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# **Influence of Digital Information Literacy among the users of PES University Library: A Study**

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## **ABSTRACT**

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.

**KEYWORDS:** Digital, Information, literacy, University, Users, Library.

## **1. INTRODUCTION**

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.

## **1.1 Meaning of information literacy**

Information Literacy defines **information literacy** as "... the hyper ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand".

A number of efforts have been made to better define the concept and its relationship to other skills and forms of literacy. Although other educational goals

### **1.1.1 Digital information literacy**

Digital information literacy is the ability to find the evaluate, utilize share and create content using information technologies and the internet interest.

Digital information literacy concept that is closely related to digital competences was introduced by glister in his book of the same name (1997). Glistner has to define.

digital literacy is the ability to properly use and evaluate digital resources tools and Services apply is their life long process", he also emphasized the importance of digital technologies as an essential life skills ", it includes knowledge , skills and behaviors involving the effective use of digital devices such as smart phones tablets and laptops for purpose of communication

## **1.2 Need for the study**

Digital literacy initially focused on digital skills and standalone computers but the focus has moved from stand alone to network devices. Digital information literacy is distract from computer literacy and digital skills the ability use digital technology, communication tools or network to locate, evaluate, use and create information. The ability to understand and use information in multiple formats a wide range of sources when it is presented via computers. A person's ability to perform tasks effective in digital environment literacy includes the ability to read and interpret media, to reproduce data images through digital manipulation and to evaluate and apply new knowledge gained from digital environments,

- Evaluate the result of information searchers.
- Become a lifelong independent leader.
- The digital divide as a simple dichotomous phenomenon: the role of IT literacy.
- The digital divide as a multi-dimensional phenomenon: the role of IT literacy.
- Internet access, internet use, and IT literacy.

## **1.3 Objectives of the study**

**The following specific objectives were made for the present study:**

1. To know the importance of the information communication technologies in library and information centers in the digital era.
2. To examine the digital literacy among the research scholars and student community.
3. To know the knowledge of research scholars and student community on digital information resources.

## **1.4 Methodology**

The questionnaire method was used to collect primary data in this study. For the purpose of the study primary data, secondary data and information was collected from the library and internet sources a structured questionnaire seeking information on computer literacy, digital information literacy competency, training and orientation, the role

played by the library, etc., designed and distributed digital information literacy among the users of the PES University Library

### **1.5 Literature of Review**

**Kumari & Mallaiah (2017)** Explained the prime aim of this study is to assess Digital Information Literacy of the faculty members of the Sahyadri College of Engineering and administration, Mangalore and to determine their strengths and weaknesses... Further, the study finds the digital information resources used by the faculty members to get information relating to their own areas. This study will definitely help to arrange different information literacy programs in the college to promote and to develop the information literacy skills among faculty and to improve the teaching quality. The faculty members must know how to access, store, use and dissemination of information.

**Sinha (2016)** Defined the digital information literacy, as the recent concept of information literacy enable to the user of digital recourse to access, collect, evaluate, synthesis and use the required information at the right time in the right way and in right form. Objective is to determine the literacy of using digital resources of the postgraduate students of Visva-Bharati, the first central university of independent India. University library or library attached to the individual departments should come forward towards increasing digital literacy among the students by organizing user- friendly guidance and/or orientation programmers' at regular levels. At regular intervals, evaluation of information literacy of using digital resources and/or services should be conducted.

### **1.6 Growth and development of PES University Library Resources and information services of PES University Library**

PES was established in 1972 At Bangalore, The silicon valley of India. PES is focused on Four Main Educational Areas: Engineering, Medicine, Management and life science. The Institutions offer Both Foundation Courses In these Areas, as well as Specialization with a Bachelors/ Master/ PhD degree.

PES University Central Library Was Established in 1988. The Library is committed to provide outstanding Resources, Service and space to enrich the research, Learning, Teaching and Creative Activities of PES University Faculty, Students and Staff. The Library Has an Impressive Collection Comparison A wide running Information Source Like Books, journals, Conference proceedings, Project Report, Institutional repositories, Electronic resources like E-Books, E- Journals, CDROMS, Standards, etc.

#### **1.6.1 About the PES University Library: A brief profile**



PES University, located in Bangalore, India is one of the country’s leading teaching and research universities. The University is committed to providing “education for the real world” that inspires students to realize their potential. Our students graduate with the ability to adapt to an intellectually and technologically changing environment. Over the years, we have accomplished this with the participative efforts of the management, staff, students and parent.

