

Impact of Digital information literacy among the users of PES University Library

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ABSTRACT

The process of identifying and selecting information has become complex. It is critical to promote information literacy (IL) in the digital age. Computers have become a necessary part of this digital society, and skills for computer use are a common prerequisite on many job applications. Teachers are the core employees of colleges and they extensively contribute towards the attainment of institutional goals. With the emergence of ICT, teachers are facing variety of options to teach and learn. There is a bundle of resources in front of faculty members to prepare themselves from which they have to consult to plan for teaching their students, as students and learners are well aware and more responsible. Faculty members now have to get up to date themselves with new trends of teaching, searching and learning more than the students.

KEYWORDS: Digital, Information, Education, Literacy, Orientation, Data.

INTRODUCTION

Information literacy is a transformational process in which the learner need to find, understand, evaluate, and use information in various forms to create for personal, social or international purpose. Information literacy shares a fundamental set of core thinking and problem-solving meta-skills with other disciplines. Authentic cross-disciplinary problems which include observation and inference, analysis of symbols and models, comparison of perspectives, and assessment of the rhetorical context, engage students in developing mastery information literacy over time. Society has been transformed by the rapid development and diffusion of information and communication technology (ICT) into fields such as education, business, health, agriculture, and so on. Information users may be bewildered by a variety of digitized information.

Historically the term information literacy was first used in print by Paul G. Zurkowski in 1974 in a report .written on behalf of the National Commission on Libraries and Information Science. The phrase was used to describe the “techniques and skill” known by the information literate “for utilize the wide range of information tools as well as most important sources in molding information solution to their problem “. Computer literacy , library skills, and

critical thinking skills, are related to information literacy and important foundations for its development, information literacy itself has emerged as a distinct skill set and a necessary key to one's social and economic well-being in an increasing multifaceted information society.

Definition of Information Literacy

- **The American library association (ALA) presidential committee on information literacy**, final report states, "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information".
- **Jeremy Shapiro & Shelley Hughes**(1996) define information literacy as "a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure and its social, culture, and philosophical context and impact".

OBJECTIVES OF THE STUDY

The following specific objectives were made for the present study:

1. To know the users knowledge on using of the smart-phones, tabs, desk top computers and laptops.
2. To know purpose of visiting to the library.
3. To identify the problems faced by the research scholars and student community while browsing the digital information resources.
4. To give suitable suggestions for more utilizing the digital information resources.

METHODOLOGY

The study was conducted using the survey method with the help of questionnaires. This was the primary data used for data analysis. The questionnaire was aimed at collecting data seeking responses from PES University Library users on computer and internet using, knowledge on digital and e-resources, etc., and digital information literacy competency, training and orientation, the role played by the library, etc., designed and distributed digital information literacy. Data was also collected from other internet sources and used as secondary data for information while conducting the study.

LITERATURE OF REVIEW

Anjaiah (2016) Defined digital Literacy (DL) is the process of teaching and learning about technology and the use of technology. It is the ability to use information and communication technologies to find, evaluate, create, and converse information, require both cognitive and technical skills. The ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. Digital technology provides new opportunities for students and educators to pursue their interests and find educational resources, experiences and courses any time and any place.

Parvathamma & Pattar (2013) Explained while students are competent in using latest ICT tools, and web based services such as e-mail and tools, and web based services such as e-mail and for learning and market research is found to be minimal. Hence, there is need to train them in basic and cognitive digital literacy skills outlined in the model curriculum, so that they can use online model prospectus, so that they can use online libraries, open access e-books, e-journals and electronic theses and dissertation, institutional repositories, and web portals more efficiently in their higher learning and research.

Mansour (2017) According to the key purpose of this study is to explore digital information literacy (DIL) possessed by South Valley University (SVU) library and information professionals. It also tries to identify the various types of DIL find constraints touching the related skills and competencies of those professionals. The survey research is a useful device for educational fact-finding, and a means by which much information can be acquired from the and study's population. The survey instrument was a self-administrated questionnaire, which was adopted for data collection.

