



DIGITAL LITERACY SKILLS AMONG THE FACULTY MEMBERS OF NATIONAL INSTITUTE OF ENGINEERING (NIE) COLLEGE, MYSURU: A STUDY

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ABSTRACT

The present study is to evaluate the digital information literacy skills among the faculty members of the National Institute of Engineering [NIE], College, Mysuru. The paper highlights the awareness or level of digital literacy skills; ways and means the faculty members search the information from different digital information sources and purpose of using digital information. Further, the study finds the type of digital information resources used by the faculty members to get information relating to their own area.

KEYWORDS : Digital literacy, Information literacy, Skills, Digital Information Resources. ICT

1. INTRODUCTION:

Information and communication technology (ICT) has experienced substantial transformations in the 21st Century. ICT has become an inherent aspect and an acceptable norm of our way of life, owing to the fact that these modern technologies play a significant role in increasing our standard of living (Reddy; Sharma & Chaudhary, 2020).

The Social community has been transformed by the rapid advancement of ICT and it has revolutionaries the role of libraries. As a result, libraries face new challenges, regarding the development of library to meet the user information needs, demands and expectations. Libraries are rethinking services and information products in order to add value to their offerings and meet the evolving information demands of their users. Traditional libraries continue to rely on pricey and cumbersome printed resources. Only written materials are no longer sufficient for information seekers. They want to supplement the information and communication technology in to field such as education, business, agriculture, health and so on. Information users may be bewilders by a variety of digitized information. The process of identifying and selecting information has become complex. It is the cultivation of information literacy [IL] in the digital age.

Digital literacy is quite a new thought that appeared in the 1990s during the age of the Internet revolution. Before that, people chatted more about "computer literacy." But in 1997, Paul Gilster, a historian and educator first coined the term "digital literacy, arguing that digital literacy went beyond just skills in using technology. He said it is about "mastering ideas, not [computer] keystrokes" (Gilster, 1997).

The teachers are the main human resources and make significant contributions to the institutional development's success. Teachers now have a wide range of possibilities for how to teach and study due to the rise of digital information technology. As students and learners are more informed and more responsible, faculty members must prepare themselves by consulting a variety of resources before they can plan for teaching their students. Faculty members are now expected to keep up with emerging trends in teaching, searching, and learning in order to better serve their students.

2. Digital Information Literacy

Information Literacy refers to the ability to recognize when information is needed, locate information, evaluate its credibility and quality, effectively and ethically use that information, properly cite and communicate the acquired knowledge.

Digital information Literacy is the ability to recognize the need for to access, and to evaluate electronic information. The digitally literate can confidently use, manage, create and share sources of digital information in an effective way. Information literacy is defined as the lifelong ability to recognize the need for, to locate, evaluate and effectively use information [American library association: 2006].

Glister (1997) defines digital literacy as, "a set of skills to access the internet; find, manage and edit digital information; join in communication; and otherwise engage with an online information and communication network". In simple terms, digital literacy is the ability

to properly use and evaluate digital resources, tools and services and apply it to their lifelong learning process. The most essential aspect of digital literacy is the ability to make informed judgments about what is found online, for unlike conventional media, much digital information is unfiltered by editors and open to the contribution of all.

3. Review of Literature

A literature review is a piece of academic writing includes a critical evaluation of the material or academic literature on a specific topic placed in context. The researchers have reviewed some recent literature on digital information literacy.

Lankshear and Knobel, (2016) in their paper "Digital Literacy and Digital Literacies" have argued that traditional mainstream accounts of digital literacy are severely inaccurate. Rather than viewing digital literacy as a single phenomenon, it is preferable to consider much digital literacy. The paper finishes by highlighting some of the arguments' consequences for educational policy, practice, and research. an, Burcu etal (2021) have reported that students' skills and awareness about digital literacy vary according to the departments they study and their technology usage habit from there it is suggested both level the user educations prepared following the access to scientific information and to provide the students with opportunities to improve their digital literacy skills. Nisha, G M. (2021) has suggested various types of DIL skills and capability required for Faculty members of ICT, constraints affecting related skills, competencies and presented practical solutions to address the issues and set a benchmark for academic librarians to project and lay out the digital literacy strategy in accordance with the institution's needs.. Chama & Subaveerapandiyam (2023) carried out a study on "digital skills of teachers: A study on ICT use and purpose". From the perspective of a teacher, this research investigates the difficulties experienced in teaching digital capabilities to secondary school pupils in Zambia. Based on this paper's key research objectives. The study findings show that while teachers in Zambia have access to digital devices and possess moderate to high level of digital literacy skills. There are challenges in effectively integrating technology in to the curriculum and instruction.

