Digital Information Literacy of Mangalore University Students: A Study

Lokesha, M.* and Adithya Kumari H.**


ABSTRACT

Nowadays digital information resources have become an essential tool for every learner. One cannot imagine study without it. Such is the bond between these two. This paper investigates the purposes, methods, searching, access, problems, features and types of digital information resources at Mangalore University.

Key Terms: Digital, Digital Information, Digital Information Literacy

INTRODUCTION

Revolutionary advances in computer applications have brought radical changes in the past few decades that have effectively influenced the way information is gathered, organized, accessed, retrieved and consumed. The application of computers in information processing has brought several products and services to the scene. The Internet and digital technology are constantly influencing the development of new modes of scholarly communication. However, their potential for delivering goods is quite vast, as they overcome successfully geographical limitations associated with the print media. Consequently, the distribution time between product publication and its delivery has been drastically reduced. Thus, digital resources could be used for efficient retrieval and meeting information needs which is very important to the university libraries since most of them are used for study purpose. However, it is essential to convince many libraries to move towards digital information resources, which are less expensive and more useful to access. This will strengthen the library users who have limited time to use libraries as well as from outside to access the available digital resources, mainly e-journals, e-books, e-thesis, e-databases / journals gateways / portals, which are replacing the print media. In this way, the library plays a leading role in library relationships and in instructional services such as orientation and training in the use of library resources. If efficient and effective use is to be made of the libraries e-resources, then user training has to be increased in both intensity and coverage. It is important to remember that the library staff keeps up-to-date is necessary, and, therefore, training for them is crucial as well.

Mangalore University Library

Being established in 1980 Mangalore University has now situated in Mangalagangotri campus. Now it has accommodated various essential as well as advanced services to the students such as the browsing, circulation, periodicals, reference, stack, textbooks and language sections. The building also houses an office, acquisition section, technical section, orientation hall, librarian’s room and cyber lab.

Right now, the library is enriched with 205320 books and 23085 back volumes. It has sheltered thousands of reports, theses etc., of a wide variety of subjects. More than 300 research and general interest journals on a wide range of subjects have fund place in the library. In addition to that the access of 8500+ journals in full text in e-form from 25 UGC-INFONET databases available in library.

The special features of the library also include the separate collection of NBHM, USIS, Pavanje Chair photo gallery. A separate corner is reserved in the stack and periodical sections for Shastri Indo-Canadian Institute’s publications that are useful to faculty members, research scholars, PG students, and other users. A collection of reprints and preprints on popular subjects is also made available to the users. Display panels in both the gangways are put actively to disseminate the information on various current information services like admissions.
appointments, book reviews, do you know, faculty publications, fellowships, orientation and refresher course
details and today’s news to the users.

**Literature Review**

Clara & Elizabeth In response to the requirement of a large
number of students of library instruction, the Digital
Information Literacy Office at the University of Texas at Austin
created TILT. Designed to teach a progression of skills,
students learn and practice basic information literacy
concepts through problem-based interactions. Integrating
TILT into the existing freshman library instruction programs
required adjustments by both faculty and library staff.
Comparision students take the tutorial before attending an
assignment-driven library session; as a result, they are more
prepared for advanced research. TILT is promoted by the
administration as a library initiative to support both
undergraduate and distance education. While there have
been some drawbacks, overall benefits and positive impacts
are discussed. Suggestions for future development of the
tutorial in collaboration with other individuals and institutions
are included.

Dupuis technological changes are occurring rapidly. As one
result, students entering college are bringing very disparate
computer skills and attitudes. Some students are reluctant to
embrace new technologies; others demand electronic
resources for all assignments. By considering the computer
access and Internet resources available to elementary
school students today, one can only imagine what the users
of tomorrow will expect from libraries. Although college
students may arrive at the libraries with increased computer
skills, their knowledge of electronic information may be
lacking. Definitions of information literacy and an overview of
information literacy skills are outlined. The digital information
literacy program at the University of Texas at Austin, as well as
the technological environment and facilities at the institution,
serve as a case study for integrating information literacy skills
into traditional services and partnerships.

Inskip this article explains the research information literacy
and digital scholarship project, which was developed by the
Research Information Network and the Society of College,
National and University Libraries and for 12 months between
2012 and 2013 has been evaluating the delivery of digital
information literacy skills in higher education in Great Britain.
In the article, the author offers his opinions on the project and
discusses resources which offer information on related
topics.