Resources and Information services of PES University Library

PES Institute of Technology Library was established in 1988. Presently the collection has over 1 lakh documents comprising an impressive and diverse range of information sources like books, journals, conference proceedings, project reports, institutional repositories and question papers, electronic resources. Library is steadfastly renewing its efforts to ensure that its resources and services are making a significant contribution to the education and research of PES University. The library is committed to help students and faculty to become efficient and sophisticated researchers in a rapidly changing research environment.

The information is facilitated in different media like all the recommended Books for the courses, including periodicals, many databases that are available for searching by internet. The e-journals and e-books are handy resources that are accessional to all official beneficiaries like students, teachers and researchers. Multiple copies ensure that resources are easily available for reference in the library; Trained Staff is always at hand to assist students. In addition to these resources, Faculty members dynamically upload all there Lecture and research notes on the PES Intranet.

DATA ANALYSIS AND INTERPRETION

For the purpose brief field survey was employed to collect primary data from different science departments MCA, MBA, M Tech, PhD, CSE, ME, ECE, EEE,CE, Biotechnology etc. The study population has been chosen randomly from different science departments of PES University Library. The analysis of data requires a number of closely related operations such as establishment of categories, application of these categories to raw data through coding, tabulation and drawing, statistical inferences and summarizing of data to obtain answers to the problem of research.

Total 120 questionnaires were distributed and 103 responded. The investigator arrives at conclusion. The data collected analyzed with the help of various statistical measures.

1. Analysis and interpretation of Data

Information this obtained was carefully edited before taking data entry into computer. Once satisfied with the field-in information in the questionnaires, the data were entered into computer and analyzed using the MS Excel. The observation and interpretation were carefully tabulated as supplemented with graphical presentation to allow clear understanding of the respondent's views.

2. Percentage wise analysis

The percentage wise analysis is a measure of statistics including the value below which a given percentage of observations fall. A percentile analysis clearly tells us what percent of others scores is less than the data point we are investigation.

Table -1 Rate of Response

No of questionnaires distributed	No of questionnaires received back	Percentage%
120	103	85.83%

The study adopted simple random sampling techniques in total 120 structured questionnaires were distributed to UG and PG Students of PES University College. The collected data were analyzed and presented in table 1. The table analysis clearly depicts that out of 120 questionnaires distributed, 103 students responded positively and rate of response is 85.83%.

