Digital Information Literacy Skills A Survey Among Users of City Central Library, Belgaum

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Abstract:

Digital Information literacy is the set of skills and knowledge that allows people to find, evaluate and use of information that they need, Information technology skills are the basic skills to be acquired in the use of information. In the era of lifelong learning Digital information literacy is relevant for all age group citizens. Digital Information literacy is considered to be the standard for acquiring higher education. Library and information skills, internet skills and computer skills are now integrated into Digital information literacy skills. The paper highlights the ways and means the users search the information from different digital information sources. Further, the study finds the digital information resources used by the city central library users to get information relating to their interesting areas.

Keywords: Digital information Literacy, Users, City central Library, Computer knowledge.

Introduction:

Digital Literacy has led to great increases in information that can be conveniently and quickly accessed and facilities the collaboration and sharing of computer knowledge. In the 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. The process of

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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 to many job application. The Department Education, Training and Employment states that "to live and work in the technology enabled world of the 21st century, high level skills in the use of information and communication technology (ICT) are essential for all citizens".

Digital Information Literacy:

Digital literacy is a new literacy, and may it be decomposed into several sub-literacy's. One such decomposition considers digital literacy as embracing computer literacy, network literacy, information literacy and social media literacy. Previous conceptualizations of digital literacy focused on the practical skills associated with using computers (now considered computer literacy). These include hardware skills, such as connecting devices, and software skills, such as using application packages. Contemporary conceptualizations of digital literacy add to these traditional skills, and embrace knowledge, skills, attitudes and behaviors, particularly with respect to networked devices (which include smart phones, tablets and personal computers). Digital literacy differs from computer literacy in a number of significant ways. While it embraces the practical skills that computer literacy incorporates, there is a much greater focus on sociological, political, cultural, economic and behavioral aspects of digital technologies. Digital literacy is the ability to locate, organize, understand, evaluate, and analyze information using digital technology. It involves a working knowledge of current high technology, and an understanding of how it can be used. Digitally literate people can communicate and work more efficiently, especially with those who possess the same knowledge and skills. Research around digital literacy is concerned with wider aspects associated with learning how to effectively find, use, summarize, evaluate, create, and communicate information while using digital technologies, not just being literate at using a computer.

Digital Literacy and Library:

One of the task force's first acts was to determine a common definition of digital literacy that would speak to all types of libraries and the diverse communities they serve. Digital literacy is the ability to use information and communication technologies to find, understand, evaluate,

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create, and communicate digital information, an ability that requires both cognitive and technical skills.

In addition to supporting access to information, community development and lifelong learning, libraries continue to support literacy. Literacy remains central to the ability to learn, grow and achieve in society. Libraries support all literacies—from basic reading and writing to digital literacy to literacies in specialized areas like health, financial or government information. Libraries meet people where they are and provide supports that deepen the literacy skills needed for people to survive and thrive in the digital age. Policymaking should reflect multiple dimensions: digital literacy is the ability to use information and communication technologies to find, understand, evaluate, create and communicate digital information. Basic reading and writing skills are foundational; and true digital literacy requires both cognitive and technical skills.

Methodology:

Keeping in view the above objectives in mind, total 120 questionnaires were randomly distributed among the city central library users in Belgaum city. In addition to questionnaire method, interview and observation method were also used to know digital information literacy skills among them, 79 filled in questionnaires were received back this constitutes with the response rate of 66% of the total response and same was used for analysis and interpretation purpose.

Objectives:

➢ To know the purpose of using digital information resources.

➢ To find out the computer and internet literacy skills of city central library users.

➢ To know the frequency using digital information resources.

➢ To know the users familiarity with the digital information sources.

➢ Finally to know the users options and suggestions about the importance of information literacy.

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Scope:

The study covers only users of City Central Library in Belgaum to know their digital information literacy skills.

Data Analysis:

Gender wise distribution:

The gender-wise analysis of response data indicates the extent of use of city central library by male and female users. Therefore, the investigator has analyzed the responses gender-wise.

