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Role of Public Libraries in Information Literacy for Women Empowerment: With special reference to Kanyashree girls of Nabagram in Murshidabad District of West Bengal

Subrata Biswas¹ and Prasenjit Deb²

Abstract

As per Michelle Obama, "No country can ever truly flourish if it stifles the potential of its women and deprives itself of the contributions of half of its citizens". It is quite lucid that empowerment of women means making women economically and socially independent, self-reliant, confident and positive in attitude. Kanyashree Prakalpa is considered as one of the most significant tools in this regard with a participatory approach for the empowerment of women. This helps the women to develop themselves individually and to participate in the developmental activities of the family and society. The main objective of the conduct of the study is to find out the level of socio-economic empowerment of women through Kanyashree Prakalpa. The result of the study clearly shows that Kanyashree Prakalpa creates a great opportunity for women for their socio-economic empowerment. The study further revealed that the role of public libraries in empowering women is undoubtedly profound.

Keywords: Information Literacy, Kanyashree Prakalpa, Women Empowerment, Socio-Economic Empowerment, Public Library, Community Information and Female Education etc.

Introduction

The postmodernism has radically changed all the views of education in the world. Education is the key factor by which an individual's life can be changed indelibly. Man can't live only on autonomous consumption. Education influences every aspect of knowledge. Education makes man socialized, civilized and also well-cultured. Thus education flourished every branch of discipline and was transferred in different groups, segments and communities of a society. Public libraries give opportunities to the people of all ages and upbringings with infinite potentials to educate them and to contribute in a society. They assist the research and learning necessities of their campuses and communities. The information as a potential supports the people for study and lifelong learning. According to IFLA/UNESCO Public Library Manifesto, "The Public Library, the local gateway to knowledge provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups."³

Public librarians support information literacy for adults and youths by providing programs such as computer training, and teach information literacy skills every day at information desks. According to a report by the American Library Association, information literacy is the ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." In addition to the reading and writing literacy in which public libraries play such an important role, information literacy is a vital skill that public libraries promote in communities⁴.

Lifelong learning resources are setting new goals for acquiring new skills, developing available information and engaging in learning activities to contribute to people's life and for career development. Information literacy is an element of lifelong learning. Information literacy and lifelong learning are two inseparable concepts. Considering them from a broader viewpoint, lifelong learning, information literacy, and learning are interrelated concepts that are complementary to each other.

The Government of West Bengal introduced Kanyashree Prakalpa in 2013 as a conditional Cash Transfer Scheme for the girl students. The project is such under which every girl child within the age group 13 to 18 enrolled in a school in VIII onwards will get Rs. 750 per year and after completion of 18 years every unmarried girl child will get Rs. 25000 as one time Kanyashree grant. The scholarship has provided financial assistance to girl children to pursue higher studies, reduce the chances of early marriage, reduce the incidence of dropouts, and prevent trafficking and

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³<http://archive.ifla.org/VII/s8/proj/Lifelong-LearningReport.pdf>

⁴<http://www.ala.org/acrl/publications/whitepapers/presidential>

exploitation of girls etc. In KP3 level, the Kanyashree girls will receive Rs.2000 p.m. and Rs.2500 p.m. respectively while they pursue their postgraduate degree in Arts & Commerce and Science respectively.

However still due to social taboo, early marriage or child marriage along with gender gap still exist in our society. Dropout rate is still alarming in the education scenario of Bengal. Under such circumstances Govt. of West Bengal has taken several initiatives to eradicate the problems. The introduction of Kanyashree Prakalpa is one such innovative effort of West Bengal Government. To progress the girl child the state has taken some public service schemes. Kanyashree Prakalpa is one of them. The Govt. of West Bengal provides the Kanyashree Prakalpa to ensure schooling of all teenage girls and consequently delaying their marriages until 18, the legal age of marriage for a girl with a broader purpose to fetch and keep more girl students in the field of higher education.

Public libraries usually provide a significant way to people to find such information for free, and therefore play a key role in preparing people for the needs of today's information society. In this scenario, they remain as the most powerful and influential and most far-reaching community resources for lifelong learning. Public libraries not only provide access to information, but are also critical in providing people with the knowledge needed to make significant use of accessible resources. Such a reform of the learning process will not only improve students' critical thinking skills, but also empower them to conduct lifelong learning and successfully fulfill their professional and civic responsibilities.

According to *Thanuskodi (2019)* study, as India becomes more technologically advanced, it has become more important for children and even adults to have the awareness of a solid foundation in information literacy to allow them to have maximum opportunities. The study is also important in view of the fact that it will make data available from the population of Indian Library and Information Scientists on the information literacy skills needed by the information professionals in India⁵.

The study of *Ukwoma and Njoku (2013)* shows that the activities of rural women examine how they access information. Understanding the challenges they face in doing so, that will improve the services rendered by librarians to this critical segment of the society. The paper concluded that Librarians should make more contributions to the literacy programmes of these women and the government needs to provide more assistance to them⁶.

Joseph, Shaji and Thoomkuzhy (2018) conducted the Kudumbashree creating a great opportunity for women for their socio-economic empowerment. The mission aims at the empowerment of women, by forming small groups and encouraging their economic or other wide range of activities⁷.

Ogunlana (2013) attempts to demonstrate that the results of this study should be utilized in providing guidelines for designing the new information literacy skills programme. Students regard information literacy as a valuable skill, and believe that a certain level of information literacy skill should be attained. More work must be done to define what constitutes information literacy skills and universities are advised to embark on programmes on information literacy initiatives to fully satisfy their students⁸.

Hessler (2015) found in his study that the public libraries are ideally positioned to provide access to high quality information tailored to fulfill health queries, but, unfortunately, low health literacy exists on both sides of the reference desk. This article highlights the greatest challenges in health reference today and reflects on approaches to improve health-related training, outreach, and programming in American libraries⁹.

