

# BEYOND BOOKS: THE EVOLVING RESPONSIBILITIES OF LIBRARIANS

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## Abstract

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*The job of libraries and librarians in the current century has created warmed scholarly contentions among various individuals. This generally is because of the rising measure of information accessible particularly on the web, and the utilization of information and correspondence innovations for library exercises and activities. Thus, there have been presumptions, hypotheses, regulations and declarations that have tried to scrutinize the presence of the library, librarians and information science calling. Information and correspondence innovation (ICT) is changing the idea of occupation in all parts of librarianship especially the people who are working in academic organization. The challenges that face academic librarians are recorded through different written works which were concentrated on in the illumination of character factors and occupation fulfillment. New age clients' mentality is not quite the same as prior age and they visit library for information need which they are not tracking down in the web. In this situation academic bookkeeper can assume significant part to fulfill their information needs. As information on the web is all the more openly available librarians can offer better support by utilizing their looking through abilities.*

**Keywords:** *Academic Libraries, Librarians, Digital challenge, Information literacy integration, General education courses.*

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## 1. INTRODUCTION

In a world that is quickly abandoning paper and pushing toward electronic information access, numerous undergrads don't see esteem in mastering library abilities. Information is unreservedly available on the web, and the circle of information is developing dramatically. A Google search raises heaps of reactions, so for what reason should an undergrad figure out how to utilize the academic library? To turning gray teachers, this inclination of disorderly examination is alarming. To more youthful educators, it is frequently to be expected. Libraries have forever been worried about information, whether it was kept on dirt tablets, papyrus, sheepskin, or paper. The development from print to electronic conveyance has close to nothing to do with the capability of the library, despite the fact that the presence of the library keeps on advancing. The cutting-edge college library is presently not the stockroom of print that it used to be. The "book funeral home" is surrendering its previous floor space to WIFI concentrate on regions where undergrads might study cooperatively or freely, utilizing a rising number of electronic books, articles, outlines, charts, and three-dimensional movements.

The issue is this: the overflow and simple accessibility of information doesn't imply that the information is valuable for grant. Quite a while back, the school library was the main wellspring of information for research. Librarians had painstakingly chosen the books; the current information for undergrad utilization had been reviewed. Undergrads figured out how to organize a paper and refer to references as indicated by notable principles. Allow us to quick forward to the 21st century when information is at this point not scant however undergrads are still guileless about scholarly inclination. The web has immensely extended the assets accessible to them yet it isn't great sustenance for youthful and nondiscrimination minds. Undergrads are familiar with scanning the web for information; utilizing the library list is another experience for the vast majority of them, similar to the electronic data sets that give admittance to a considerable lot of the articles in the library possessions. Despite the fact that there are surveys for books and effect factors for diaries to direct one's evaluation of significant worth, sites don't have a positioning framework.

USF workforce librarians are supposed to be researchers by their own doing. Library staff not just educate; they should likewise stick to the exploration guidelines they advance by contributing articles and parts to distributions, making gathering introductions, and joining board conversations.

One of the challenges confronting librarianship is the measurement of significant worth added by the library to the college. How does a bookkeeper add to understudies' academic achievement? How might they evaluate the benefit of showing research abilities? How might they gauge the drawn-out impacts of an in-class show about the utilization of a bibliographic substance the executive's framework like EndNote or RefWorks on a four-year school vocation? These are the kinds of inquiries librarians are wrestling with as they attempt to quantify the effect of their work. Librarians participate in controlled examinations, investigations of teaching methods and cycles, cost benefit studies, and numerous different kinds of exploration one would anticipate in an enormous endeavor.

## 2. LITERATURE REVIEW

A doctoral proposal of Pune College 'Doctoral exploration in library and information science in India' by Ghatol (2014), which recorded all doctoral propositions in India demonstrated valuable in this specific situation. Two papers on research in Library and Information Science field in India likewise demonstrated valuable. Manjunatha, Sheshadri, and Shiva Lingaiah (2010) followed the sequential development of doctoral expositions starting from 1950 to 2010 and introduced the general classifications and sub-classifications of subjects of examination. Singh and Babbar (2014) additionally followed the development and advancement of exploration in the 17 field of librarianship in India from its start, for example from 1950 to 2012. This multitude of sources didn't uncover an exploration point like the current review.