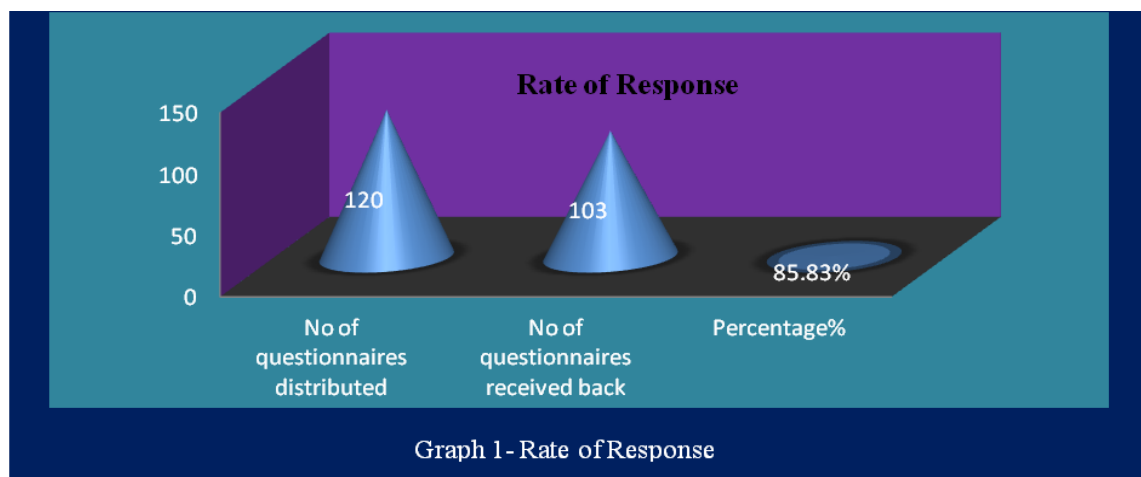
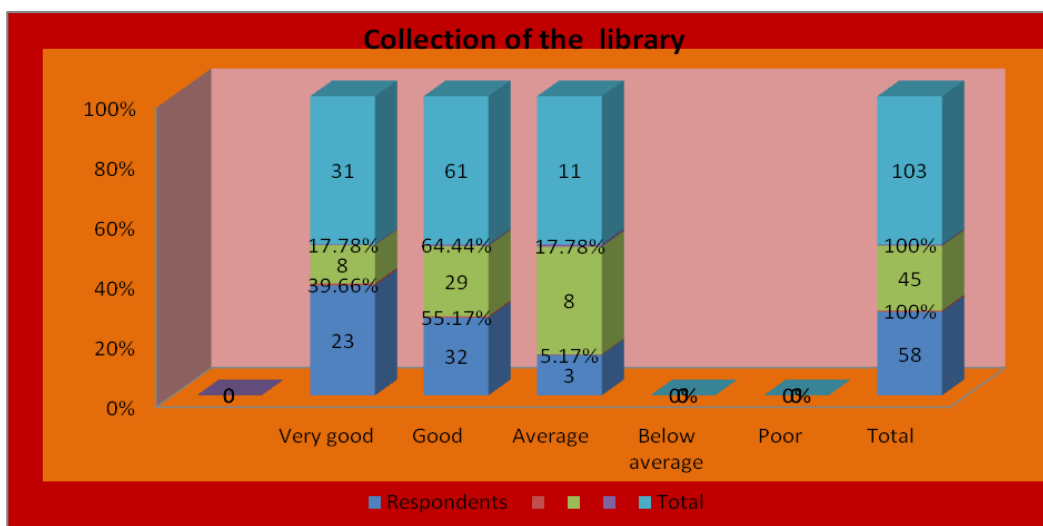


Table-2 Opinion regarding Collection of the library among the respondents

Collection of the library	Respondents				Total	percentage
	UG	%	PG	%		
Very good	23	39.66%	08	17.78%	31	30.10%
Good	32	55.17%	29	64.44%	61	59.22%
Average	03	05.17%	08	17.78%	11	10.68%
Below average	00	00%	00	00%	00	00%
Poor	00	00%	00	00%	00	00%
Total	58	100%	45	100%	103	100%

The table explain the collection of the library services use full rate condition the respondents UG students and PG students. Very good was the response of UG students respondents 23(39.66%) and PG students respondents 08(17.78%). Good was the response of UG students respondents 32(55.17%) and PG students respondents 29(64.44%). Average was the response of UG students respondents 03(05.17%) and PG students respondents 08(17.78%).

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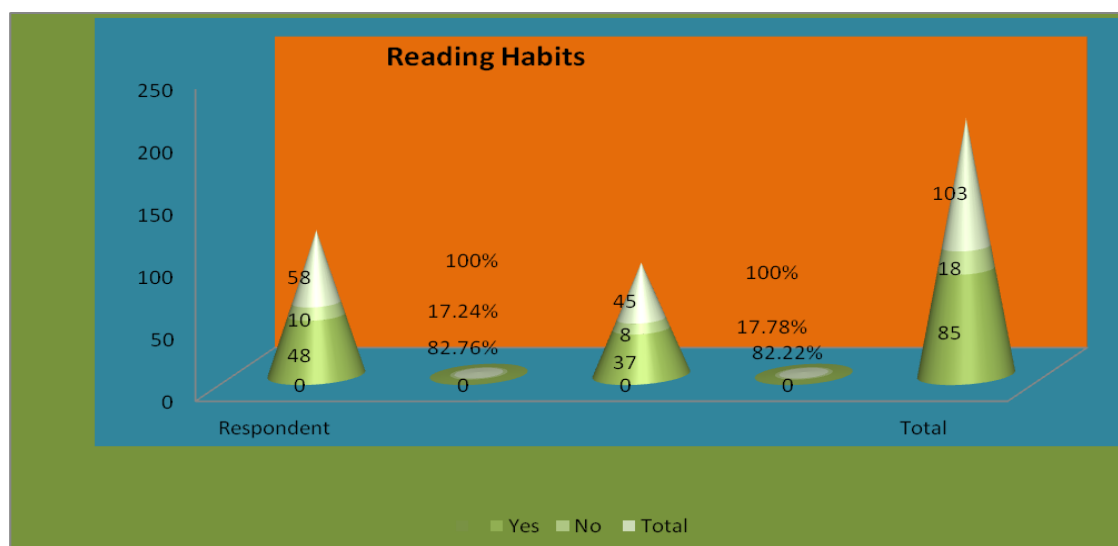