⁵Thanuskodi, S. (2019). Information Literacy Skills among Library and Information Science Professionals in India. *Library Philosophy and Practice* (e-journal). 2126. <http://digitalcommons.unl.edu/libphilprac/2126>

⁶Ukwoma, Scholastica C. and Njoku, Ezii. (2013). "Empowering Rural Women through Information Provision: The Strategic Roles of the Library." *Library Philosophy and Practice* (e-journal). 878. <https://digitalcommons.unl.edu/libphilprac/878>

⁷Joseph, M, Shaji, J.P and Thoomkuzhy, J.J. (2018). Kudumbashree: Successful Women Empowerment Model

⁸Ogunlana, E.K [et al.]. (2013). Students' Perception, Attitude and Experience as Factors Influencing Learning of Information Literacy Skills in Public Universities in Ogun State, Nigeria

⁹Hessler, Katherine E. (2015). Health Literacy and Law: Empowering Libraries to Improve Access to Consumer Health Information and ACA Compliance.

Arali and Krishnamurthy (2018) reported that the study makes to ascertain the reading interest of women, the influence of information communication technology on their reading habits and role of public libraries in the promotion of women's reading habits in India and across the world¹⁰.

According to the research of *Biswas and Deb (2020)*, the result shows that Kanyashree Prakalpa has a colossal effect towards the reduction of girls' dropout, enhancement of class attendance, continuation of study up to the age of 18 years and reduction of early child marriage. The study further revealed that the role of the public library is important towards knowledge transmission especially in public services sector¹¹.

The study of *Biswas and Deb (2019)* tries to evaluate the students' discernment towards public library to the framework of women empowerment. The study was currently conducted on 100 students of Lalgola Community Development Block in Murshidabad District of West Bengal who received a Kanyashree one time grant scholarship of Rs 25,000 after they were 18 years old. The main purpose of the study was to evaluate the role of public libraries in empowering women¹².

Biswas and Deb (2019) also reported that there was a massive influence of Kanyashree one time grant utilized for different purposes such as higher education, business, manufacturing, agricultural activities, horticultural, tailoring, opening of computer training centre for poor brothers and sisters of village and buying ornaments for their marriages. It was also revealed that the public library of West Bengal has very little influence to provide different services for women empowerment. Hence, it concluded that public libraries with adequate infrastructures should provide information such as educational, jobs, agricultural, business for women empowerment¹³.

Statement of the problems

The major issue is to improve Kanyashree girls' attitudes towards empowering women through public library where resources are not available to women. This is a system where, through some programs, the girl child can be informed regarding women empowerment.

The other problem related with the effectiveness of Kanyashree Prakalpa on women empowerment is the socio cultural problem allied with gender discrimination and to categorize partiality in the course of women becoming self-employed thereby preventing them from gaining the concept towards improvement and creativities.

In gratitude of the fact, the present study tried to find out about the awareness of Kanyashree Prakalpa among the girl students of rural area and the researcher also tried to find out the impact of this Prakalpa on girls' education. So researcher attempts to entitle the work as "Role of Public Libraries in Information Literacy for Women Empowerment: special reference, Kanyashree girls of Nabagram in Murshidabad District of West Bengal."

Significance of the study

This study seeks to provide views on the influence of Kanyashree Prakalpa on the achievement of women empowerment. The study finds that public library is the local gateway of knowledge for local people. This service can also serve as a reference to the communities. Public library also suggests to improve the Kanyashree girls and to empower women. Women are essential factors for the growth and development of society. The research will be suitable for women social workers, their organizations, women research centers, and people related to the advancement of women. These have also flourished the knowledge of readers and also improve the women to empower them.

¹⁰Arali, S.S and Krishnamurthy, C. (2018). A review of literature on reading habits and use of public library resources by urban women

¹¹Biswas, S and Deb, P. (2020). The Perception of Students towards Women Empowerment: Role of Public Libraries of Beldanga-II Community Development Block of Murshidabad District of West Bengal

¹²Biswas, S and Deb, P. (2019). Discernment towards Public Library to the Framework of Women Empowerment of Lalgola Community Development Block in Murshidabad District of West Bengal

¹³Biswas, S and Deb, P. (2019). Impact of Kanyashree Prakalpa in Empowering Adolescent Girls of Jalangi in Murshidabad District of West Bengal: Participation of Public Library.

Objectives

The general objective of study is to analyze the effect of Kanyashree Prakalpa on women empowerment.

While specific objectives include;

- To identify role of public libraries in information literacy for women empowerment;
- To study the perception of Kanyashree girls about social aspect of Kanyashree Prakalpa;
- To study the perception of Kanyashree girls about educational aspect of Kanyashree Prakalpa;
- To evaluate the role played by the public libraries in educational development for women;
- To identify the challenges facing rural dwellers in accessing information.

Method

Survey-based descriptive research method is followed.

Study area

Kanyashree Prakalpa is implemented in all the districts of West Bengal, but for the present study Nabagram Community Development Block in Murshidabad District has been chosen.

Sources of Data

The primary data was mainly collected from the target students of Nabagram Community Development block in Murshidabad District of West Bengal having received Kanyashree Prakalpa one time grant of Rs. 25,000.

Population

All the beneficiary students of Nabagram Community Development block in Murshidabad District of West Bengal received Kanyashree one time grant scholarship of Rs. 25,000 after they were 18 years old.

Sample

A random sample size of 100 beneficiary students was identified from the block.

Tool

A questionnaire was prepared to study the perceptual view from the target students. The survey was conducted during January 2019 to June 2019. We used statistical methods as SPSS 2.0 version to explore our target with the help of correlation, regression, step down regression, Chi-Square test and Friedman test.