**Lang and Orange (2016)** proposed a day-to-day existence cycle way to deal with building, keeping up with and reestablishing personnel curator connections. The existence cycle starts by building connections while changing new workforce to the organization, setting out personnel improvement open doors, finding key staff partners, and publicizing library administrations as a part of compelling learning. Support is the everyday activities of the library, which incorporate developing off-grounds connections, including staff in direction, partaking like personnel by going to key gatherings and working and executing an implanted administrator framework. The creators recommended that by building and keeping up with bonds when things are working out positively,

libraries will actually want to move toward emergencies all the more successfully and to moderate the aftermath.

While following the explanations behind the distinction between the two gatherings, numerous specialists have examined the distinctions between the two gatherings, regarding their way of life, capabilities, and different variables, which are talked about a little later in the section. Notwithstanding, some have additionally attempted to distinguish the similitudes between the two gatherings, with an end goal to comprehend them better. For instance, Scherdin (2002) examined the likenesses and contrasts among workforce and bookkeeper character types, as estimated by the Myers-Briggs Type Pointer (MBTI). The hypothesis of mental kind was presented during the 1920s via Carl G. Jung. The MBTI apparatus was created during the 1940s by Isabel Briggs Myers. The embodiment of the hypothesis is that singular conduct shifts because of essential contrasts in the ways people like to utilize their discernment and judgment.

**Biggs (1981)** followed the advancement of librarianship and the distinction among librarians and employees as it created with the improvement of librarianship as a calling. As per her, despite the fact that by the mid twentieth hundred years, prepared library experts were designated in American public libraries, they couldn't get acknowledgment in academic libraries without any problem. The training began by academic libraries was to designate an employee as head of the library, and an expert bookkeeper as his colleague. This present circumstance, normally, couldn't be helpful for agreeable relations.

**Kotter (1999)** featured a few advantages that might result from the improvement in workforce custodian relations. He additionally tracked down that no orderly assessment of facultylibrarian relations has occurred and the vast majority of the proof is narrative. He audited the projects detailed in the writing to work on the relationship. Be that as it may, no endeavors to assess these projects have been accounted for. Kotter focused on the need of completing a precise assessment of the relationship and furthermore of projects for working on the relationship.

**While Biggs (1981)** investigated the personnel bookkeeper relationship according to a verifiable point of view, and Christiansen, Stomblor and Thaxton (2004) according to a humanistic point of

view, a few librarians zeroed in on the social distinctions among both the gatherings as the explanation of the distinction between them. These are examined straightaway.

**Kotter (1999)** attested that improvement in the staff administrator relationship was the way in to the proceeded with reasonability of academic libraries and librarianship and drilled down the advantages of progress in the relationship. The different benefits of a better connection among workforce and librarians which will help the library as well as the understudies and eventually, the whole establishment, are examined straightaway.

### 3. RESEARCH METHODOLOGY

The investigation of college libraries' jobs in supporting the integration of information literacy in guidance is a piece of examination work that explores the integration of information literacy in the guidance of general education courses at the undergrad level. Execution has been accomplished in two sections: (a) the investigation of elements connected with the integration of information literacy in the guidance of general education courses at the undergrad level; and (b) the improvement of guidance by coordinating information literacy in general education courses at the undergrad level. This paper presents the discoveries on the second piece of the execution i.e., the advancement of the techniques for the integration of information literacy. End has been attracted connected with the jobs of college libraries in supporting the integration of information literacy in guidance.