Graph-2 Opinion regarding Collection of the library among the respondents

Table-3 Reading habits

Reading habits	Respondent				Total	Percentage
	UG	%	PG	%		
Yes	48	82.76%	37	82.22%	85	82.52%
No	10	17.24%	08	17.78%	18	17.48%
Total	58	100%	45	100%	103	100%

The table explains the reading habits of the respondents UG students and PG students. UG students respondents 48(82.76%) and PG students respondents 37(82.22%) responded that they had reading habits.

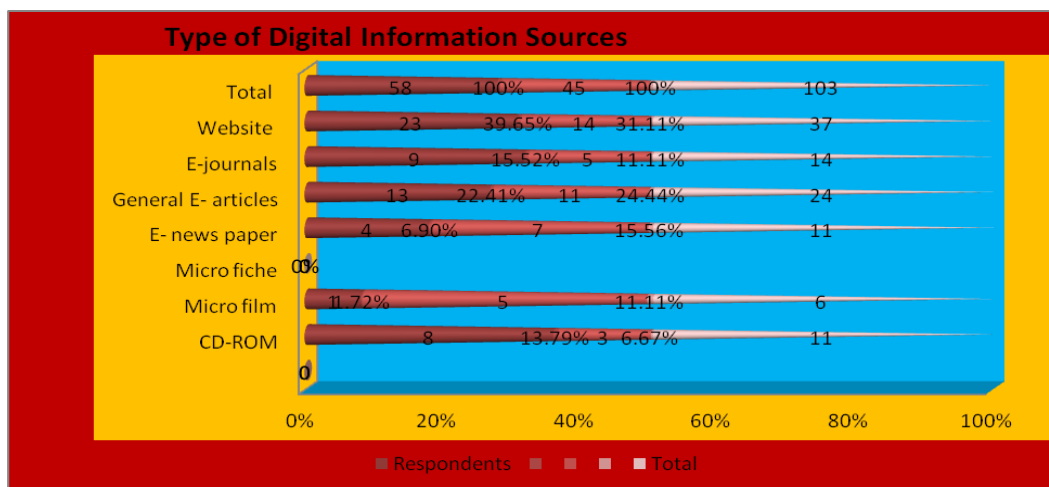


Graph-3 Reading habits

Table-4 Types of Digital information sources

Types	Respondents				Total	Percentage
	UG	%	PG	%		
CD-ROM	08	13.79%	03	6.67%	11	10.67%
Micro film	01	1.72%	05	11.11%	06	5.82%
Micro fiche	00	00%	00	00%	00	00%
E- news paper	04	6.90%	07	15.56%	11	10.67
General E- articles	13	22.41%	11	24.44%	24	23.30%
E-journals	09	15.52%	05	11.11%	14	13.59%
Website	23	39.65%	14	31.11%	37	35.92%
Total	58	100%	45	100%	103	100%