Variable

These variables are used in this study:

Dependent Variable

The effectiveness of Kanyashree one time grant (Y), the perception level of students on women empowerment (Z) and the perception level of students' role of public libraries in getting information towards women empowerment (W).

Independent Variable

Effectiveness of Kanyashree one time grant (X₁), educational status (X₂), age of the respondent (X₃), occupation of parents (X₄), monthly income of parents (X₅), monthly income of family (X₆), go to regular school or college (X₇), availability of food during school /college hour (X₈), electricity at home (X₉), availability of Aadhaar card (X₁₀), the school's or college's distance from your home (X₁₁), how do you go to school or college (X₁₂), accessibility of private tuition (X₁₃), effectiveness of Kanyashree grant for dropout girls (X₁₄), family consent for study in school or college (X₁₅), role of schools in getting Kanyashree grant (X₁₆), impact of women empowerment (X₁₇), the perception level of students on women empowerment (X₁₈), public services will help the women empowerment (X₁₉), encourage about job related work (X₂₀), availability of public library (X₂₁), use of public library (X₂₂), role of public libraries towards public services (X₂₃), role of public libraries towards women empowerment (X₂₄), role of public libraries towards job related training (X₂₅), role of public libraries in getting information towards women

empowerment (X₂₆), role of public libraries towards kind of information (X₂₇), uses of school or college library (X₂₈), kind of books uses of school or college library (X₂₉), role of gram panchayats in getting Kanyashree grant (X₃₀) and role of Block Development Office in getting public services (X₃₁).

Result and discussion

Table - I: Correlation Analysis between dependent variable effectiveness of Kanyashree one time grant (Y) and 17 casual variables

Variables	'r' Value
Educational status (X ₂)	-0.3949**
Age of the respondent (X ₃)	-0.3898**
Go to regular school or College (X ₇)	-0.2407*
Availability of Aadhaar card (X ₁₀)	-0.4575**
The school's or college's distance from your home (X ₁₁)	-0.2805**
How do you go to school or college (X ₁₂)	-0.3119**
Effectiveness of Kanyashree grant for dropout girls (X ₁₄)	-0.2177*
Critical value (2-Tail, 0.05) = +or- 0.197 *Significant at 5% level	
Critical value (2-Tail, 0.01) = +or- 0.256 ** Significant at 1% level	

Table I shows the regression summary of effectiveness of Kanyashree one time grant. From the table I above, in terms of scale of the weight of regression coefficient, such as educational status, age of the respondent, go to regular school or college, availability of Aadhaar card, the school's or college's distance from your home, how do you go to school or college and effectiveness of Kanyashree grant for dropout girls are found to be the most powerful determinant of effectiveness of Kanyashree one time grant.

Table II: Multiple Regression Analysis

Variables	"β" value	"t" value
Educational status (X ₂)	-0.162315	-1.061
Age of the respondent (X ₃)	-0.133807	-0.982
Occupation of parents (X ₄)	-0.012397	-0.102
Monthly income of parents (X ₅)	0.301175	0.964
Monthly income of family (X ₆)	-0.124989	-0.388
Go to regular school or College (X ₇)	-0.185260	-1.432
Availability of food during school /college hour (X ₈)	0.146126	0.984
Electricity at home (X ₉)	-0.041225	-0.296
Availability of Aadhaar card (X ₁₀)	-0.253882	-2.118*
The school's or college's distance from your home (X ₁₁)	-0.037770	-0.331
How do you go to school or college (X ₁₂)	-0.044371	-0.355
Accessibility of private tuition (X ₁₃)	-0.153203	-1.035
Effectiveness of Kanyashree grant for dropout girls (X ₁₄)	-0.107899	-0.865
Family consent for study in school or college (X ₁₅)	-0.026773	-0.237
Role of Schools in getting Kanyashree grant (X ₁₆)	0.057992	0.452
Role of Gram Panchayats in getting Kanyashree grant (X ₃₀)	0.059069	0.532
Role of Block Development Office in getting public services (X ₃₁)	0.028243	0.277
Critical value (2-Tail, 0.05) = +or- 1.989 *Significant at 5% level		
Critical value (2-Tail, 0.01) = +or- 2.637 ** Significant at 1% level		

Table II shows the Multiple Regression Weight, "β" value and at the level at which "t" value is significant. The table shows the relationship between relative contributions of 17 casual variables. 17 casual variables were significant at 0.05 levels significant at 5% and 0.01 levels significant at 1% and the table also shows relationship of 17 casual

variables toward effectiveness of Kanyashree one time grant. From the values of the Beta (“β”) value and “t” value for each variable, it is apparent that availability of Aadhaar card has the highest contribution.

Multiple R = 0.59784
 R Square = 0.35742
 Adjusted R Square = 0.22420
 Standard Error = 1.59872

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	17	116.57562	6.85739
Residual	82	209.58438	2.55591

F = 2.68296 Signif F = .0016

From above, the contribution of all the variables (17 casual variables) have a multiple correlation (R) of 0.59784 and an adjusted R square (R²) of 0.22420. The combination of these variables explained standard error 1.6 per cent of the variance in effectiveness of Kanyashree one time grant as revealed by the coefficient determinant R² (0.35742).

From above shows the ANOVA of the effect of all the variables (17 casual variables) to predict effectiveness of Kanyashree one time grant yielded a coefficient of multiple regression (R²) of 35.74 per cent and adjusted R square (R²) of 0.22420. The result indicate that analysis of variance of the multiple regression showed a significant F-ratio [F (17, 82) = 2.68296].

