

DIGITAL INFORMATION LITERACY OF UNIVERSITY FACULTY AND RESEARCH SCHOLARS



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M. Phil, Roll No. 150415; Session-2015-16

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ABSTRACT

The number of individuals who use the internet has increased by a factor of 11 over the course of the last seven years. As a direct result of this growth, internet cafes and cybercafés can now be found in almost every city and town throughout the whole of India. Because of the enhanced speed of the internet, these businesses are able to provide services that are not only easy to use but also reasonably priced. The onset of the digital era ushered in a period of time that brought about enormous changes to the environment of libraries and information. Because of these shifts, traditional libraries have adapted their operations to become "Knowledge Centers," with a focus on value-added electronic information services. This is a consequence of the developments that have taken place. People are considered to have digital literacy if they have the knowledge, the attitude, and the capacity to use digital tools and facilities in an appropriate way in order to search, access, manage, integrate, and assess digital resources and make media. Literacy comprises the abilities of reading and interpreting a variety of types of media, recreating data and images via the use of digital alteration, as well as analyzing and making use of newly obtained information from digital settings.

Keywords: Information, Literacy

INTRODUCTION

As a direct and immediate consequence of the development of globalisation in the realm of education, there has been an explosion in the quantity of information available. The phrase "information age" has been used synonymously with the present decade in recent years. Over the last several years, the rise in the number of people using the internet in India has emerged as a crucial driving factor behind the progress of the Indian economy. The number of

Individuals who use the internet has increased by a factor of 11 over the course of the last seven years. As a direct result of this growth, internet cafes and cybercafés can now be found in almost every city and town throughout the whole of India. Because of the enhanced speed of the internet, these businesses are able to provide services that are not only easy to use but also reasonably priced. The onset of the digital era ushered in a period of time that brought about enormous changes to the environment of libraries and information. Because of these shifts, traditional libraries have adapted their operations to become "Knowledge Centers," with a focus on value-added electronic information services. This is a consequence of the developments that have taken place. People are considered to have digital literacy if they have the knowledge, the attitude, and the capacity to use digital tools and facilities in an appropriate way in order to search, access, manage, integrate, and assess digital resources and make media. Literacy comprises the abilities of reading and interpreting a variety of types of media, recreating data and images via the use of digital alteration, as well as analysing and making use of newly obtained information from digital settings.

The process of teaching and learning about technology as well as the usage of technology is referred to as digital literacy. The term "digital literacy" also refers to the end result of this process (DL). It is the capability of using information and communication technologies to seek, analyse, generate, and communicate information, and it needs both cognitive and technical talents. It is also known as information literacy. Information literacy is another name for this concept. The ability to locate, evaluate, make use of, and generate information via the use of various digital technologies, communication tools, and network connections. The ability to understand and make use of information supplied by computers in a variety of formats and generated from a wide range of sources when such information is presented in such a manner.

The ability of a person to perform out responsibilities in a digital environment in a timely and effective way Individuals who are literate in the use of digital technologies are able to mine material found online for meaning and then put that meaning to work. In addition to this, they exhibit qualities such as cultural and social awareness, the capacity to work together, the ability to search and choose information that is relevant, effective communication, e-safety, functional skills, creativity, and analytical thinking. Literacy may be described as the ability to read for the goal of acquiring information, to write in a coherent way, and to think critically about the written word. Data are abstracted and represented symbolically through digital information.

Computers and information and communication technology (ICT) are now being used in a range of disciplines, including education, business, health, agriculture, technology, space, and so on, all of which are essential for every individual. These fields include: The problems are not caused by an insufficient amount of data; rather, they are caused by a large amount of data that needs to be understood and communicated to people. This is something that is relatively possible for those who possess the ability to appropriately decide and have information related to technology usage, which will have an impact in education throughout a person's life, including in their work life in the future. Particularly significant to the success of the

organisation in meeting its objectives are the contributions made by its personnel and its teaching faculty. The use of several types of information and communications technology (ICT) makes available to educators a vast array of options for the purposes of instructional and educational delivery.