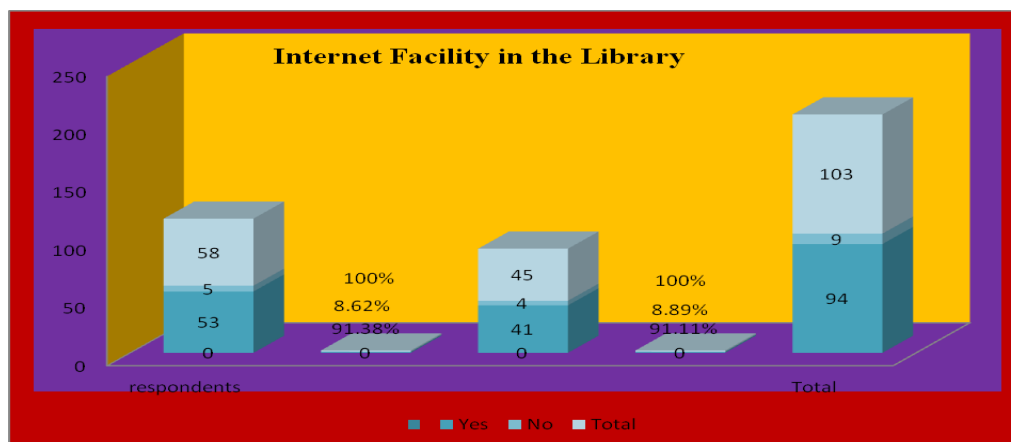
The table shows the types of collections of digital information sources available and user respondents by UG students and PG students .CD-ROM using UG students respondents 8 (13.79%) and PG students respondents 3(6.67%) micro film using UG students respondents 01(1.72%) and PG students respondents 5(11.11%) .Micro fiche using among UG and PG students was not noted. E –newspaper using UG student’s respondents was 04(6.90%) and PG students respondents was 07(15.56%). General E – articles using UG students respondents were13(22.41%) and PG students respondents were 11(24.44%) . E-journals using UG students respondents were 09(15.52%) and PG students respondents were 05(11.11%).website UG students respondents 23(39.65%) and PG students respondents 14(31.11%).

**Graph -4** Types of Digital information sources**Table - 5** Internet facility in the library

Internet Facility	Respondents				Total	Percentage
	UG	%	PG	%		
Yes	53	91.38%	41	91.11%	94	91.26%
No	05	08.62%	04	8.89%	09	8.74%
Total	58	100%	45	100%	103	100%

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The table explain the internet facility availability yes / no the respondents UG students respondents 53(91.38%) and PG students respondents 41(91.11%) use for academic no internet facility respondents UG students respondents 5(8.62%) and PG students respondents 4(8.89%).