Table III: Step-down Regression Model

Steps	Predictors	R	R ²	SE	F	Df	Sig. F	Durbin-Watson Test
I	Availability of Aadhaar card (X ₁₀)	0.45755	0.20935	1.62216	25.94854	(1, 98)	0.0000**	1.68346
II	Educational status (X ₂)	0.52639	0.27708	1.55910	18.58923	(2, 97)	0.0000**	

* Significant at 5% level

** Significant at 1% level

Table III shows the dependent variable is effectiveness of Kanyashree one time grant. In the first step the effective predictor is availability of Aadhaar card (X₁₀). The relation between the predictor and effectiveness of Kanyashree one time grant is strongly significant (R= 46, p<.01). The R² value shows that 20.93 per cent of the variance in effectiveness of Kanyashree one time grant scores can be predicted by the predictor. The standard error value 1.62 indicates that the precision of prediction is reasonable. The F value of 25.94854 (Sig. 0.0000) indicates that the regression is strongly significant. In the second step of regression, the effective predictor is educational status (X₂). The relation between of the predictor with the dependent variable i.e. effectiveness of Kanyashree one time grant is strongly significant (R= 53, p<.01). The R² value indicates that 27.70 per cent of the variance in effectiveness of Kanyashree one time grant scores can be explained by the predictor. The standard error value of 1.55 indicates that the precision of prediction is reasonable. The F value of 18.58923 (Sig. 0.0000) indicates that the regression is significant. The Durbin-Watson test value of 1.68346 demonstrates that first order positive autocorrelation is significant.

Table - IV: Correlation Analysis between dependent variable and the perception level of students on women empowerment (Z) and 23 casual variables

Variables	'r' Value
Occupation of parents (X ₄)	0.2913**
Monthly income of parents (X ₅)	0.2291*
Monthly income of family (X ₆)	0.2576**
Electricity at home (X ₉)	0.2131*
Effectiveness of Kanyashree grant for dropout girls (X ₁₄)	0.5093**
Role of Schools in getting Kanyashree grant (X ₁₆)	0.6048**
Role of Gram Panchayats in getting Kanyashree grant (X ₃₀)	0.4073**
Public services will help the women empowerment (X ₁₉)	0.3308**
Role of public libraries towards women empowerment (X ₂₄)	0.4023**
Role of public libraries in getting information towards women empowerment (X ₂₆)	0.4121**
Critical value (2-Tail, 0.05) = +or- 0.197	*Significant at 5% level
Critical value (2-Tail, 0.01) = +or- 0.256	** Significant at 1% level

Table IV shows the regression summary of perception level of students on women empowerment. From this table IV above, in terms of scale of the weight of regression coefficient, such as occupation of parents, monthly income of parents, monthly income of family, electricity at home, effectiveness of Kanyashree grant for dropout girls, role of schools in getting Kanyashree grant, role of gram panchayats in getting Kanyashree grant, public services will help the women empowerment, role of public libraries towards women empowerment and role of public libraries in getting information towards women empowerment are found to be the most powerful determinants of perception level of students on women empowerment.

Table V: Multiple Regression Analysis

Variables	"β" value	"t" value
Educational status (X ₂)	-0.221856	-1.520
Age of the respondent (X ₃)	0.057129	0.466
Occupation of parents (X ₄)	0.240398	2.280*
Monthly income of parents (X ₅)	-0.116716	-0.427
Monthly income of family (X ₆)	0.062633	0.224
Go to regular school or College (X ₇)	0.183062	1.472
Availability of food during school /college hour (X ₈)	-0.061585	-0.450
Electricity at home (X ₉)	0.038532	0.297
Availability of Aadhaar card (X ₁₀)	-0.020726	-0.191
The school's or college's distance from your home (X ₁₁)	-0.150399	-1.439
How do you go to school or college (X ₁₂)	-0.008793	-0.076
Accessibility of private tuition (X ₁₃)	-0.085370	-0.641
Effectiveness of Kanyashree grant for dropout girls (X ₁₄)	0.256601	2.195*
Family consent for study in school or college (X ₁₅)	-0.112883	-1.154
Role of Schools in getting Kanyashree grant (X ₁₆)	0.309794	2.705**
Role of Gram Panchayats in getting Kanyashree grant (X ₃₀)	0.139600	1.372
Role of Block Development Office in getting public services (X ₃₁)	-0.033331	-0.367
Effectiveness of Kanyashree one time grant (X ₁)	0.006542	0.069
Impact of women empowerment (X ₁₇)	0.024386	0.272
Public services will help the women empowerment (X ₁₉)	0.149533	1.558
Encourage about job related work (X ₂₀)	0.014735	0.138
Role of public libraries towards women empowerment (X ₂₄)	-0.073631	-0.630
Role of public libraries in getting information towards women empowerment (X ₂₆)	0.288523	2.063*

Critical value (2-Tail, 0.05) = +or- 1.991 *Significant at 5% level
 Critical value (2-Tail, 0.01) = +or- 2.642 ** Significant at 1% level

Table V shows the Multiple Regression Weight, “β” value and at the level at which “t” value is significant. The table shows the relationship between relative contributions of 23 casual variables. 23 casual variables were significant at 0.05 levels significant at 5% and 0.01 levels significant at 1% and the table also shows relationship of 23 casual variables toward perception level of students on women empowerment. From the values of the Beta value and T- value for each variables, it’s are apparent that occupation of parents, effectiveness of Kanyashree grant for dropout girls, role of schools in getting Kanyashree grant and role of public libraries in getting information towards women empowerment have the highest contribution.

Multiple R = 0.74887
 R Square = 0.56081
 Adjusted R Square = 0.42790
 Standard Error = 0.68602

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	23	45.67252	1.98576
Residual	76	35.76748	.47062

F = 4.21942 Signif F = .0000

From above, the contribution of all the variables (23 casual variables) have a multiple correlation (R) of 0.74887 and an adjusted R square (R²) of 0.42790. The combination of these variables explained standard error 0.7 per cent of the variance in perception level of students on women empowerment as revealed by the coefficient determinant R² (0.56081).