Two examination techniques were applied: (a) the overview research strategy to explore librarians' perspectives on their encounters in educating/co-showing college classes, and (b) the subjective methodology through center gathering interview of specialists. The survey which comprised of inquiries on custodian's encounters in instructing/coteaching information literacy in classes incorporated the attributes of courses instructed, participation exercises among librarians and instructors, librarians' jobs in understudies' advancement of information literacy, and the help from library overseers for librarians to educate/co-show in class. The poll was pilot-tried on 58 non-test librarians, and the legitimacy test utilizing Cronbach's Alpha Coefficient brought about a worth of 0.889. The real information for the review were gathered in January 2010 from 42 librarians of a college in Bangkok. The center gathering interview to affirm the dependability and legitimacy of

the study discoveries as well as to acquire specialists' perspective was led in December 2010. A sum of fifteen specialists in the field of library and information science (LIS), educational plan and guidance, and general education were engaged with the center gathering interview. They contained five LIS instructors, three head librarians, two academic reference librarians, two educational program and guidance specialists, and three general education educators.

## 4. RESULTS

### 4.1. Surveys

The 42 librarians were gotten some information about their encounters in educating/co-showing college classes. The greater part of the respondents (91.3%, 51) were females. The biggest number (40.1%, 18) was from 51 - 60 years old. Most (61.9%, 30) held a graduate degree and most of them were partnered to the focal library (71.8%, 31). The larger part (51.6%, 19) had more than 15 years of involvement working in libraries. The course that portion of them (half, 26) used to co-instruct was SWU 141 Information Literacy Abilities.

Various inquiries were posed to on the type of collaboration between the librarians and the teachers in educational administration of general education courses (Table 1). The best five exercises wherein librarians generally helped out the instructors were: getting ready activities/tasks (41.6%), laying out learning exercises (32.0%), planning information assets that help understudies' learning (31.0%, 13), setting up the PC lab and showing materials and helps (25.2%), and appraisal and assessment of understudies' learning (22.8%).

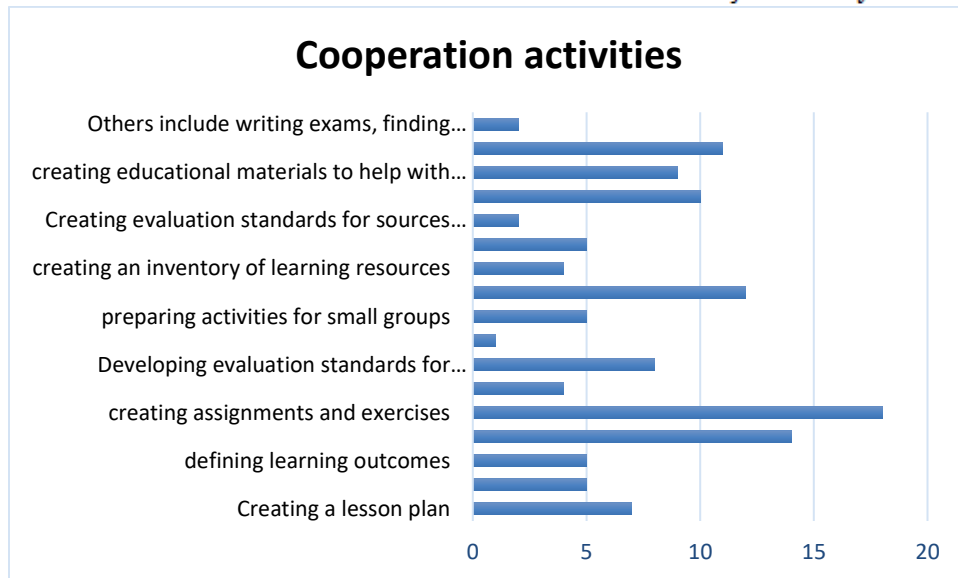
Table 2 presents the discoveries on the type of learning exercises librarians contributed in the improvement of understudies' information literacy through educating/co-instructing with the teachers in different courses. The main five information literacy classifications wherein librarians related themselves with were: laying out techniques and information recovery (45.6%), composing research reports and referring to (27.6%), concentrating on information sources and assets (25.2%), setting issues or points for review (20.4%), and choosing and choosing of information as expected by understudies (22.4%).

