become familiar with library facilities and improved accessibility for over 30,000 users.
	Orientation Program on how to use the Online Public Access Catalogue (OPAC) and advanced search techniques	Increased efficiency in locating library materials and databases.

Information Literacy Programs of Central Library, Delhi Library

Table 5 shows that the Central Library of Delhi University offers a variety of workshops and information literacy programs aimed at improving its patrons' capacity for academic and research work. In order to increase users' competence in managing academic resources and guaranteeing adherence to research norms, these programs include courses on digital literacy that concentrate on e-resources, databases, and citation tools like EndNote and Mendeley. Regional and international research capabilities are strengthened by user awareness initiatives like seminars

on open-access resources and Hindi/Sanskrit language portals. Additionally, training programs give scholars discipline-specific advice and bibliometric and scientometric analytic abilities, allowing them to evaluate and enhance their academic effect. Orientation programs increase the efficiency and accessibility of resources by acquainting new users with library systems, resources, and cutting-edge tools like Scopus and J-Gate. Furthermore, consultation services provide tailored advice for resolving specific research questions, and cooperative programs encourage cooperation, critical thinking, and mutual learning. When taken as a whole, these programs make a substantial contribution to the growth of a knowledgeable and competent academic community.

Table 5: Information Literacy Programs of Central Library, Delhi University

Type of IL	Focus	Impact
Workshops	Digital Literacy workshops on accessing e-resources, databases, and e-books	Enhanced user proficiency in utilizing digital and subject-specific resources for academic and research purposes.
	Awareness sessions on open-access resources and advanced internet search skills	Promoted awareness and use of freely accessible academic resources, broadening access to knowledge.
	Workshops on writing research articles and using citation tools like EndNote and Mendeley	Improved research quality, ensuring proper citations and compliance with academic standards.
User Awareness Programs	Awareness program on open educational resources and Hindi/Sanskrit language portals	Strengthened research in regional languages, enhancing access to both national and international resources.
	Webinars on trends in research and tools for academic productivity	Increased awareness of new research tools, promoting efficiency and innovation in academic work.

Type of IL	Focus	Impact
Training Programs	Customized training for discipline-specific resource usage (e.g., Law, Sciences, Humanities)	Enhanced resource literacy tailored to diverse academic fields, improving the depth and relevance of research.
	Training programs on bibliometric and scientometric analysis tools (e.g., h-index, impact factor)	Empowered researchers with the skills to assess academic impact and improve their publication strategies.
Orientation Programs	Library orientation for new students on resources, policies, and OPAC usage	Helped users become familiar with library facilities, improving accessibility and effective use.
	Orientation on advanced OPAC and discovery tools like Scopus and J-Gate	Increased efficiency in locating and retrieving library resources for academic purposes.
Consultation Services	Personalized one-on-one research support and guidance on academic queries	Provided tailored support, addressing specific user needs to enhance individual research outcomes.
Collaborative Programs	Group-based learning sessions and peer discussions	Fostered critical thinking, teamwork, and shared learning among students and researchers.

FINDINGS

The objectives of the study were to identify successful strategies for information literacy services, looking into how digital tools and repositories support scholarly research, look into accessibility and inclusiveness in library services, and improve the effectiveness of information literacy programs. The results show that the orientation programs introduce users to library resources and promote independent learning and research productivity, workshops at libraries concentrate on enhancing fundamental research skills like citation management, plagiarism prevention, and research methodologies. To improve the quality and accessibility of research, libraries use focused training programs on specialized databases and tools like Sci-Finder, Web of Science, and J-Gate Plus in addition to promoting digital tools and repositories like ScienceDirect, Scopus, ProQuest, and Mendeley. In order to improve publication and citation management, awareness campaigns that include seminars on e-resources and digital libraries such as the National Digital Library and DELNET Discovery Services make it easier to incorporate these technologies into academic workflows. Through inclusive programs, initiatives like the “Awareness Program on National Digital Library” and workshops on digital culture seek to guarantee fair access to resources while meeting the demands of a wide range of users. Examples include Delhi University’s Central Library initiatives that incorporate bibliometric training and specialized workshops for the humanities, sciences, and law, guaranteeing rigorous academic standards and promoting scholarly output, and the Sayaji Rao Gaekwad Library’s emphasis on consortium-based e-resources and its Hindi/Sanskrit Web Resource Portal, which supports regional language studies and linguistic diversity. When taken as a whole, technical training, resource orientation, and skill-building workshops highlight the importance of libraries as inclusive academic centers that enhance research evaluation,

academic integrity, and the efficient use of resources across disciplines.

CONCLUSION

The study highlights the vital role that information literacy (IL) programs play in promoting research proficiency and academic excellence by the central libraries of universities like Delhi University (DU), Jawaharlal Nehru University (JNU), Jamia Millia Islamia (JMI), BHU, and Aligarh Muslim University (AMU). These libraries have provided wide spectrum of IL programs, such as training sessions, webinars, workshops, and orientations, to meet a range of research and academic demands. The programs empower users with the tools they need to handle information responsibly by emphasizing basic competencies like resource usage, citation management, plagiarism avoidance, and ethical research techniques. Through the use of digital tools, specialized training, and inclusive strategies, these libraries promote academic integrity, improve accessibility, and provide scholars with cutting-edge tools and techniques. Distinctive programs, like bibliometric training and the encouragement of regional language studies, demonstrate the libraries’ dedication to diversity and multidisciplinary quality. The results demonstrate that ongoing innovation in IL programs is necessary to address changing digital issues and the various demands of academic communities, which will ultimately support the development of global knowledge systems and promote a lifelong learning culture of libraries.

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