From above shows the ANOVA of the effect of all the variables (23 casual variables) to predict effectiveness of perception level of students on women empowerment yielded a coefficient of multiple regression (R²) of 56.08 per cent and adjusted R square (R²) of 0.42790. The result indicate that analysis of variance of the multiple regression showed a significant F-ratio [F (23, 76) = 4.21942].

Table VI: Step-down Regression Model

Steps	Predictors	R	R ²	SE	F	Df	Sig. F	Durbin-Watson Test
I	Role of schools in getting Kanyashree grant (X ₁₆)	0.60477	0.36575	0.72600	56.51244	(1, 98)	0.0000**	
II	Public services will help the women empowerment (X ₁₉)	0.63567	0.40407	0.70734	32.88557	(2, 97)	0.0000**	
III	The school's or college's distance from your home (X ₁₁)	0.65422	0.42800	0.69659	23.94446	(3, 96)	0.0000**	
IV	Effectiveness of Kanyashree grant for dropout girls (X ₁₄)	0.67156	0.45100	0.68603	19.51038	(4, 95)	0.0000**	

V	Occupation of parents (X ₄)	0.69110	0.47762	0.67274	17.18913	(5, 94)	0.0000**	1.85797
VI	Accessibility of private tuition (X ₁₃)	0.70970	0.50368	0.65926	15.72990	(6, 93)	0.0000**	

* Significant at 5% level

** Significant at 1% level

In Table VI, it is the perception level of students on women empowerment. In the first step the effective predictor is role of schools in getting Kanyashree grant (X₁₆). The relation between the predictor and dependent variable is strongly significant (R= 60, p<.01). The R² value indicates that 36.57 per cent of the variance in the perception level of students on women empowerment scores can be predicted by the predictor. The standard error value 0.72 shows that the precision of prediction is reasonable. The F value of 56.51244 (Sig. 0.0000) demonstrates that the regression is positively significant. In the second step of regression, the effective predictor is public services will help the women empowerment (X₁₉). The relation between of the predictor with the dependent variable i.e. the perception level of students on women empowerment is strongly significant (R= 63, p<.01). The R² value indicates that 40.40 per cent of the variance in the perception level of students on women empowerment scores can be explained by the predictor. The standard error value of 0.70 indicates that the precision of prediction is reasonable. The F value of 32.88557 (Sig. 0.0000) indicates that the regression is significant. In the third step the valuable predictor is the school's or college's distance from your home (X₁₁). The relation between the predictor and dependent variable is strongly significant (R= 65, p<.01). The R² value indicates that 42.80 per cent of the variance in the dependent variable scores can be predicted by the predictor. The standard error value 0.69 indicates that the precision of prediction is reasonable. The F value of 23.94446 (Sig. 0.0000) indicates that the regression is significant. In the fourth step of regression, the effective predictor is effectiveness of Kanyashree grant for dropout girls (X₁₄). The relation between of the predictor with the dependent variable i.e. the perception level of students on women empowerment is strongly significant (R= 67, p<.01). The R² value indicates that 45.10 per cent of the variance in the perception level of students on women empowerment scores can be explained by the predictor. The standard error value of 0.68 indicates that the precision of prediction is reasonable. The F value of 19.51038 (Sig. 0.0000) indicates that the regression is significant. In the fifth step the useful predictor is occupation of parents (X₄). The relation between the predictor and dependent variable is strongly significant (R= 69, p<.01). The R² value indicates that 47.76 per cent of the variance in the dependent variable scores can be predicted by the predictor. The standard error value 0.47 shows that the precision of prediction is reasonable. The F value of 17.18913 (Sig. 0.0000) indicates that the regression is strongly significant. In the sixth step of regression, the effective predictor is accessibility of private tuition (X₁₃). The relation between of the predictor with the dependent variable i.e. the perception level of students on women empowerment is strongly significant (R= 71, p<.01). The R² value indicates that 50.36 per cent of the variance in the perception level of students on women empowerment scores can be explained by the predictor. The standard error value of 0.65 indicates that the precision of prediction is reasonable. The F value of 15.72990 (Sig. 0.0000) indicates that the regression is significant. The Durbin-Watson test value of 1.85797 indicates that first order positive autocorrelation is significant.

Table - VII: Correlation Analysis between dependent variable the perception level of students regarding role of public libraries in getting information towards women empowerment (W) from 13 consequent variables

Variables	'r' Value
Public services will help the women empowerment (X ₁₉)	0.2752**
The perception level of students on women empowerment (X ₁₈)	0.4121**
Availability of public library (X ₂₁)	0.4832**
Use of public library (X ₂₂)	0.6908**
Role of public libraries towards public services (X ₂₃)	0.5501**
Role of public libraries towards women empowerment (X ₂₄)	0.6515**
Role of public libraries towards job related training (X ₂₅)	0.6827**
Role of public libraries towards kind of information (X ₂₇)	0.6492**
Uses of School or College library (X ₂₈)	0.3754**
Kind of books uses of School or College library (X ₂₉)	0.4452**

Critical value (2-Tail, 0.05) = +or- 0.197 *Significant at 5% level
 Critical value (2-Tail, 0.01) = +or- 0.256 ** Significant at 1% level

Table VII shows the regression summary of perception level of students' role of public libraries in getting information towards women empowerment. From the table VII above, in terms of scale of the weight of regression coefficient, such as public services will help the women empowerment occupation of parents, the perception level of students on women empowerment, availability of public library, use of public library, role of public libraries towards public services, role of public libraries towards women empowerment, role of public libraries towards job related training, role of public libraries towards kind of information, uses of school or college library and kind of books uses of school or college library are found to be the most powerful determinant of perception level of students' role of public libraries in getting information towards women empowerment.