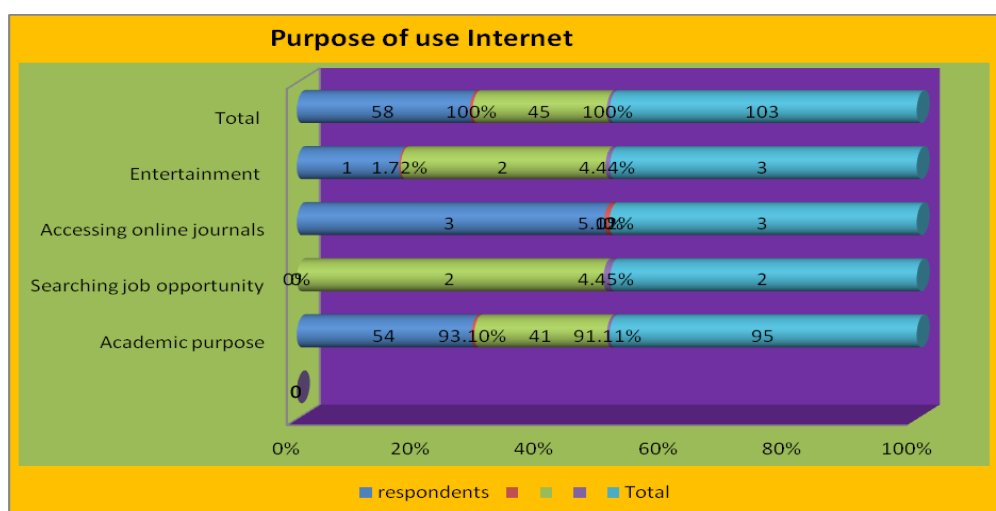


Graph -5 Internet facility in the library

Table - 6 Purpose of use of internet

Purpose of use internet	Respondents				Total	Percentage
	UG	%	PG	%		
Academic purpose	54	93.10%	41	91.11%	95	92.25%
Searching job opportunity	00	00%	02	4.45%	02	1.95%
Accessing online journals	03	5.12%	00	00%	03	2.9%
Entertainment	01	1.72%	02	4.44%	03	2.9%
Total	58	100%	45	100%	103	100%

The table explain the purpose of use of internet the respondents UG students and PG students .academic purpose UG students respondents 54 (93.10%) and PG students respondents 41(91.11%). Searching for job opportunity UG students respondents 00(00%) and PG students respondents 02(4.45%).accessing online journals. UG students respondents 03(5.12%) and PG students respondents 00(00%). Entertainment UG students respondents 01(1.72%) and PG students respondents 02(4.44%).



Graph -6 Purpose of use of internet

Table - 7 Regularly used search engine

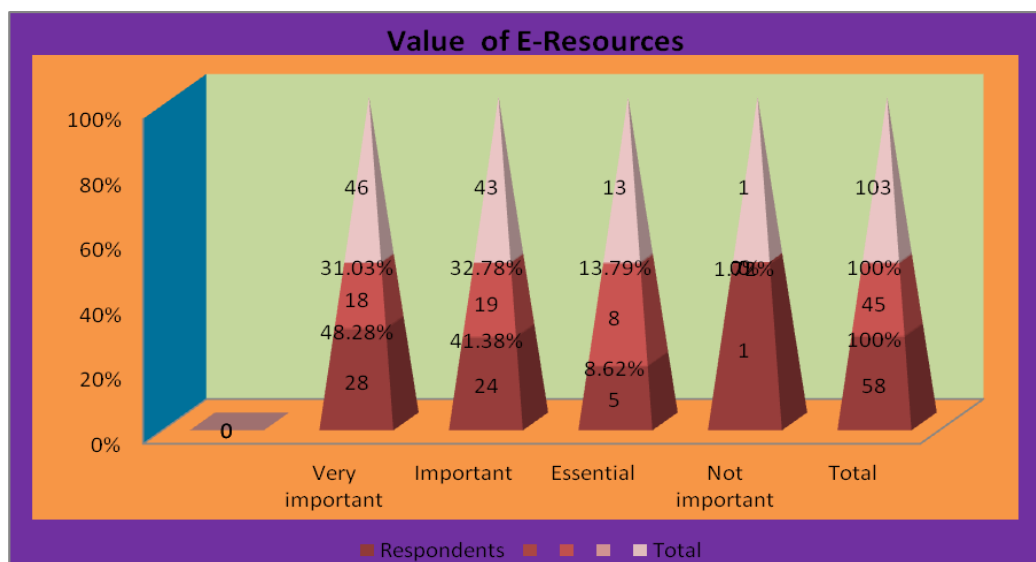
Search engines	Respondents				Total	Percentage
	UG	%	PG	%		
Yahoo	04	06.90%	01	2.23%	05	4.85%
Google	54	93.10%	38	84.44%	92	89.33%
Alta vista	00	00	00	00%	00	00%
Bing	00	00	05	11.11%	05	4.85%
Any other	00	00	01	02.22%	01	0.97%
Total	58	100%	45	100%	103	100%

The table explains the search engines using by the user the respondents UG students and PG students. Yahoo used UG students respondents 04 (06.90%) and PG students respondents 01(2.23%). Google used UG students respondents 54(93.10%) and PG students respondents 38(84.44%). Alta vista used UG students respondents 00(00%) and PG students respondents 00(00%). Bing used UG students respondents 00(00%) and PG students respondents 5(11.11%). any other UG students respondents 00(00%) and PG students respondents 01 (2.22%).