Neuman, D., et al. Two teachers and 49 students aged 5 to 8
completed an inquiry-based project formulated around
Neuman’s I-LEARN model, a learning model that builds on
and expands traditional information-seeking models
specifically to address the processes and outcomes of
learning with information. The outcome of the study proved
that model is a useful tool for helping young urban children to
understand and complete research projects. They also
revealed that the 5 and 6 year old kindergarten students in
the study whose fairly young teacher had a background in
school libraries achieved higher levels of digital/information
literacy than did the 7 and 8 year old second-graders whose
vetran teacher did not have such a background. The school
library had been closed because of financial
constraints, and the findings have serious implications for
educating urban students in other schools facing similar
situations.

**Objectives**

- To find the usage of digital information resources
- To know the frequency of use of digital information resources
- To trace the different types of digital information resources
- To know the purpose of digital information resources
- To evaluate the features of digital information resources

**Scope**

The scope of the present study is limited to postgraduate
students of Mangalore University.

**Methodology**

This paper adopted the survey method to collect the data.
The survey method was conducted using a systematic
questionnaire, in about 200 questionnaires were distributed
to the users of various departments, and only 180 responded.
The collected data was classified, analyzed and tabulated
with using SPSS. The data collected from the respondents
are analyzed and presented in the following sections.

- **Discipline-Wise Distribution**

  The questionnaires were distributed for three disciplines. Of
these, 78(43.33%) were from Science, 54(30%) from Social
Science and 48(26.67%) from Commerce and Management.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Respondents</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>78</td>
<td>43.33</td>
</tr>
<tr>
<td>Social Science</td>
<td>54</td>
<td>30</td>
</tr>
<tr>
<td>Commerce and Management</td>
<td>48</td>
<td>26.67</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100</td>
</tr>
</tbody>
</table>

- **Frequency of Using Digital Information Resources**

Table 2 shows the frequency of accessing digital information
resources. Out of 180 respondents, 114(63.33%) were daily
users, 36(20%) respondents accessed the resources 2-3 times
in a week, 18(10%) on a weekly basis, and 12(6.67%) 2-3 times
a month.

<table>
<thead>
<tr>
<th>Frequencies</th>
<th>Respondents</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>daily</td>
<td>114</td>
<td>63.33</td>
</tr>
<tr>
<td>2-3 times a week</td>
<td>36</td>
<td>20</td>
</tr>
<tr>
<td>weekly</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>2-3 times a month</td>
<td>12</td>
<td>6.67</td>
</tr>
<tr>
<td>once in a month</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>total</td>
<td>180</td>
<td>100</td>
</tr>
</tbody>
</table>

- **Place for Accessing**

Table shows the digital information resources being
accessed by the majority of the respondents, i.e., 96(53.33%)
each from the library and residential area followed by
72(40%) from department lab, 36(20%) from browsing center
and 30(16.67%) through other sources.

<table>
<thead>
<tr>
<th>Access Points</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>96</td>
<td>84</td>
<td>180</td>
</tr>
<tr>
<td>(53.33)</td>
<td>(46.67)</td>
<td></td>
<td>(100)</td>
</tr>
<tr>
<td>Residential Area</td>
<td>96</td>
<td>84</td>
<td>180</td>
</tr>
<tr>
<td>(53.33)</td>
<td>(46.67)</td>
<td></td>
<td>(100)</td>
</tr>
<tr>
<td>Dept. Lab</td>
<td>72</td>
<td>108</td>
<td>180</td>
</tr>
<tr>
<td>(40)</td>
<td>(60)</td>
<td></td>
<td>(100)</td>
</tr>
<tr>
<td>Browsing Center</td>
<td>36</td>
<td>144</td>
<td>180</td>
</tr>
<tr>
<td>(20)</td>
<td>(80)</td>
<td></td>
<td>(100)</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>150</td>
<td>180</td>
</tr>
<tr>
<td>(16.67)</td>
<td>(83.33)</td>
<td></td>
<td>(100)</td>
</tr>
</tbody>
</table>
Different Kinds of Digital Resources