Table VIII: Multiple Regression Analysis

Variables	“β” value	“t” value
Effectiveness of Kanyashree one time grant (X ₁)	0.020910	0.381
Impact of women empowerment (X ₁₇)	-0.029500	-0.510
Public services will help the women empowerment (X ₁₉)	-0.081689	-1.375
Encourage about job related work (X ₂₀)	0.071994	1.270
The perception level of students on women empowerment (X ₁₈)	0.030166	0.491
Availability of public library (X ₂₁)	0.158443	2.588*
Use of public library (X ₂₂)	0.292471	3.455**
Role of public libraries towards public services (X ₂₃)	0.060594	0.913
Role of public libraries towards women empowerment (X ₂₄)	0.221527	2.980**
Role of public libraries towards job related training (X ₂₅)	0.204783	2.257*
Role of public libraries towards kind of information (X ₂₇)	0.292731	4.108**
Uses of School or College library (X ₂₈)	0.073047	1.140
Kind of books uses of School or College library (X ₂₉)	-0.026449	-0.381

Critical value (2-Tail, 0.05) = +or- 1.988 *Significant at 5% level
 Critical value (2-Tail, 0.01) = +or- 2.634 ** Significant at 1% level

Table VIII shows the Multiple Regression Weight, “β” value and at the level at which “t” value is significant. The table shows the relationship between relative contributions of 13 casual variables. 13 casual variables were significant at 0.05 levels significant at 5% and 0.01 levels significant at 1% and the table also shows relationship of 13 casual variables toward perception level of students' role of public libraries in getting information towards women empowerment. From the values of the Beta value and T- value for each variables, it's are apparent that availability of public library, use of public library, role of public libraries towards women empowerment, role of public libraries towards job related training and role of public libraries towards kind of information have the highest contribution.

Multiple R	= 0.88502		
R Square	= 0.78327		
Adjusted R Square	= 0.75050		
Standard Error	= 1.65816		
Analysis of Variance			
	DF	Sum of Squares	Mean Square
Regression	13	854.53439	65.73341
Residual	86	236.45561	2.74948
F =	23.90755	Signif F =	.0000

From above, the contribution of all the variables (13 casual variables) have a multiple correlation (R) of 0.88502 and an adjusted R square (R²) of 0.75050. The combination of these variables explained standard error 1.7 per cent of

the variance in perception level of students' role of public libraries in getting information towards women empowerment as revealed by the coefficient determinant R^2 (0.78327).

From above shows the ANOVA of the effect of all the variables (13 casual variables) to predict effectiveness of perception level of students' role of public libraries in getting information towards women empowerment yielded a coefficient of multiple regression (R^2) of 78.32 per cent and adjusted R square (R^2) of 0.75050. The result indicate that analysis of variance of the multiple regression showed a significant F-ratio [$F(13, 86) = 23.90755$].

Table IX: Step-down Regression Model

Steps	Predictors	R	R^2	SE	F	Df	Sig. F	Durbin-Watson Test
I	Use of public library (X_{22})	0.69079	0.47719	2.41250	89.45005	(1, 98)	0.0000**	1.45431
II	Role of public libraries towards kind of information (X_{27})	0.82104	0.67411	1.91452	100.32262	(2, 97)	0.0000**	
III	Availability of public library (X_{21})	0.85517	0.73132	1.74741	87.09899	(3, 96)	0.0000**	
IV	Role of public libraries towards women empowerment (X_{24})	0.86906	0.75527	1.67646	73.29471	(4, 95)	0.0000**	
V	Role of public libraries towards job related training (X_{25})	0.87499	0.76561	1.64938	61.40687	(5, 94)	0.0000**	

* Significant at 5% level

** Significant at 1% level

In Table IX, it is the perception level of students' role of public libraries in getting information towards women empowerment. In the first step the effective predictor is use of public library (X_{22}). The relation between the predictor and dependent variable is strongly significant ($R= 69, p<.01$). The R^2 value indicates that 47.71 per cent of the variance in the perception level of students' role of public libraries in getting information towards women empowerment scores can be predicted by the predictor. The standard error value 2.41 indicates that the precision of prediction is reasonable. The F value of 89.45005 (Sig. 0.0000) demonstrates that the regression is positively significant. In the second step of regression, the effective predictor is role of public libraries towards kind of information (X_{27}). The relation between of the predictor with the dependent variable i.e. the perception level of students' role of public libraries in getting information towards women empowerment is strongly significant ($R= 82, p<.01$). The R^2 value indicates that 67.41 per cent of the variance in the perception level of students' role of public libraries in getting information towards women empowerment scores can be explained by the predictor. The standard error value of 1.91 indicates that the precision of prediction is reasonable. The F value of 100.32262 (Sig. 0.0000) indicates that the regression is significant. In the third step the precious predictor is availability of public library (X_{21}). The relation between the predictor and dependent variable is strongly significant ($R= 85, p<.01$). The R^2 value indicates that 73.13 per cent of the variance in the dependent variable scores can be predicted by the predictor. The standard error value 1.74 indicates that the precision of prediction is reasonable. The F value of 87.09899(Sig. 0.0000) indicates that the regression is significant. In the fourth step of regression, the effective predictor is Role of public libraries towards women empowerment (X_{24}). The relation between of the predictor with the dependent variable i.e. the perception level of students' role of public libraries in getting information towards women empowerment is strongly significant ($R= 87, p<.01$). The R^2 value indicates that 75.52 per cent of the

variance in the perception level of students' role of public libraries in getting information towards women empowerment scores can be explained by the predictor. The standard error value of 1.67 indicates that the precision of prediction is reasonable. The F value of 73.29471 (Sig. 0.0000) indicates that the regression is significant. In the fifth step the useful predictor is role of public libraries towards job related training (X_{25}). The relation between the predictor and dependent variable is strongly significant ($R= .87$, $p<.01$). The R^2 value indicates that 76.56 per cent of the variance in the dependent variable scores can be predicted by the predictor. The standard error value 1.64 shows that the precision of prediction is reasonable. The F value of 61.40687 (Sig. 0.0000) indicates that the regression is strongly significant. The Durbin-Watson test value of 1.45431 indicates that first order positive autocorrelation is significant.