**Graph -7** Regularly used search engine**Table - 8** Rate the value of e- resource

Value of e-resource	Respondents				Total	Percentage
	UG	%	PG	%		
Very important	28	48.28%	18	31.03%	46	44.66%
Important	24	41.38%	19	32.78%	43	41.75%
Essential	05	8.62%	08	13.79%	13	12.62%
Not important	01	1.72%	00	00%	01	0.97%
Total	58	100%	45	100%	103	100%

The tables explain the rate of value of e resources the respondents UG students and PG students .very important UG students respondents 28(48.28%) and PG students respondents 18(31.03%) important UG students respondents 24(41.38%) and PG students respondents 19(32.78%). essential UG students respondents 05(8.62%) and PG students respondents 08(13.79%). Not important UG students respondents 01(1.72%) and PG students respondents 00(00%).

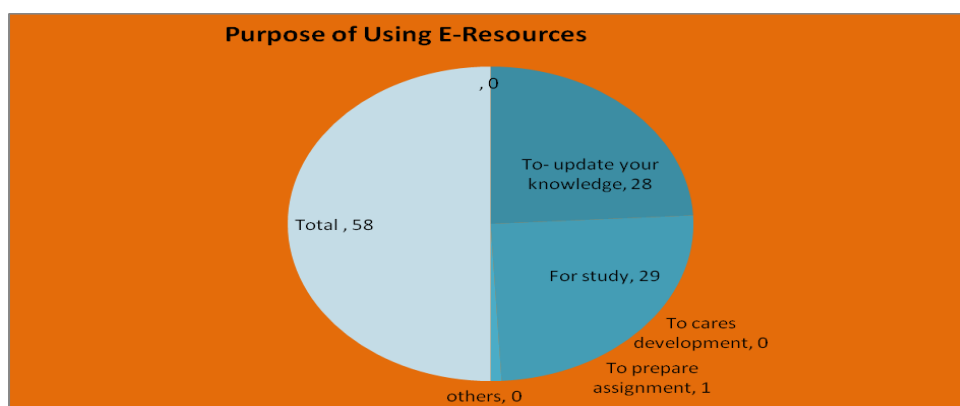


Graph - 8 Rate the value of e- resource

Table - 9 Purpose of using E- Resources

Purpose of E-resource	respondents				Total	Percentage
	UG	%	PG	%		
To- update your knowledge	28	48.28%	21	46.67%	49	47.57%
For study	29	50.00%	20	44.44%	49	47.57%
To prepare assignment	01	1.72%	03	6.67%	04	3.88%
To cares development	00	00%	00	00%	00	00
others	00	00%	01	2.22%	01	0.97%
Total	58	100%	45	100%	103	100%

The table explain of the respondents are purpose of using E –resources UG students and PG students respondents are using E-resources to update knowledge 28(48.28%) and PG students respondents 21(46.67%) are for study UG students respondents 29(50%) and PG students respondents 20(44.44%). To prepare assignments UG students respondents 01(1.72%) and PG students respondents 3(6.67%).To carrier development UG students respondents 00(00%) and PG students respondents 00(00%).Others UG students respondents 00(00%) and PG students respondents 01(2.22%).