Table-1: Gender wise distribution of respondents

Sl. No.	Gender wise	Respondents	Percentage
1	Male	53	67.08
2	Female	26	32.91
	Total	79	100

The table describes the gender-wise distribution of respondents in which 53 (67.08%) were male and 26 (32.91%) were female.

Age-wise Distribution:

The age-wise analysis of response data indicates the extent of use of city central library by users belonging to different age groups. Therefore, the investigator has analyzed the responses age-wise.

Table-2: Age wise distribution of respondents

Sl. No.	Age in years	Respondents	Percentage
1	21-25	27	34.17
2	26-30	19	24.05
3	31-35	11	13.92
4	Above 36	22	27.84
		79	100

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The table shows that out of 79 respondents 27(34.17) belong to the age 21-25 years and 26-30 age group users are responding 19 (24.05%) respectively. Those users who belong to the age group of 31-35 are 11(13.92%) and above 36 age groups are responding 22 (27.84%) respectively.

Ability to user computer:

Table-3: Ability to using computer

Sl. No.	Ability in using computer	Respondents	Percentage
1	Have ability	65	82.28
2	Do not have Ability	14	17.72
	Total	79	100

The above table shows that out of 79 respondents 65(82.28%) of users have the ability to use computer, 14(17.72%) of users are not having ability to use computers.

Frequency of using computer:

Table-4: Frequency of using computer

Sl. No.	Frequency of using computer	No of respondents	%
1	Every day	55	69.62
2	Once in two days	9	11.39
3	Thrice a week	7	8.86
4	Once in a week	5	6.32
5	Occasionally	3	3.79
	Total	79	100

The table -4 shows that majority of the users i.e. 55(69.62%) are using computer every day, 9(11.39%) of the using computer one in two days, 7(8.86%) of them using computer thrice a week, 5 (6.32%) of users are using computer once in a week, remaining 3(3.79%) of users are using occasionally.

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Formal training to use of computers:

Table-5: Formal training to use of computers

Sl. No.	Formal training in use of computers	Respondents	%
1	Undergone	64	81.02
2	Not undergone	15	18.98
	Total	79	100

The table – 5 shows majority of the users i.e., 64(81.02%) of the respondents have undergone formal training to use computer, as against 15(18.98%) of them have not undergone any formal training to use of computer.

Use of Internet:

Table-6: Use of internet

Sl.No	Use of internet	Respondents	%
1	Use	68	86.07
2	Do Not use	11	13.93
	Total	79	100

The above table shows majority i.e., 68(86.07%) of the respondents have knowledge of using internet as against 11(13.93%) of them don't possess the knowledge to use internet. Some of the users mentioned using computer private institutions and browsing centers.

Use of search Engine:

Table-7: Use if search engine for search information

Sl.No	Search Engine	Respondents	%
1	Google	72	91.14
2	Yahoo	14	17.72
3	Ask	8	10.13

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The table shows that 72(91.14%) respondents use Google as their search engine, 14(17.72%) use Yahoo search engine, 8(10.13%) of them mentioned the other option he prefers to use Ask search engine.

Frequently used location of accessing digital information resources:

Table-8: Frequently used location in accessing digital information resources.

Sl. No.	Location of digital information resources access	Respondents	%
1	Home	18	22.78
2	Cyber cafe	30	37.97
3	Library	35	44.30
4	Smart phone & Others places	16	20.25

The above shows out 79 respondent 35(44.30%) of respondents are using digital resources at their library, 30(37.97%) Users are using digital information resources at cyber café, 18(22.78%) of them are using sources at their home, remaining 16(20.25%) of them mentioned other places that they are accessing digital resources in their Smart phone and other places.