Table-X: Chi-square test for association between dependent variable effectiveness of Kanyashree one time grant (Y) and 17 casual variables

Variables	Chi-square	P value
Educational status	23.0400	0.0000**
Age of the respondent	49.3600	0.0000**
Occupation of parents	32.4800	0.0000**
Monthly income of parents	40.4000	0.0000**
Monthly income of family	31.6000	0.0000**
Go to regular school or College	112.8200	0.0000**
Availability of food during school /college hour	171.1000	0.0000**
Electricity at home	37.4400	0.0000**
Availability of Aadhaar card	26.0000	0.0000**
The school's or college's distance from your home	63.6200	0.0000**
How do you go to school or college	107.6000	0.0000**
Accessibility of private tuition	2.1800	0.3362
Effectiveness of Kanyashree grant for dropout girls	22.8000	0.0001**
Family consent for study in school or college	54.1400	0.0000**
Role of Schools in getting Kanyashree grant	50.6000	0.0000**
Role of Gram Panchayats in getting Kanyashree grant	36.4000	0.0000**
Role of Block Development Office in getting public services	30.9600	0.0000**

* Significant at 5% level

** Significant at 1% level

Table X describes that since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is significant relationship between dependent variable effectiveness of Kanyashree one time grant (Y) and 17 casual variables.

Table-XI Chi-square test for relationship between dependent variable the perception level of students on women empowerment (Z) and 23 casual variables

Variables	Chi-square	P value
Educational status	23.0400	0.0000**
Age of the respondent	49.3600	0.0000**
Occupation of parents	32.4800	0.0000**
Monthly income of parents	40.4000	0.0000**
Monthly income of family	31.6000	0.0000**
Go to regular school or College	112.8200	0.0000**
Availability of food during school /college hour	171.1000	0.0000**
Electricity at home	37.4400	0.0000**
Availability of Aadhaar card	26.0000	0.0000**
The school's or college's distance from your home	63.6200	0.0000**
How do you go to school or college	107.6000	0.0000**
Accessibility of private tuition	2.1800	0.3362

Effectiveness of Kanyashree grant for dropout girls	22.8000	0.0001**
Family consent for study in school or college	54.1400	0.0000**
Role of Schools in getting Kanyashree grant	50.6000	0.0000**
Role of Gram Panchayats in getting Kanyashree grant	36.4000	0.0000**
Role of Block Development Office in getting public services	30.9600	0.0000**
Effectiveness of Kanyashree one time grant	68.8000	0.0000**
Impact of women empowerment	3.0200	0.2209
Public services will help the women empowerment	24.0800	0.0000**
Encourage about job related work	31.9200	0.0000**
Role of public libraries towards women empowerment	32.0000	0.0000**
Role of public libraries in getting information towards women empowerment	70.4600	0.0000**

* Significant at 5% level

** Significant at 1% level

Table XI reveals that since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is significant relationship between dependent variable the perception level of students on women empowerment (Z) and 23 casual variables.

Table-XII Chi-square test for involvement between dependent variable the perception level of students role of public libraries in getting information towards women empowerment (W) from 13 consequent variables

Variables	Chi-square	P value
Effectiveness of Kanyashree one time grant	68.8000	0.0000**
Impact of women empowerment	3.0200	0.2209
Public services will help the women empowerment	24.0800	0.0000**
Encourage about job related work	31.9200	0.0000**
The perception level of students on women empowerment	105.3200	0.0000**
Availability of public library	6.3200	0.0424*
Use of public library	77.3600	0.0000**
Role of public libraries towards public services	1.0400	0.5945
Role of public libraries towards women empowerment	32.0000	0.0000**
Role of public libraries towards job related training	158.3000	0.0000**
Role of public libraries towards kind of information	0.0200	0.9900
Uses of School or College library	6.7600	0.0093**
Kind of books uses of School or College library	22.1600	0.0000**

* Significant at 5% level

** Significant at 1% level

Table XII gives that since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is significant relationship between dependent variable the perception level of students' role of public libraries in getting information towards women empowerment (W) from 13 consequent variables.

Table- XIII Friedman test for significant difference between mean ranks towards effectiveness of Kanyashree one time grant

Variables	Mean Rank	Chi-square	P value
Educational status	7.24	1283.0693	0.0000**
Age of the respondent	18.00		
Occupation of parents	13.86		
Monthly income of parents	4.51		

Monthly income of family	4.74
Go to regular school or College	3.98
Availability of food during school /college hour	5.24
Electricity at home	12.85
Availability of Aadhaar card	11.01
The school's or college's distance from your home	4.32
How do you go to school or college	5.33
Accessibility of private tuition	7.34
Effectiveness of Kanyashree grant for dropout girls	10.29
Family consent for study in school or college	15.20
Role of Schools in getting Kanyashree grant	11.66
Role of Gram Panchayats in getting Kanyashree grant	12.32
Role of Block Development Office in getting public services	6.22

** Significant at 1% level

Table XIII describes that since p value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is significant relationship between mean ranks towards effectiveness of Kanyashree one time grant. Based on mean rank, 2nd statement (18.00) i.e. "Age of the respondent", 14th statement (15.20), "Family consent for study in school or college", and 3rd statement (13.86) "Occupation of parents" are the three topmost statements of effectiveness of Kanyashree one time grant. The Chi-square value is 1283.0693 and since the p value is less than 0.01, the study concluded that there is a significant change at the 1% level in effectiveness of Kanyashree one time grant.