**1.7 PES University Library Collections**

The library provide following collections:

Document Resources	Total Collections
Books	105204
E-Books	13113
Print Journals	212
CD-ROMs	7020
Project reports	1983
Bound Volumes	3796
E-Journals	6197
Standards	399
Document Resources	Total Collections
Visitors	1,07,518
OPAC Viewers	3,13,717
Loan & Renewals	56,800
Plagiarism Check	1100
Queries	6,000
Institutional Repositories	413

**1.8 Electronic resource**

Search in This Library For electronic resources, Library Having Totally recently collections updated they are

Number of collections	Name of collections
103662	- Books
13290	- E-Books
185	- Print Journals
6197	- E-Journals
3796	- Bound volumes
7094	- CD-ROMs
416	- Standards
2597	- Project Reports

**1.9 PES University Library Services**

The following Service and Provide the library. They are

Documents Circulation	Online information	Photocopy service
Inter Library Loan	CD-ROM Search	Current awareness service
Newspaper clipping	Content Page Service	Document printing Service
Audio-Visual service	Document delivery Service	SMS alert for overdue Book

## **2. OPAC (ONLINE PUBLIC ACCESS CATALOGUE)**

Each and every member has access to this module. This is used to search items in the local as well as browsing information available in the web. The web search can be done only if the internet connection is on.

Material search Web search

Material list search	Purchase requisition search	Set background color search
Reservation search	Holidays search	Set background picture
Transaction search	SDI key word search	
Purchase requisition	Library collection search	

### ➤ **Digital library and virtual library:**

The available e-material in the PES Digital Library can be accessed by logging into the digital library and selecting Material Category Digital Library. Faculty and students who are interested to upload the material which are published by them, often used by them can e-mail the articles, drawing etc., to the following address [librarian@pes.edu](mailto:librarian@pes.edu)

Has a collection of open source materials available on the Internet which are relevant to the courses conducted in our college and other PES Group of Institutions

### **SMS Alert**

Central library will send SMS alerts for overdue books; members are requested to promptly respond.

### ➤ **Institutional membership**

The Library has institutional membership with the following organizations for accessing their resource and services.

1. Indian Institute of Management (IIMB), Bannerghatta Road, Bangalore.
2. JRD Tata Memorial Library, Indian Institute of Science (IISc), Bangalore.
3. British Council, Prestige Takt 23, Kasturba Road Cross, Bangalore.
4. National Law School of India University (NLSIU), Nagarbhavi, Bangalore.
5. Institute for Social and Economic Change (ISEC), Nagarbhavi, Bangalore.
6. Developing library network (DELNET), New Delhi.
7. The Case Centre, UK.

### ➤ **Library technology used**

@Classification: Dewy Decimal Classification (DDC)

@Cataloguing: Anglo American Cataloguing Rules (AACR2)

@Provision of web OPAC information management: libsoft

@Circulation Management: Bar codes user card Books

### **Facilities**

- Recommending Book- Suggestions register
- Bean Bags facility for Students
- Group Discussion
- Wi-Fi available in campus area
- Drinking Water facilities
- Good and well trained staff

### 3. DATA ANALYSIS AND INTERPRETION

In this chapter an attempt has been made to know the awareness on digital information literacy among the users of PES University Library. For this 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.

#### 3.1 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.

#### 3.2 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** Distribution of Respondent and Rate of Response

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

**Table-2** Respondents by Gender

Gender	Respondents				Total	percentage
	UG	%	PG	%		
Male	39	67.24%	23	51.11%	62	60.19%
Female	19	32.76%	22	48.89%	41	39.81%
<b>Total</b>	<b>58</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>103</b>	<b>100%</b>

The total number of respondents by UG 58 respondents 39(67.24%) male by respondent. 19(32.76%) female respondent and PG Students respondents 45. male respondents 23(51.11%), female 22(48.89%) user's respondents.