4. History of NIE, Mysuru

The National Institute of Engineering (NIE) was started in the year 1946, it is considered as one of the oldest and also the most reputed private engineering colleges in Mysuru, Karnataka. The Institutions offer top quality education, training to shape today's youth into the builders and leaders of a prosperous tomorrow. The institution provides an excellent ambience for studies in various subject streams like computer science, information science engineering, electronics and communication engineering, mechanical engineering, civil engineering, Diploma courses and PG programs in various disciplines. In 1958-59, NIE got private-aided institutions status under grant-in-aid code of Karnataka Government and approved by the All Indian Council for Technical Education (AICTE), New Delhi. In 2007, NIE was granted autonomy by Vishvesvaraya Technological University, Belagavi and it has received NAAC and NBA accreditation courses also.

The Library in National Institute of Engineering College was

established during its inception in the year 1946. Now the present collection is more than 1 lakh volumes of books includes Textbooks, reference books like Abstracts, Dictionaries, Yearbooks, and Encyclopedias and other General books including Kannada novels. The Library is also subscribing for more than 19 technical journals, 28 general magazines and has full text online database like IEEE (POP), Elsevier, Springer, Taylor & Francis, Emerald(Publishing), Emerald (Business), ProQuest (e- Journal), Lanquill, (Writing grammar Tool). MAP Systems: Cloud hosted Remote Access services, e-Books: Springer e- Books, McGraw-Hill, Taylor & Francis, ScienceDirectE-Books, New Age International E-Books Mint e-book, Packt, Pearson (e-books) and N-List e-resources (INFLIBNET) and provides lending of books and journals back volumes, photocopying, CD/DVD and internet services, etc.

5. Objectives of the Study

- To study of awareness of digital information sources among faculty members
- To know the frequency of web resource usage by the faculty members.
- To identify the purpose of using digital information sources
- To know about the awareness of IT skills among faculty members
- To identify the type of digital information used by faculty members

6. Methodology, Scope And Limitations Of The Study

To gather data for the current study, the researcher used the survey method and random sampling. A standardized questionnaire on digital information literacy was created and given to 180 academic members at NIE College. Of them, 150 completed questionnaires were returned, representing an 83 percent response rate. Simple statistical methods are used to organize and tabulate the acquired data. The current study's scope is restricted to NIE, Mysuru, and it only comprises college instructors or faculty members.

7. RESULT AND DISCUSSION

7.1 Are you aware and use of digital information sources?

Table 1: Aware and use of digital information sources

S/N	Parameter	No of Respondents	Percentage
1	Yes	150	100.00
2	No	00	00.00
	Total	150	100

The table 1 shows awareness and use of digital information sources among faculty members. It is seen from the table that; 100percent respondents have aware and they are using digital information sources.

7.2 Frequency of access to Digital Information Sources

The below table shows that out of 150 respondents, 50 percent respondents using or accessing digital information daily and 26.66 percent of respondents are using digital information sources once in two days, it is followed by 11.34 percent access thrice in a week; 8 percent access once in a week and only 4 percent of respondents access digital information sources occasionally.

Table 2: Frequency of access to Digital Information Sources

S/N	Frequency	No of Respondents	Percentage
1	Daily	75	50.00
2	Once in two days	40	26.66
3	Thrice a week	17	11.34
4	Once In a Week	12	8.00
5	Occasionally	6	4.00
	Total	150	100

7.3 Do you use below digital Information sources or e-resources?

Table 3: Digital information sources

S/N	Types of Information Sources	No of Respondents	Percentage
1	e- Journals	145	96.66
2	e-Database	142	94.66
3	Open Educational Resources	110	73.33
4	e- Magazines	95	63.33
5	e-Book	74	49.33
6	Institutional Repositories	60	40.00
7	e-Thesis	52	34.66
8	e-Clippings	28	18.66

9	e-News Paper	23	15.33
10	News Groups/ mailing lists	22	14.66
11	Blogs	5	3.33

Note: Multiple Choice options

The above table reveals the type of digital information sources used by the faculty members. It is clear from the table that, 96.66 percent of respondents use e-journals, about 94.66 percent of respondents use e-Database. It is followed by 'Open Educational Resources' 73.33 percent 'e-Magazine' 63.33 percent 'e-Book' 49.33 percent 'Institutional Repositories' 40 percent. Only few respondents use e-Newspaper, mailing lists and blogs accounting 15.33 percent, 14.66 percent and 3.33 percent respectively.