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Purpose of using digital information resources:

Table-9: Purpose of using digital information resource

Sl.No	Purpose of using digital information Resources	Respondents	%
1	Sending e-mail/communication	72	91.13
2	Career purpose	38	48.10
3	Searching and locating general information	28	35.44
4	Teaching purpose	12	15.18
5	E-books/ E-journals etc.	4	5.06
6	Recreational purpose	8	10.12
7	Blogging	6	5
8	Downloading games	7	5.83
9	Other purpose	9	11.39

The table above shows that 72(91.13%) respondents sated that they use digital resource to send e-mail/communication, 38(48.10%) respondents stated that they use digital information to know about career information. There are 28(35.44%) respondents who use digital information to search and locate general information, 12(15.18%) to prepare teaching purpose, 4(5.05%) to collect e-books/e-journals. There are 8(10.12%) respondents each who use digital information sources to recreational purpose, 6(5%) respondents users are blogging purpose, 7(5.83%) respondents are downloading games purpose. There are 9(11.39%) respondents who use for others purposes like for preparing competitive examination, etc.

Users Familiarity with digital information sources:

Table-10: Users familiarity with Digital information Sources

Sl.No	Familiarity digital information sources	Respondents	%
1	Websites	75	94.93
2	E-news papers	12	15.18

3	CD-ROMs/Pen drive	29	36.70
4	Databases	7	8.86
5	E-journals	22	27.84
6	E-books	9	11.39

Table 10 shows that all the 75(94.93%) respondents are familiar with the use of websites, 12(15.18%) of them familiar with the e-newspapers, 29(36.70%) of them familiar with DC-ROMs/ Pen drive, 7(8.86%) of them familiar with Databases, 22(27.84%) users responding E-journals, remaining 9(11.39%) of them familiar with E-books.

Findings:

➢ Out of 79 respondents, respondents, 65 (82.27%) of user have the ability to use computer, 14(13.92%) of users are not having ability to use computers.

➢ Majority of the users i.e., 55 (69.62%) are using computer every day.

➢ Majority of the users i.e., 64 (81.02%) of the respondents have got formal training in using computer.

➢ Majority i.e., 68 (86.07%) of the respondents use internet.

➢ All the 72 (91.14%) respondents use Google as their search engine and 14 (17.72%) use Yahoo search engine.

➢ Out of 79 respondents, 35 (44.30%) of respondents are using digital resources at their library, 30 (37.97%) users are using digital information resources at cyber café, 18 (22.97%) of them are using sources at their home.

➢ Out 79 respondents, 72 (91.13%) stated that they sue digital resources to send e-mail/communication. Followed by this, 38 (48.10%) respondents stated that they use digital information to know about career information. There are 28 (35.44%) respondents who use digital information to search and locate general information, 12 (15.18%) to prepare teaching purpose.

➢ All the out of 79 respondent 75 (94.93%) are familiar with the use of websites, 29 (36.70%) of them familiar with the CD-ROMs/pen drive, 22 (27.84%) of them familiar with E-journals, 12 (15.18%) of them familiar with e-newspapers, 9 (11.39%) of them familiar with E-books, remaining 7 (8.86%) of them familiar with Database.

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Suggestions:

➢ The library staff of city central library's need to change their roles and the ways in which they provide services in response to the recent developments in web technologies. There is a need to provide training for library staff in making users more information literate.

➢ City central libraries need to purchase computers with internet connection to facilitate access to digital information its users as majority of the users are digital information literate.

➢ City central libraries need to acquire e-resources addition to its printed collection.

➢ The establishment of a Nation Information Literacy Program will enable to transform vision of an information society into reality and a better informed, a more involved and effective citizenry

Conclusion:

This paper was discus with the study of the 'digital information literacy skills among users of city central library, Belgaum'. Digital literacy is those capabilities that mean an individual is fit for living, learning and working in a digital society. It is about being able to make use of technologies to participate in and contribute to modern social, cultural, political and economic life. There is an unprecedented requirement for people of all ages to have digital literacy skills for a wide variety of reasons, including employability, to reach full potential in library and for active engagement in digital world at all ages, at the end, some of the suggestions to increase to awareness among the user community by providing effective digital information literacy programmes.

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