**Table 1:** Collaboration Between Librarians and Teachers to Oversee Teaching in General Education Courses

Cooperation activities	Respondents	(%)
Creating a lesson plan	7	18.0
defining the learning objectives	5	10.5
Defining learning outcomes	5	9.5
Creating educational activities	14	34.7
Creating assignments and exercises	18	41.6
Establishing the idea of information literacy	4	6.1
Developing evaluation standards for information literacy	8	15.7
Presenting students with problem cases	1	5.8
Preparing activities for small groups	5	13.3
Putting together information resources to aid pupils' learning	12	32.0
Creating an inventory of learning resources	4	12.9
Creating a learning support programme for pupils	5	13.3
Creating evaluation standards for sources of information and resources	2	6.1
Preparing instructional materials and equipment for computer labs	10	25.2
Creating educational materials to help with the instruction of information literacy	9	18.0
Measuring and assessing the learning outcomes of the students	11	22.8
Others include writing exams, finding material relevant to the subject.	2	8.1

**Figure 1:**Information Literacy Development by Librarians Participation in Various Undergraduate Courses by Teaching/Co-Teaching with the Educators





**Table 2:** Information Literacy Development by Librarians Participation in Various Undergraduate Courses by Teaching/Co-Teaching with the Educators

	<b>librarians' involvement in pupils' information literacy development</b>	<b>No. of respondents</b>	<b>Percent (%)</b>
1	Choosing issues or research subjects	10	20.4
2	Evaluating information needs	9	18.0
3	Examining sources of information and resources	10	25.2
4	Developing plans and information retrieval	21	45.6
5	Deciding and choosing information based on what the pupils need	8	22.4
6	Conclusion, evaluation, and synthesis of the material read	3	3.8
7	Making references when writing research reports	10	27.6
8	Using information in a moral and legal manner	6	10.9

The librarians were asked on their job or mission related with their cooperation in the educating of various courses (Table 3). The most successive announced jobs were: orientating the utilization of library (45.6%), planning and presenting information assets and library administrations for



understudies and teachers (45.6%), giving advices/conference on information recovery and report composing (45.6%), partaking in the showing group with teachers (32.2%), and making educating and learning support apparatuses like showing manuals, activities and sites (27.6%).

The librarians offered their viewpoints on the help of college and library overseers to have librarians instructor co-show various courses (Table 4). The best five type of supports in the perspectives on librarians were: specifying educating as one mission of librarians (25.2%), planning showing settings, for example, PC research center and little gathering room (25.2%), getting ready showing offices (22.4%), designating time for educating or meeting with teachers (20.0%), and considering showing an obligation of librarians (15.7%).

**Table 3:** Role or mission connected to involvement in the teaching of several courses

	<b>Role or objective related to teaching</b>	<b>No. of respondents</b>	<b>Percent (%)</b>
1	Increasing instructors' information literacy knowledge and comprehension	6	12.9
2	Participating with educators in the teaching team	15	32.3
3	Being a course committee member	5	15.7
4	Establishing knowledge proficiency with instructors of various courses	1	5.8
5	Getting library users started	22	46.6
6	Defining learning objectives and goals	5	15.3
7	Creating instructional materials and websites that enhance learning and teaching	10	27.4
8	Assembling and launching library services and information resources	15	13.4
9	Giving consultations and help on finding information and producing reports	15	27.6
10	Analyzing and assessing the information literacy of students	10	10.9

**Table 4:** Assistance provided by university and library administrators for librarians' involvement in teaching or co-teaching various undergraduate courses

	<b>Administrators of universities and libraries' assistance</b>	<b>No. of respondents</b>	<b>Percent (%)</b>
1	stating that one of librarians' responsibilities is to teach	10	25.2
2	counting the responsibility of librarians to teach	6	15.7
3	reducing the typical workload for librarians	2	3.4
4	increasing faculty members' knowledge of and acceptance of information literacy	5	9.6
5	educating library staff about the librarians' responsibility to teach	5	15.3
6	expanding discipline expertise through time	2	6.1
7	setting aside time to meet with teachers or teach	7	20.0
8	allocating funds for compensation and the purchase of educational resources	1	1
9	setting up classroom facilities	8	22.4
10	preparing classrooms and other teaching spaces, such as computer labs and tiny meeting rooms.	10	25.2

#### 4.2. Focus Group

The quantitative information from the librarians tested in the overview, consolidated with the subjective information from the center gathering meetings with the 15 specialists are classified into four subjects related with the jobs of college libraries to help information literacy in guidance.