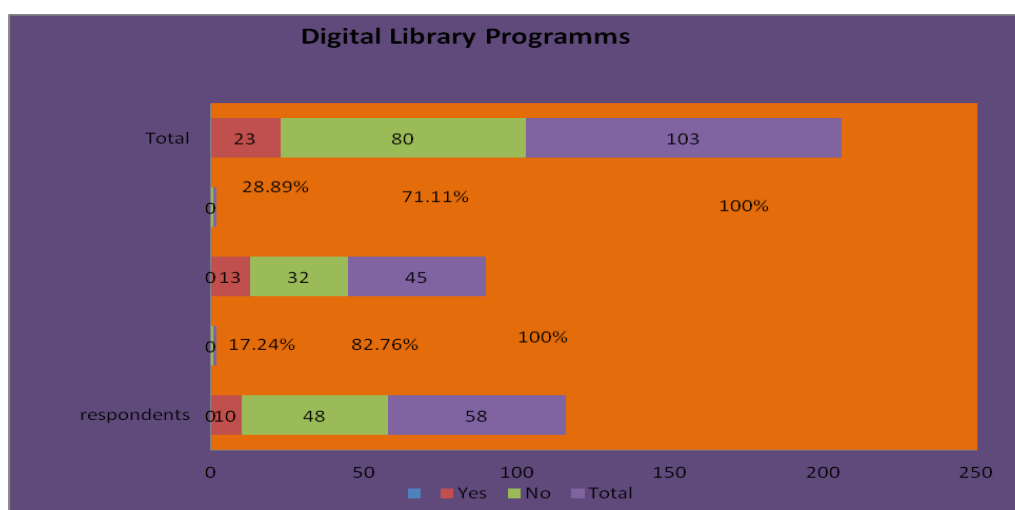


Graph - 9 Purpose of using E- Resources

Table - 10 Digital literacy programmes attended

Digital literacy programs attended	Respondents				Total	Percentage
	UG	%	PG	%		
Yes	10	17.24%	13	28.89%	23	2.33%
No	48	82.76%	32	71.11%	80	77.67%
Total	58	100%	45	100%	103	100%

The table explain the digital literacy programmes organized the respondents UG students and PG students yes / no UG students respondents 10(17.24%) and PG students respondents 13(28.89%). no UG students respondents 48(82.76%) and PG students respondents 32(71.11%).



Graph -10 Digital literacy programmes attended

FINDNGS

1. The study adopted simple random sampling techniques in total 120 structured questionnaires were distributed to UG and PG Students of PES University College. The table analysis clearly depicts that out of 120 questionnaires distributed, 103 students responded positively and rate of response is 85.83%.
2. The categories of users in UG students 58(56.32%) respondents, PG students 45(43.68%) respondents.
3. Respondent found digital information an imperative role to play in finding information for academic use.
4. The types of collections of digital information sources available and user the respondents by UG students and PG students were websites, e-journals were majorly used.
5. The reading habits the respondents UG students and PG depicted that UG respondents had more reading habit while PG students preferred e-resources.
6. The respondents purpose of using E –resources was UG students and PG students’ respondents for using E-resources to update knowledge 28(48.28%) and PG student’s respondents 21(46.67%).

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7. The collection of the library services use full rate condition the respondents UG students and PG students. Very good UG students respondents 23(39.66%) and PG students respondents 08(17.78%). Good UG students respondents 32(55.17%) and PG students respondents 29(64.44%).
8. The internet facility availability the respondents UG students respondents 53(91.38%) and PG students respondents 41(91.11%) responded in affirmative. use for academic no internet facility respondents UG students respondents 5(8.62%) and PG students respondents 4(8.89%).
9. The reading habits the respondents UG students and PG students'. UG students respondents 48(82.76%) and PG students respondents 37(82.22%) responded in affirmative. UG students respondents 10(17.24%) and PG students respondents 08(17.78%).

RECOMMENDATIONS

1. The PES University Library administration should develop the necessary infrastructure for the promotion of e-information;
2. Faculty should network with those who are already using e- information to make use of their knowledge and skill.
3. The PES University Library should start digital information literacy programmes to educate the students of the different branches of department.
4. The concerned faculty members should teach students how to search/ browse for e- information, evaluate its validity, and to make judicious use of it.

CONCLUSION

Through PES University college students are component in using latest tools and web based services such as e-mail, websites and electronic newspaper for personal use, their ability to use them for learning found to be minimal. Hence, there need to train them in basic and cognitive digital information literacy skills outlined in the model curriculum, so that they can use online information resource such as online database , e-books, e-journals, digital libraries, and websites more efficiently in their higher learning and search. Further the criteria to be adopted to evaluate online information resources for their quality, reliability and authority should be introduced to the science and technology students of the PES University College to make them digital literacy.

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