**Table-3** Age Group distribution

Age Group	Respondents				Total of	Percentage
	UG	%	PG	%		
18-19	11	18.96%	00	00.0%	11	10.67%

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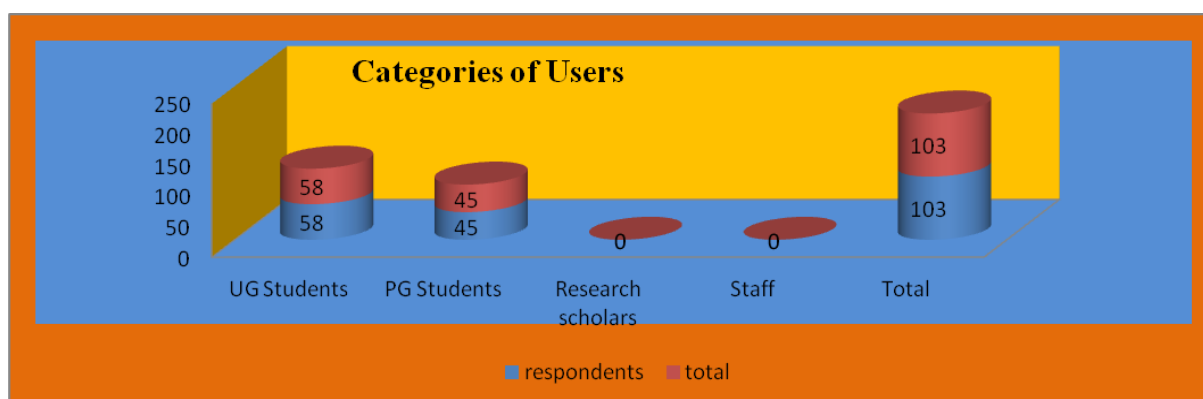
20-25	46	79.31%	44	97.78%	90	87.37%
26-30	01	1.72%	01	2.22%	02	1.96%
<b>Total</b>	<b>58</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>103</b>	<b>100%</b>

The above table explains age group distribution of UG and PG students respectively. in the age group of 18-19 years of the UG students responded nearly 11(18.96%) and there is no same age group of pg students are not there.20-25 age group UG students responds 46(79.31%) and PG 44(97.78%) responded.26-30 age group UG students responds 01(1.72%) and PG 01(2.22%) responded.

**Table-4** Categories of users

Categories of users	Respondents	Total	Percentage
UG Students	58	58	56.32%
PG Students	45	45	43.68%
Research scholars	00	00	00.00%
Staff	00	00	00.00%
<b>Total</b>	<b>103</b>	<b>103</b>	<b>100%</b>

The of use above tables graph represents the categories of users in UG students 58(56.32%) respondents, PG students 45(43.68%) and research scholars and staff are 00(0%) respondents.

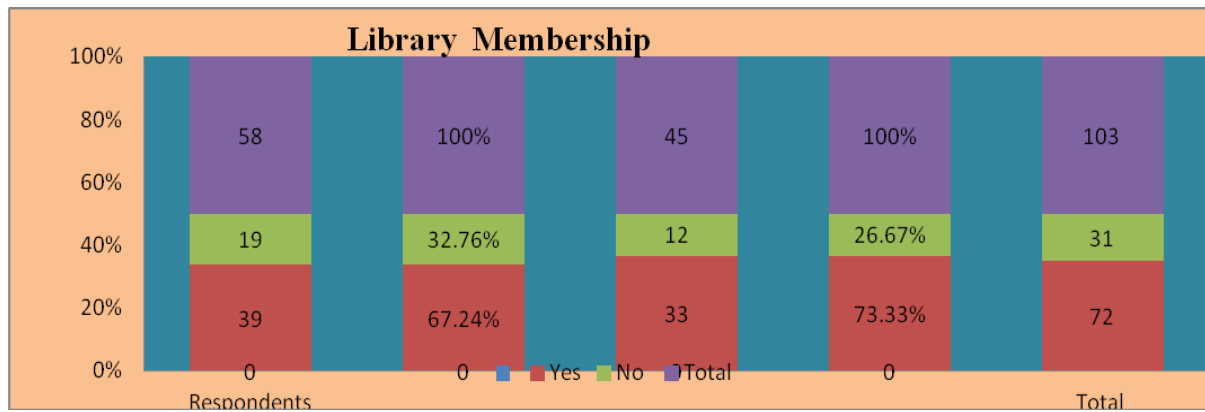


**Graph 1**

**Table-5** Library Membership

Library membership	Respondents				Total	Percentage
	UG	%	PG	%		
Yes	39	67.24%	33	73.33%	72	69.90%
No	19	32.76%	12	26.67%	31	30.10%
<b>Total</b>	<b>58</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>103</b>	<b>100%</b>

The table explain the membership in library the respondents UG students and PG students yes / no UG student's respondents 39(67.24%) and PG student's respondents no 19(32.76%) No UG students respondents 33(73.33%) and PG students respondents 12(26.67%).