Table- XIV Friedman test for significant difference between mean ranks towards perception level of students on women empowerment

Variables	Mean Rank	Chi-square	P value
Educational status	9.86	1581.5641	0.0000**
Age of the respondent	24.00		
Occupation of parents	18.88		
Monthly income of parents	5.99		
Monthly income of family	6.34		
Go to regular school or College	5.43		
Availability of food during school /college hour	7.21		
Electricity at home	17.70		
Availability of Aadhaar card	15.07		
The school's or college's distance from your home	5.75		
How do you go to school or college	7.25		
Accessibility of private tuition	9.90		
Effectiveness of Kanyashree grant for dropout girls	14.10		
Family consent for study in school or college	20.72		
Role of Schools in getting Kanyashree grant	16.06		
Role of Gram Panchayats in getting Kanyashree grant	17.01		
Role of Block Development Office in getting public services	8.39		
Effectiveness of Kanyashree one time grant	22.69		
Impact of women empowerment	6.56		
Public services will help the women empowerment	7.05		
Encourage about job related work	8.35		
Role of public libraries towards women empowerment	12.61		
Role of public libraries in getting information towards women empowerment	15.97		

** Significant at 1% level

Table XIV reveals that since P value is less than 0.01 the null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is significant relationship between mean ranks towards perception level of students on women empowerment. Based on mean rank, 2nd statement (24.00) i.e. “Age of the respondent”, 18th statement (22.69), “Effectiveness of Kanyashree one time grant”, and 14th statement (20.72) “Family consent for study in school or college” are the three highest statements of perception level of students on women empowerment. The Chi-square value is 1581.5641 and since the p value is less than 0.01, the study concluded that there is a significant change at the 1% level in perception level of students on women empowerment.

Table-XV Friedman test for significant difference between mean ranks towards the perception level of students role of public libraries in getting information towards women empowerment

Variables	Mean Rank	Chi-square	P value
Effectiveness of Kanyashree one time grant	13.82	725.8674	0.0000**
Impact of women empowerment	5.18		
Public services will help the women empowerment	5.51		
Encourage about job related work	6.36		
The percept level of students on women empowerment	11.98		
Availability of public library	6.52		
Use of public library	3.82		
Role of public libraries towards public services	5.27		
Role of public libraries towards women empowerment	9.45		
Role of public libraries towards job related training	7.29		
Role of public libraries towards kind of information	5.25		
Uses of School or College library	9.51		
Kind of books uses of School or College library	4.06		

** Significant at 1% level

Table XV gives that since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance and hence it is concluded that there is significant difference between mean ranks towards the perception level of students' role of public libraries in getting information towards women empowerment. Based on mean rank, 1st statement (13.82) i.e. “Effectiveness of Kanyashree one time grant”, 5th statement (11.98), “The perception level of students on women empowerment”, and 12th statement (9.51) “Uses of School or College library” are the three highest statements of the perception level of students role of public libraries in getting information towards women empowerment. The Chi-square value is 725.8674 and since the p value is less than 0.01, the study concluded that there is a significant change at the 1% level in the perception level of students' role of public libraries in getting information towards women empowerment.

In this study, the Kanyashree recipients of a one-time grant of Rs 25,000 because some students bought smart phones, some students spent to build toilet, someone deposited the money to the Bank, some purchased gold jewelries for their future marriage purpose, some invested the money for purchasing goat and cattle, some invested in agriculture, and a good number utilized this fund for their higher education and future training. Another significant sign perceived was the increase in the growth rate of girls' education as a result of the implementation of Kanyashree Prakalpa, and in order to reduce the chances of early marriage, reduce the incidence of dropouts, prevent trafficking and exploitation of girls and believed that girls had received higher education. Public library supports information literacy for users by providing information literacy skills every day to the society members of that block.

Conclusion

Education acculturates an individual and influences every aspect of knowledge and it impacts upon an individual his/her cultural heritage. Thus through the means of education, an individual should learn the cultural values and norms in order to lead to progression of society. Kanyashree Prakalpa is considered as one of the most important pillars of empowerment of women and it helps the women to develop a family and society. Public libraries play a vital role in educating the community of a nation. Public libraries have tools which inspire users to know

information of all ages and perform tasks in accordance with their country's principles. Public libraries also support the civil society and it also contributes to the lifelong learning opportunities. Public libraries play such an important role by disseminating information literacy which is a vital skill for any community. It is very pertinent to note that information literacy is an essential element of lifelong learning in every society of the world.

Recommendations

Information literacy is a power that fuels a person to act as a catalyst to match the information needs of the users and newly emerged information with thinking globally and acting locally in the face of new and advent technologies. So, in this hopeful scenario, some recommendations may be fruitful to suggest.

- Librarian should be concerned in the dissemination of information literacy programmes through the public libraries.
- Librarian should be skilled on new trends of ICTs skills.
- Training is significant not only to improve librarian skills in delivering information literacy instruction but also to erase their fears when teaching the users.
- Public libraries' administrators should ensure information literacy training programmes for the users who are in need.
- The public libraries should build partnerships with local organizations to provide free information literacy training opportunities outside the libraries and people can attend information literacy training courses at community and career centers.
- The public libraries should conduct a series of training workshops for the users on information literacy skills.
- The challenge of developing effective information literacy programmes for staff and the users require continuous funding and other supports from the government.
- The library should acquire computers to facilitate the implementation of information literacy.
- Sufficient rooms for information literacy programmes should be provided.
- There should be abstracting and indexing services to make person information literate.
- Libraries should make the users as regular users of visual literacy tools.
- Network literacy should be provided to the users of network.
- Each person should follow the ethics to become information literate.
- Rules and regulations should follow as the sole ethics for information literate.

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