The faculty members of an institution have access to a number of materials, which allows them to better prepare themselves for both the role of teacher and student. Literacy may be described as the ability to read for the goal of acquiring information, to write in a coherent way, and to think critically about the written word. Data are abstracted and represented symbolically through digital information. When we speak about "digital literacy," we are referring to the capacity to interpret a variety of kinds of media, the ability to perform searches on the internet, and the ability to apply critical thinking to the results of such searches. In addition to this, it involves the talent of being able to connect with other people using a variety of digital tools and programmes. Specifically, this refers to the ability to chat online. It is not only the use of a variety of media or the downloading of information through a variety of technologies that contributes to this. People are considered to have digital literacy if they have the knowledge, the attitude, and the capacity to use digital tools and facilities in an appropriate way in order to search, access, manage, integrate, and assess digital resources and make media.

The above information serves as the foundation for the current study, which studies the faculty members of GAIMS, Bhuj in order to ascertain the level of digital information literacy as well as the level of digital competence possessed by these individuals.

DIGITAL INFORMATION LITERACY

Literacy in information may be defined as the ability to recognise when one has a need for information, to seek that information, to evaluate it, and to effectively use it throughout one's whole life (American Library Association; 2006). Digital literacy is "a collection of skills to access the Internet; find, manage, and edit digital data; engage in discussions; and generally interact with an online information and communication network," as defined by Glister (1997). To put it another way, digital literacy is the ability to utilise digital resources, tools, and services in an acceptable and educated manner, as well as the ability to apply this knowledge to the continual process of learning new things throughout one's lifetime. The ability to form well-informed opinions about the content that may be found on the internet is the most essential aspect of digital literacy. This is due to the fact that, in contrast to conventional forms of media, the vast majority of the content that can be found online has not been screened by editors and allows for the involvement of everyone and everyone.

Information and knowledge are the fundamental resources, and individuals need to have access to them in order to be successful in their academic endeavours and in the career prospects that lie ahead of them. This is beneficial to everyone, but notably students, researchers, and instructors. In our day and age, digital information has evolved into a resource that is very necessary for the progression of civilization. Educators and lecturers need to have a solid

command of the abilities related with digital information literacy in order to do their duties in an efficient and fruitful manner. Everyone in today's culture should at least have a basic understanding of how to navigate the digital information landscape. According to Borgman¹, "access to information" is defined as "connectivity to a computer network and to available material, such that the technology is usable, the user has their required skills and knowledge, and the content itself is in a form that is usable and valuable." In other words, "access to information" means "connectivity to a computer network and to available material." "In order to be information literate, a person must be able to identify when information is needed and have the ability to search for, evaluate, and make efficient use of the information that is necessary," said the concluding report of the American Library Association (ALA²).

According to the Western Michigan University Libraries², "Information Literacy" is defined as the ability to "identify, receive, evaluate, and use information that is relevant to a need." Students who invest time and effort into developing their information literacy skills will, throughout the course of their academic careers, enjoy higher levels of academic and life accomplishment. They are going to realise that it is essential to have abilities such as these if they want to be able to continue acquiring new knowledge for the whole of their life.

RESEARCH METHODOLOGY

The current study used a survey approach to examine the state, nature, and kind of programmes organised by the University Libraries. Additionally, the information literacy competence of faculty members and research scholars was evaluated using this method. The following data gathering tools may be used for the collection of primary data from respondents:

Examination of the Libraries

A structured schedule of questions containing ten (10) questions about the university library' focusing on the various aspects of the library including the year it was established, the library collection, the library service provided, the number of users, the library orientation programme, and how long it has been conducted, specific training, and the method followed to conduct the library orientation programme.

SURVEY OF RESPONDENTS

Participants in the user's community survey are drawn from among Mizoram University's research scholars and faculty members. In order to evaluate the level of information literacy expertise possessed by Mizoram University in the context of a digital environment, a structured questionnaire consisting of sixty questions concerning IL was drafted and then distributed to a total of 502 respondents. Of those respondents, 311 completed questionnaires were returned.

SAMPLE SELECTION

The sample was chosen using approaches for conducting a straightforward random sample draw as the selection criteria. The information was gathered from members of the teaching staff and research scholars in the following schools: School of Economics, Management & Information Science (SEMIS), School of Education & Humanities, School of Social Science, School of Earth Science & Natural Science Resources Management, School of Life Science, School of Physical Sciences, School of Engineering & Technology, School of Fine Arts, Fashion & Arch, and School of Engineering & Technology. As of the 31st of March 2017, Mizoram University has a total of 208 faculties in addition to 461 research researchers, for a combined total of 669. (www.mzu.edu.in). This study had a total sample size of 502, which included 66% of the total respondents among faculties and research scholars (which includes 155 faculties and 347 research scholars). In other words, the total sample size for this study was 66% of the total respondents. The information that was gathered from the respondents was examined, and the results are reported.