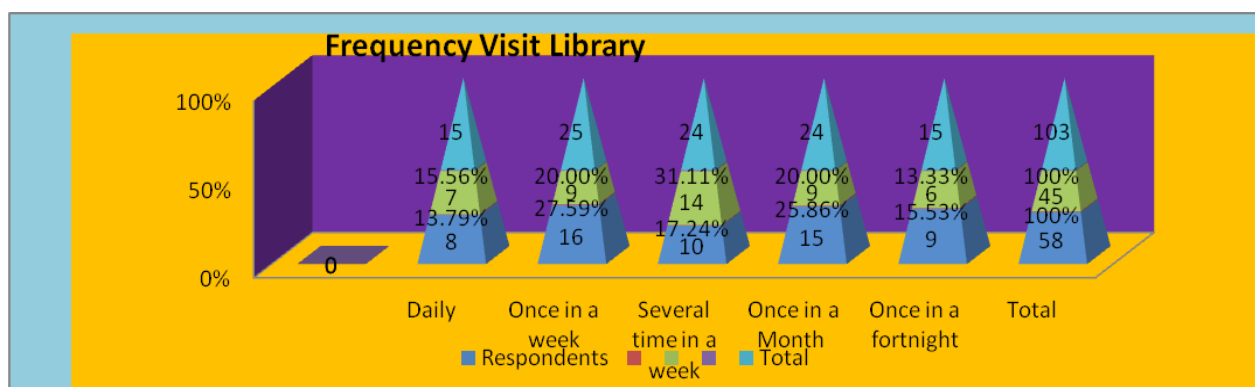


Graph 2

Table-6 Frequency Visit Library

Frequency	Respondents				Total	Percentage
	UG	%	PG	%		
Daily	08	13.79%	07	15.56%	15	14.56%
Once in a week	16	27.59%	09	20.00%	25	24.28%
Several time in a week	10	17.24%	14	31.11%	24	23.30%
Once in a Month	15	25.86%	09	20.00%	24	23.30%
Once in a fortnight	09	15.53%	06	13.33%	15	14.56%
<b>Total</b>	<b>58</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>103</b>	<b>100%</b>

The above tables respondents the frequency of visiting the library among 103 respondents (100%) of them are visiting the library daily 08 (13.79%)UG student’s respondents and PG student’s respondents 7(15.56%). Visiting once in a week 16(27.59%)UG students respondents.PG student’s respondents 9(20.00%). Visiting several time in a week.10 (17.24%) UG student’s respondents. PG students respondents 14(31.11%). visiting once in a month .15(25.86%) UG student’s respondents .and PG student’s respondents 9(20. 00%).Visiting once in a fortnight .UG students 15(25%).respondents and PG student’s respondents 6(5.82%) visiting once in fortnight.



Graph 3

Table-7 Purpose of need information

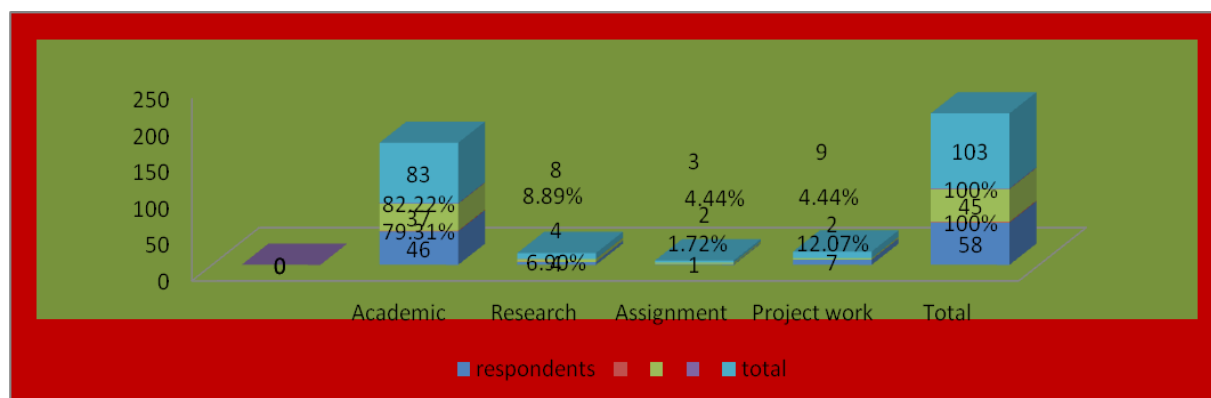
Purpose of need	Respondents				Total	Percentage
	UG	%	PG	%		
Academic	46	79.31%	37	82.22%	83	80.58%
Research	04	6.90%	04	8.89%	08	07.77%