#### 4.3. The role in preparation of learning sources and resources

(a) Planning of instructing assets. This includes:

- portion of enrollment positions staff with information and comprehension of information literacy and of information and correspondence innovation
- portion of spending plan to help information literacy in course guidance, and
- arrangement of room for showing planning, showing scenes, showing offices, for example, PCs, PC research center, little gathering room, projector, and instructing materials that foster understudies' information literacy abilities.

(b) Planning of information and correspondence innovation. This includes planning:

- information and correspondence innovation that upholds the procurement of information applicable to the courses,
- PCs in the college library to work with understudies' self-gaining from various learning sources, and
- PC research center for understudies to work on recovering information and finding out about information and correspondence innovation.

(c) Readiness of learning sources. This includes planning:

- information assets and library benefits that empower understudies to procure information and information without help from anyone else,
- procuring sources nearby that were focused on self-investigating, through arrangement of little gathering conversation room, scaled down theater, PC room, perusing and loosening up corner,
- showing materials corner focusing on information expertise improvement where understudies can acquire,
- inventories of learning sources outside homerooms for understudies to choose as indicated by their advantage, and
- inventories of electronic information assets that have been chosen by the course educators for understudies to look for more information.

## 5. DISCUSSION

This part examines the aftereffects of the concentrate on the jobs of college libraries in supporting the integration of information literacy in undergrad guidance.

### **5.1. The function of resource preparation**

College libraries play a part to get ready instructing and learning assets along with information and correspondence innovation devices. The discoveries on this job correspond to ACRL's idea, which expresses that college libraries ought to have encountered and concentrated staff in educating, and ought to be upheld regarding spending plan and instructing offices. The discoveries on the planning of learning sources relate to the examinations, SCONUL (1999) in that college libraries play a part to get ready information assets that help educating and learning. The discoveries on the readiness of information and correspondence innovation devices are like the Li's (2006) conviction that libraries ought to have present day innovation for information recovery. Thus, it tends to be seen that instructing and learning assets as well as information and correspondence innovation are the significant foundations college libraries need to plan to oblige the integration of information literacy in teachers'/librarians' guidance and understudies' learning. Staff should have information and comprehension of information literacy and use showing assets, information and correspondence innovation, and learning sources to procure information for studies, exploration and course tasks.

### **5.2. The Function in Promoting Information Literacy Education**

College libraries play a part to plan showing media, produce assessment structure for exploration and report work, present information sources and assets and library administrations, exhort understudies on information literacy, and backing the librarians' instructing of information literacy. The discoveries in getting ready showing media are like many explorations concentrates on that play found the part of libraries in planning and creating sites for showing understudies' information literacy, who accepts that libraries play a part to help educators in assessing understudies' information abilities, coordinating data sets and gadgets information assets to understudies' tasks, and in presenting counterfeiting counteraction programming. The discoveries in offering understudies guidance on information literacy correspond to the investigation of Higgins and Cedar Face (1998) in that libraries ought to fabricate associations with understudies by librarians'

arrangement of information literacy through various channels. As far as help of librarians' instructing of information literacy, the outcomes were in accordance with the examinations, which show that library chairmen ought to help librarians by dispensing time for them to get ready for the showing materials for information literacy work, apportioning compensation, causing other library staff to grasp their obligation, giving work replacement, financial plan, position, space, materials and gear. It very well may be seen that librarians need to play out their jobs in arrangement of showing media, assessment structure for research reports, arrangement of information sources and library administrations, and arrangement of guidance on information literacy to understudies. These exercises and the librarians' central goal in the educating of information literacy ought to be upheld by library executives and other library work force.