DATA ANALYSIS

This chapter presents an analysis of the data obtained from the professors and students who are currently working on research projects at Mizoram University. The analysis of the data and the conclusions drawn from it are two of the most important aspects of a scientific study. In order to accomplish this, the researchers have used the information that was obtained from the completed questionnaire to perform an assembly analysis and draw inferences. The term "analysis" refers to the process of computing specific metrics as well as looking for patterns of connection that exist between different information sets. A number of closely connected processes are involved in the general analysis of information. These processes are carried out in accordance with the idea of summarising the obtained information and structuring these processes in such a way that they provide answers to the research questions. The analysis is the result of looking as deeply as possible into the whole issue, focusing on the data that have been gathered and attempting to understand how they fit into the bigger picture. The interpreter's common sense, experience, background knowledge, and intellectual honesty are far more important to its validity than the interpreter's adherence to any specific norms that may be developed in the future.

DISTRIBUTION OF QUESTIONNAIRE

As of the 31st of March in 2017, Mizoram University has a total of 208 faculties and 461 research scholars, bringing the total number to 669. However, the overall sample size for this study consisted of 502 respondents, which is equivalent to 155 faculties and 347 research researchers. This represents a response rate of 75%. The size of the sample was determined using approaches for straightforward random sampling as the foundation for the design.

Table-1 shows the questionnaire distributed, received, and numbers of faculty covered

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under the study.

Table 1 Distribution Of Questionnaire

Frequency	Questionnaire Distributed	Questionnaire Received	Percentage
Faculty	155	136	87.4
Research Scholars	347	175	50.43
TOTAL	502	311	61.95

The examination of the collected information indicated that 136 (87.4%) of the completed questionnaires had been returned by the respondents out of a total of 155 faculty members. However, only 175 of the 347 research researchers who responded with a completed questionnaire did so. This is a response rate of 50.43 percent. It was found that out of a total of 502 surveys that were handed out, only 311 (or 61.95% of the questionnaires) were returned.

PROFILE OF THE RESPONDENT

Personal profile of the respondents has been studied in terms of age, gender, and educational profile and the details have been presented in this section.

Table 2 Faculty And Research Scholars By Age

Age Group	Research Scholars	Faculty members
Below 25 yrs	47(26.85%)	-
between 26-35 yrs	98(56%)	8(5.88%)
between 36-45	24(13.71%)	75(55.14%)
46 year above	6(3.42%)	53(38.97%)
Total	175(100%)	130(100%)

(Source Primary Data)

Following the age group of below 25 years (26.8% of respondents) and between 36 and 45 years (13.71% of respondents), the data analysis shows that the bulk of Research Scholars belong to the age range of between 26 and 35 years old. This represents 56% of the total number of respondents. It has been shown that 3.42 percent of respondents are older than 46 years old. The age group of respondents who were between 26 and 35 years old made up 5.88% of the

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total, while those who were 46 years old or over made up 55.14 % of the total. The age group of respondents who were between 36 and 45 years old made up 55.14 % of the total.

It was found that the majority of research scholars are within the age range of 26 to 35 years old, while the majority of faculty members fall within the age range of 36 to 45 years old, which accounts for 55.14% of all respondents. Within the group of faculty members, there is not a single response who is younger than 25 years old.