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Assignment	01	1.72%	02	4.44%	03	02.92%
Project work	07	12.07%	02	4.44%	09	08.74%
<b>Total</b>	<b>58</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>103</b>	<b>100%</b>

The table explains the purposes of need information in the library UG student's respondents 46(79.31%) and PG student's respondents 37(82.22%) use for academic purpose. library UG student's respondents 04(6.90%) and PG student's respondents 04(8.89%). use for research work purpose . library UG students respondents 01(1.72%) and PG students respondents 02(4.44%) use for assignments writing. library UG students respondents 07(12.07%) and PG students respondents 02(4.44%) use for project work .

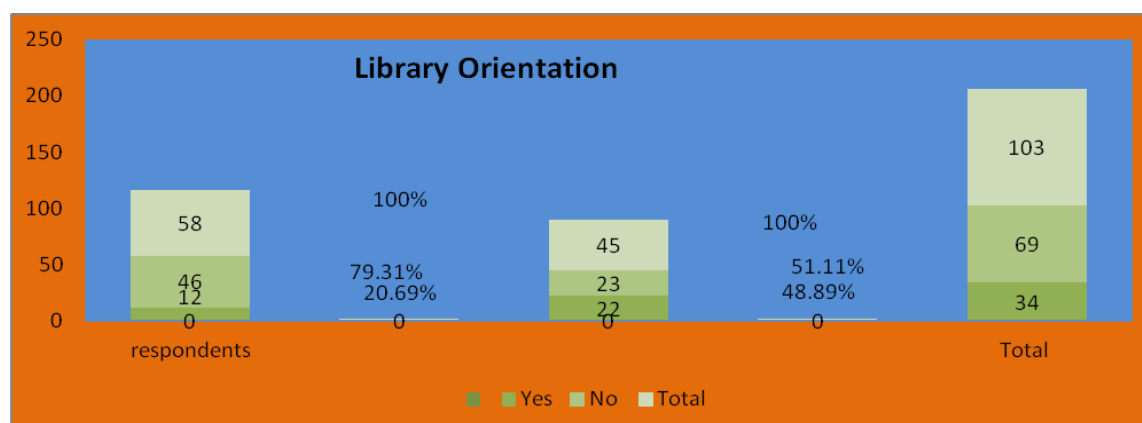


**Graph 4**

**Table -8** Library Orientation

Library orientation	Respondents				Total	Percentage
	UG	%	PG	%		
Yes	12	20.69%	22	48.89%	34	33.01%
No	46	79.31%	23	51.11%	69	66.99%
<b>Total</b>	<b>58</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>103</b>	<b>100%</b>

The table explain library orientation programs the respondents UG students and PG students YES / NO UG students respondents 12(20.69%) and PG students respondents 22(48.89%) . no UG students respondents 46(79.31%) and PG students respondents 23(51.11 %).

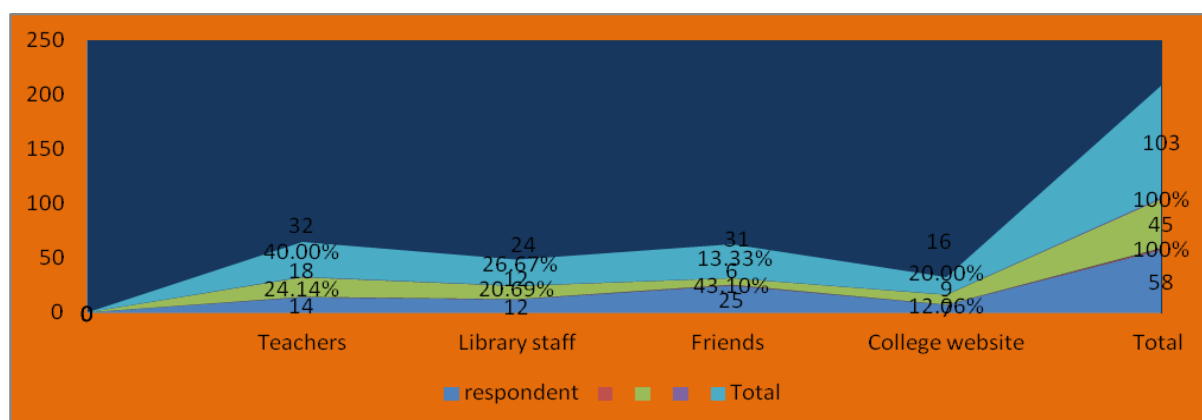


**Graph 5**

**Table-9** Information about E-resources

Information about e-resource	Respondent				Total	Percentage
	UG	%	PG	%		
Teachers	14	24.14%	18	40.00%	32	31.07%
Library staff	12	20.69%	12	26.67%	24	23.30%
Friends	25	43.10%	06	13.33%	31	30.10%
College website	07	12.06%	09	20.00%	16	15.53%
<b>Total</b>	<b>58</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>103</b>	<b>100%</b>