### **5.3. The function of planning educational activities to develop students' information literacy abilities**

The examination discoveries demonstrate that college libraries play the parts to get ready instructing plans that incorporate information literacy and showing materials, give information connected with information literacy to understudies, measure understudies' information literacy ability and assess understudies' mentalities towards information literacy, which demonstrate that libraries ought to configuration showing programs, select showing content, techniques and program construction, and plan assessment of information literacy guidance. Librarians have an obligation to set up the educating and grasp learning systems. The outcomes are additionally in accordance with crafted by Julien and Help (2002), who tracked down the job of librarians in the advancement of an information literacy manual or module for understudies. In giving the abilities and information on information literacy to understudies, the discoveries are like the investigations of Julien and Help (2002) and Higgins and Cedar Face (1998), who found that librarians show information literacy along with teachers. The discoveries in the assessment of information literacy capability and understudies' disposition are as per ACRL (2008) in that libraries play a part to assess the guidance of information literacy. These discoveries show that librarians coteach information literacy in various courses, where they need to set up the instructing that coordinates information literacy, get ready showing materials, show understudies on information literacy, and assess their educating and their understudies' information literacy skill.

#### **5.4. The function of educators in planning activities to advance information literacy instruction**

College libraries ought to play out their parts in coordinating gatherings for the trading of thoughts on information literacy, orchestrating exercises that foster information and comprehension of information literacy, and building information literacy organization. The investigation discovered that the job in coordinating gatherings for the trading of conclusions on information literacy relates to the review, who likewise demonstrates that libraries have a significant part to foster educators by sorting out studios on the educating of information literacy, for example, the utilization of innovation, assessment of information literacy and planning information-based tasks. The association of exercises that foster information and comprehension of information literacy, who all point out that the library can direct various exercises to work with instructors to show information literacy, like scattering of pamphlet, preparing and course. The discoveries demonstrate that the library plays significant parts in the advancement of information and comprehension of teachers' information literacy. This can be completed by organizing exercises and construct organizations of information literacy, which thus will make collaboration from instructors in underlining instructing processes that require information literacy in different courses.

## **6. CONCLUSION**

College libraries are the significant learning channel with significant jobs to help the teachers' instructing and understudies' learning, especially in supporting beneficial and proficient utilization of information sources. It is very fundamental for teachers and understudies, who need to direct research and use information sources via looking or recovering information from the library, to be aware and grasp information literacy. Information literacy abilities empower them to acquire admittance to information that they require. This study shows that college libraries play significant parts to play as far as showing information literacy and supporting the integration of information literacy in different college classes. The four significant jobs are:

- readiness of assets and learning sources, including arrangement of showing assets and information and correspondence innovation;

- supporting teachers and librarians in their educating of information literacy, including getting ready of showing media, fostering the assessment structure for research report, presenting information sources and assets and library administrations, offering understudies guidance on information literacy, and supporting the librarians' instructing of information literacy;
- organizing guidance that fosters understudies' information literacy, including getting ready of instructing plans that coordinate information literacy, planning showing materials, teaching understudies in information literacy, estimating understudies' information literacy capability, and assessing understudies' perspectives towards information literacy; and
- sorting out exercises to assist with fostering teachers' information literacy by orchestrating gatherings for trading sentiments and thoughts on information literacy guidance, organizing exercises to advance information and comprehension of information literacy, and building information literacy organizations.

Nonetheless, the capacity of college libraries to play out these jobs successfully and accomplish their objectives in the improvement of information proficient understudies relies upon the contribution and backing of different quarters. Library managers ought to play the job to set up the foundation important for the integration of information literacy and ought to help the librarians' obligation to train information literacy and association of different exercises to advance information and comprehension of information literacy among teachers. Librarians are the significant work force to help out teachers in the integration of information literacy in the educating and learning. They ought to play out the jobs to get ready showing plans, showing media, information sources and library administrations. Their jobs ought to reach out to offering guidance to understudies on information literacy, assessing understudies' information literacy abilities, and orchestrating exercises that assistance to foster instructors' information and comprehension of information literacy. Moreover, it is additionally extremely essential for other library faculty to comprehend and help out the library to coordinate information literacy in the course guidance.

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