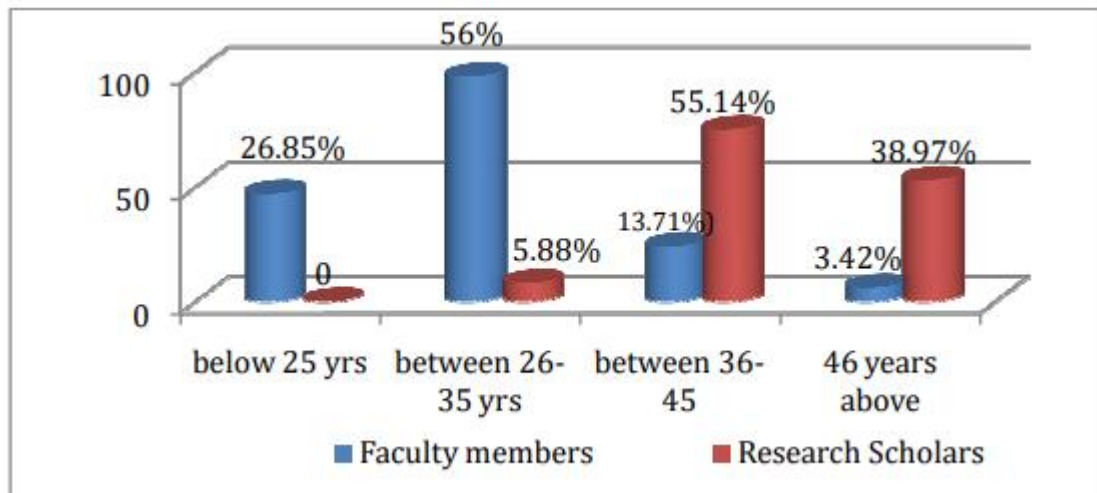


Figure 1 Faculty Members And Research Scholars By Age

Table 3 Faculty members and Research Scholars by Gender

Gender	Faculty	Research Scholars	Total
Female	41(30.14%)	96(54.85%)	137(44.05%)
Male	95(69.85%)	79(45.14%)	174(55.94%)

(Source Primary Data)

The analyses of the data show that out of 311 responses, there are 41 female candidates among the faculty members, making up 30.14 percent of the pool, and 95 male candidates, making up 69.85 percent. After that, there were 96 (54.85%) female applicants among the research scholars and 79 (45.14%) male candidates.

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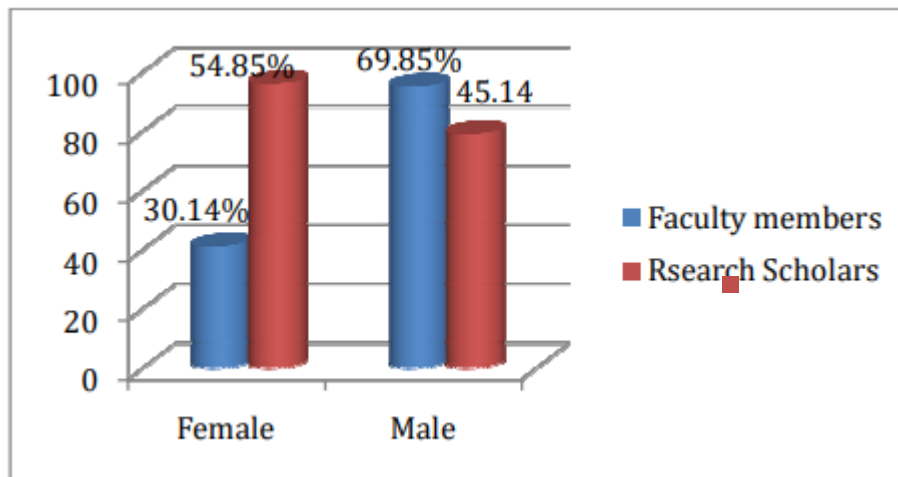


Figure 2 Faculty And Research Scholars By Gender

Table 4 Distribution Of Respondents

Designation	Frequency	Percent
Research Scholars	175	56.27%
Faculty	136	43.72%
Total	311	100%

(Source Primary Data)

The analysis of the respondent revealed that among the respondent there are 175(56.27%) Research Scholars and 136(43.72%) faculty members.

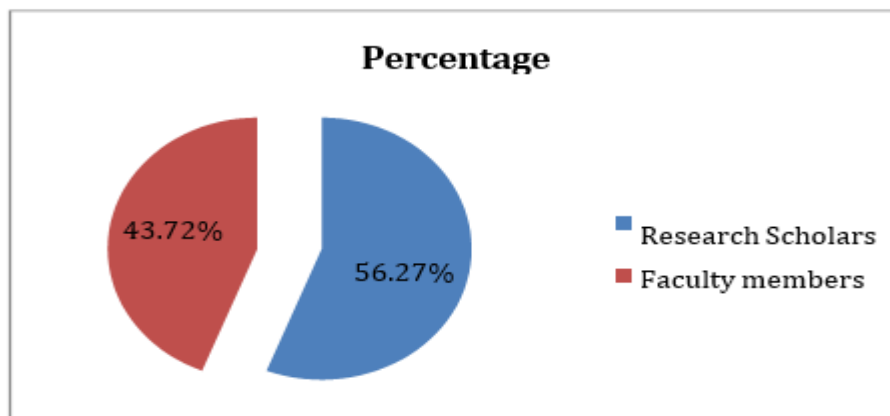


Figure 3 Distribution Of Respondents By Designation Wise

FREQUENCY OF LIBRARY USERS

A user's level of satisfaction with the library's collection and services, in addition to the usage of the library's resources, was one of the parameters that was determined by the number of times they visited the library. The replies to the survey about the number of times people visit the library reveal some fascinating findings. The information that was acquired and can be found in Table-5 and Figure-4 below pertains to the regularity with which library patrons use the facility.