Table 4 reveals that 120(66.67%) of the respondents use e-books, newsgroups/ mailing list to promote their knowledge, 72 (40%) use general article and e-journals for research, 138(76.67%) of each use websites and social networks, while e-database, e-books, newsgroups/ mailing list are used by 78(43.33%), 126(70%), 90(50%), respectively.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Digital resources</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E-newspapers</td>
<td>120</td>
<td>60</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(66.67)</td>
<td>(33.33)</td>
<td>(100)</td>
</tr>
<tr>
<td>2</td>
<td>General articles</td>
<td>72</td>
<td>108</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(40)</td>
<td>(60)</td>
<td>(100)</td>
</tr>
<tr>
<td>3</td>
<td>E-journals</td>
<td>72</td>
<td>108</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(40)</td>
<td>(60)</td>
<td>(100)</td>
</tr>
<tr>
<td>4</td>
<td>E-databases</td>
<td>78</td>
<td>102</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(43.33)</td>
<td>(56.67)</td>
<td>(100)</td>
</tr>
<tr>
<td>5</td>
<td>Websites</td>
<td>138</td>
<td>42</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(76.67)</td>
<td>(23.33)</td>
<td>(100)</td>
</tr>
<tr>
<td>6</td>
<td>E-books</td>
<td>126</td>
<td>54</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(70)</td>
<td>(30)</td>
<td>(100)</td>
</tr>
<tr>
<td>7</td>
<td>Social networks</td>
<td>138</td>
<td>42</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(76.67)</td>
<td>(23.33)</td>
<td>(100)</td>
</tr>
<tr>
<td>8</td>
<td>Current events and facts</td>
<td>96</td>
<td>84</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(53.33)</td>
<td>(46.67)</td>
<td>(100)</td>
</tr>
<tr>
<td>9</td>
<td>E-Reference Sources/Directories</td>
<td>96</td>
<td>84</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(53.33)</td>
<td>(46.67)</td>
<td>(100)</td>
</tr>
<tr>
<td>10</td>
<td>Newsgroups/ Mailing list</td>
<td>90</td>
<td>90</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(50)</td>
<td>(50)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

Purpose of Using Digital Information Resources

Fig. 1 indicates the purpose of using digital information resources. A majority of the respondents i.e., 150 (83.33%) stated that they need digital resources to update their subject knowledge followed by 120(66.67%) to prepare for seminar papers, 114(63.33%) required to prepare their notes, 108(60%) for preparing for competitive exams, 102(56.67%) to carry out projects/dissertations and 78(43.33%) to write for assignments.

Different Methods for Searching and Accessing

The table examines the different methods of searching and accessing digital information resources. The majority is 114(63.33%) of the respondents used the library websites, 108(60%) used the search engines, and 78(43.33%) used the library websites and online journal websites.

Rating the Features of Digital Information Resources

Table 6 reveals that the Digital Information Resources had good rating for several features like Accuracy, Authority, Accessibility, Coverage, Easy to use, up-to-date, Flexibility and Hypertext links with the responses rates corresponding with 90(50%), 138(76.67%), 78(43.33%), 66(36.67%), 90(50%), 84(46.67%), 114(63.33%), and 102(56.67%) respondents followed by 108(60%) each for consistency and timeliness. It was also found that the respondents rated a few features of digital information as excellent.

Search Engines Used to Access

The study of the data in Fig. 2 indicates the respondents’ satisfaction in using different search engines to access digital information resources. About 174(96.67%) respondents use the Google search engine, followed by 102(56.67%) using MSN, 96(53.33%) using Yahoo, 78(43.33%) using Magellan, 66(36.67%) using SCIRUS, 42(23.33%) using Bing, 36(20%) using AltaVista and 30(16.67%) using Galaxy.

Infrastructure Facility

Digital library infrastructure facility has become essential for all the libraries. The present study collected data on this, which has been tabulated in Fig. 3. The analysis reveals that out of 180 respondents, 93% have knowledge of digital library infrastructure facility, whereas only 7% of respondents do not have this knowledge.
CONCLUSION

Nowadays digital information literacy is very needful to our educational system. Due to technological advancement, most of the information today is available in the form of digital. So all categories of people must know how to access, store and use the information. They should be digitally literate. Each and every Study should be conducted to help effective use of the digital resources available in the libraries. These types of studies will also help organizations take important decisions while procuring digital information resources for their library or organization.

REFERENCES