The table shows need information about E resources library UG students respondents 14(24.14%) and PG students respondents 18(40.00%) the information need by the teachers . library UG students respondents 12(20.69%) and PG students respondents 12(26.67%) the information need by library staff . library UG students respondents 24 (26.67%) and PG students respondents 6(13.33%) the information need by friends . library UG students respondents 07(12.06%) and PG students respondents 09(20.00%) the information need by college website. These shows about who give information about e resources user’s respondents.

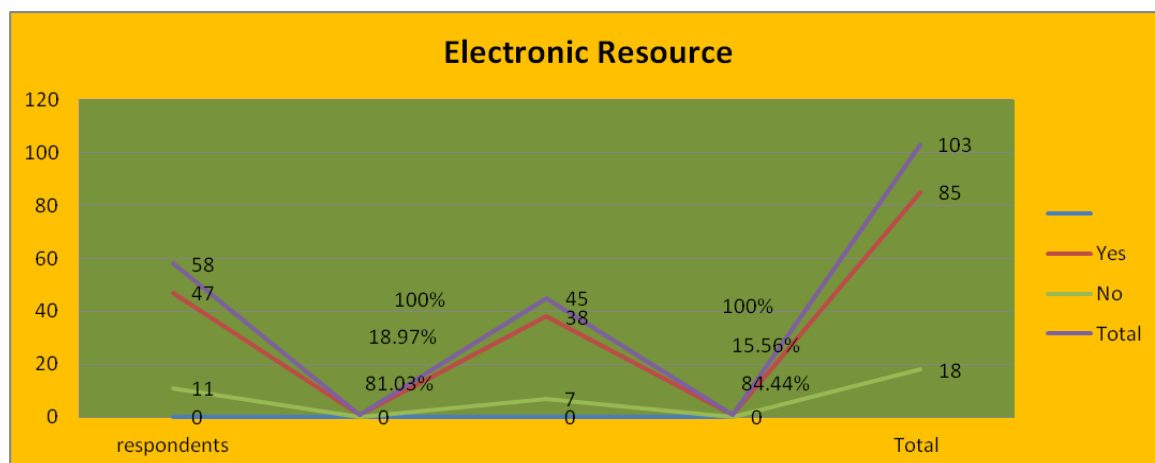


**Graph 5**

**Table -10** Electronic Resources

Electronic resource	Respondents				Total	Percentage
	UG	%	PG	%		
Yes	47	81.03%	38	84.44%	85	82.52%
No	11	18.97%	07	15.56%	18	17.48%
<b>Total</b>	<b>58</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>103</b>	<b>100%</b>

The table shows users use the e- resources library UG students respondents 47(81.03%) and PG students respondents 38(84.44%) using e resources by the users. library UG students respondents 11(18.97) and PG students respondents 07(15.56%). User not using e resources.



**Graph 6**

## **FINDINGS**

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 total number of respondents by UG 58 respondents 39(67.24%) male by respondent. 19(32.76%) female respondent and PG Students respondents 45.male respondents 23(51.11%),female 22(48.89%) users respondents.
3. The categories of users in UG students 58(56.32%) respondents, PG students 45(43.68%) and research scholars and staff are 00(0%) respondents.
4. The membership in library the respondents UG students and PG students yes / no UG students respondents 39(67.24%) and PG students respondents no 19(32.76%) No UG students respondents 33(73.33%) and PG students respondents 12(26.67%).
5. The science students are use website for collecting information.
6. Respondent fined digital information an imperative role to play in finding electronic information.

## **RECOMMENDATIONS**

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

## **CONCLUSION**

There is an educational between the rapidly developing technologies and information available to the user's educating people to use information technologies is becoming an important educational objective for the teaching

community. PES University should take a lead role in spreading knowledge of digital information source. Digital technologies provide engagement that cross borders and time zone, therefore using virtual environment such as digital as a distance delivery platform for university level development student access the global has great potential.

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