Table 5 The Frequency Of Library Uses

Frequency of Visit	Faculty (N=136)	Research Scholars (N=175)	Total (N=311)
Daily	-	11(6.28%)	11(3.53%)
Weekly	12(8.82%)	25(14.28%)	37(11.89%)
Monthly	28(20.58%)	74(42.8%)	102(32.79%)
Occasionally	96(66.17%)	65(37.14%)	161(51.76%)

(Source Primary Data)

Following an examination of the available data, it was shown that more than half 161 (51.76%) of the respondents went to the library on occasion. There was not a single member of the faculty who went to the library on a daily basis, while just one-tenth 11 (3.53%) of the research researchers went there. Only one fifth 12 (20.58%) of the faculty members went to the library on a weekly basis, and fewer than one third 10 (20.58%) of the respondents went there on a monthly basis. More than three-fifths 96 (66.17%) of the faculties visited the library occasionally, while only two-fifths 65 (37.14%) of the research scholars visited the library occasionally. Three-twentieths 25 (14.28%) of the research scholars visited the library weekly, which was followed by seventeenth 74 (42.8%) of the research scholars who went to the Library monthly.

It was noted that a relatively small percentage of the respondents go to the library on a weekly basis, with the bulk of respondents (161, or 51.76%) going to the library on a monthly basis, then on an infrequent basis.

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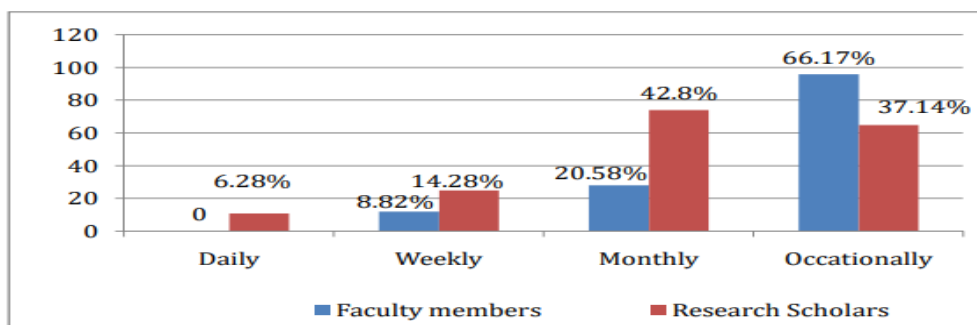


Figure 4 Frequency Of Library Uses

CONCLUSION

Information literacy is becoming more important in today's increasingly digital world. This significance increases with each passing day. When it comes to managing knowledge, a person who has more experience is stronger and more powerful. The expansion and maturation of an organisation, a culture, or a country are all inextricably linked to this problem, as are the same set of problems. We may say that the term "information literacy" refers to a set of abilities that revolve around the search for and use of various types of information. The term "information literacy" may be explained in a simple manner by stating that it is "a talent, ability, expertise; aptitude and competency of a person that makes him capable of finding the appropriate information from the appropriate source." This definition of "information literacy" (Mahadev and Prasad, 2016). The institutions' libraries serve as the institutions' primary points of access to scholarly knowledge. Along the same lines as methods, the mix of libraries and users is a highly significant factor. Because very few of the respondents attended library orientation, the majority of the faculty need to be trained with the ICT tools to explore the explicit technique in information retrieval. The libraries need to find a way to attract the users, and the users need to have the habits to depend more on the libraries. Therefore, library professionals ought to acquire the skills necessary to access and use efficiently and effectively the numerous sources of information, information and communications technology, search techniques, and knowledge of electronic resources in order to successfully satisfy the various complex information needs of the users. Change is unavoidable due to the fact that nothing in this world is permanent, and this is true for libraries as well, which have been witnesses to numerous changes over the course of the previous two decades.

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