7.4 Purpose of Using of Digital Information Sources

Table 4: Purpose of Using of Digital Information Sources

S/N	Types of Information Sources	No. of Respondents	Percentage
1	To prepare course material for teaching	122	81.33
2	To write paper for publications	71	47.33
3	To conduct research activity	68	45.33
4	To carryout project works	60	40.00
5	To update subject knowledge	56	37.33
6	To organize seminars or Workshops	22	14.66

Note: Multiple Choice options

The above table depicts the purpose of use of digital information source. Majority 81.33 percent of respondents use 'to prepare course material for teaching' about 47.33 percent of respondents opine that they use for 'to write paper for publication'. It is followed by 'to conduct research activity' 45.33percent 'To carryout project works' 40 percent ; 'To update subject knowledge' 37.33 percent and only 22 respondents access digital information to organize seminars and workshops.

7.5 Are you familiar with IT/Digital Literacy Skills

The table 5 shows the Information technology skills of the faculty members. 100.00 percent respondents says that they are very familiar with internet/browsing skill, about 90 percent of faculty members opine that they are familiar of use MS-Office /DTP Tools. Nearly 66.33 percent of respondents familiar with multimedia/social media tools. And only 30 percent of respondents familiar with programming languages.

Table 5: Are you familiar with IT Skills

S/N	Types of IT Skills	No of Respondents	Percentage
1	Internet/ browsing skill	150	100.00
2	Multimedia/ social media tools	100	66.33
3	MS-Office/DTP Tools	135	90.00
4	Programming language	45	30.00

Note: Multiple Choice options

7.6 How to access digital information sources

Table 6: How to access digital information sources

S/N	Types of Search Tools	No of Respondents	Percentage
1	Search Engines	122	81.33
2	Subject Gateways	60	40.00
3	Digital Libraries	30	20.00
4	Online Bibliographic Database	22	14.66
5	Web portals	16	10.66

Note: Multiple Choice options

The table-6discussed how the faculty members access digital information sources. We can observe from the table that, majority of respondents numbering 81.33percent access through search engines. About 40 percent of respondents access information through subject gateways. It is followed by 'Digital libraries' accounting 20 percent 'online bibliographic database' 14.66percent and only 10.66 percent of respondents' access digital information through web portals.

7.7 Are you interested to attend digital literacy program?

The below table 7 shows the faculty opinion about attending digital

literacy program. It is clear from the table that; 100 percent of respondents have shown interest in attending digital literacy program organized by the library.

Table 7: Are you interested to attend digital literacy program?

S/N	Parameter	No of Respondents	Percentage
1	Yes	150	100.00
2	No	00	00.00
	Total	150	100

8. Major Findings:

The major findings of the study are as follows:

- All the faculty members are well aware and they are using digital information sources.
- About fifty percent of respondents using or accessing digital information daily.
- Majority 96.66 Percent of respondents use e-journals, about 94.66 percent of respondents use e-Database. It is followed by 'Open Educational Resources' 73.33 percent.
- Majority 81.33percent of respondents use digital information sources 'to prepare course material for teaching'.
- All faculty members are very familiar with internet/browsing skill, about 90 percent of them familiar of use MS-Office /DTP Tools.
- More number 81.33 percent of respondents' access digital materials through search engines. About 40 percent of respondents access information through subject gateways.
- All faculty members are eager to learn or know about digital literacy.

9. SUGGESTIONS AND CONCLUSION:

Digital literacy is the ability to locate, organize, understand, evaluate, and analyze information using digital technology (Tabusum et al. 2014). The majority of information resources are now available in digital format because to advances in technology. Users of libraries must understand how to use them, access their collections of information, and use the library in the digital age. According to this research study, the faculty members are well aware of digital literacy and they are using it for their academic and research activities. Majority of faculty members exclusively use search engine only. They are not fully aware about other information sources like subject gateways, digital libraries, bibliographic databases, web portals etc. and moreover all faculty members are eager to learn about digital literacy So, the library department must conduct digital literacy program regularly to educate and motive faculty members to use, critically evaluate digital information and make decisions about how to use this information in different real-life contexts.

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