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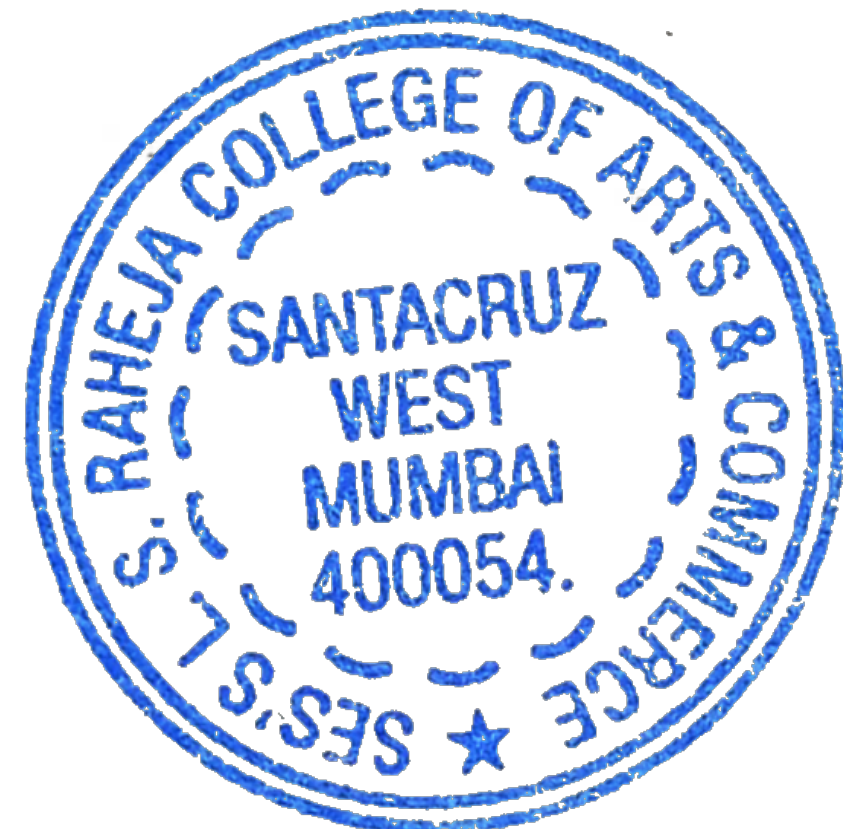
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- १) सम्पादन - प्रकाशन एवं संचालन अवैतनिक
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- ४) सदस्यता फार्म एवं नियमावली अंक के अंतिम पृष्ठ पर देखे।
- ५) जर्नल ऑफ रिसर्च अॅन्ड डेव्हलपमेंट का प्रकाशन प्राध्यापकों को प्राध्यापकों के द्वारा, प्राध्यापकों के लिए एक अव्यावसायिक सहयोगी प्रयास।
- ६) सदस्यता शुल्क का भुगतान नगद मनी ऑर्डर द्वारा जर्नल ऑफ रिसर्च अॅन्ड डेव्हलपमेंट जलगांव के पतेपर भिजवाए।
- ७) मराठी भाषाके शोध पत्र प्रकाशित किए जाएंगे।
- ८) इस शोध पत्रिका को प्रकाशित करते हुए पूर्ण सावधानी बरती गई है। फिर भी किसी प्रकारकी त्रुटि के लिए सम्पादक प्रकाशक मुद्रक जिम्मेदार नहीं होगा। समस्त विवादों का न्यायक्षेत्र जळगांव होगा।
- ९) जर्नल ऑफ रिसर्च अॅन्ड डेव्हलपमेंट में प्रकाशनार्थ प्राप्त होने वाले शोधपत्रों का चयन एव उनकी स्वीकृती। अस्वीकृती का निर्णय संबंधीत विषय के दो विशेषज्ञों की राय से सम्पादन मंडल द्वारा लिया जाता है।

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ROLE OF COLLEGE LIBRARIES IN DEVELOPING DIGITAL LITERACY AMONG STUDENTS: A STUDY

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Abstracts

The main objective of an academic institution is to develop a literate society, and college library plays a major role in developing all literacies from reading, writing to digital literacy. Digital literacy is the combination of cognitive and technical skills. In the 21st century digital world, digital literacy is the vital to the ability to learn, survive and succeed in knowledge society. Digital literacy enables the students to use technologies, internet enabled services and to access, create, organize, store and share the information for research and learning purpose. This study analyzes the role of college libraries in developing digital literacy among students.

Keywords: College Library, Digital Literacy

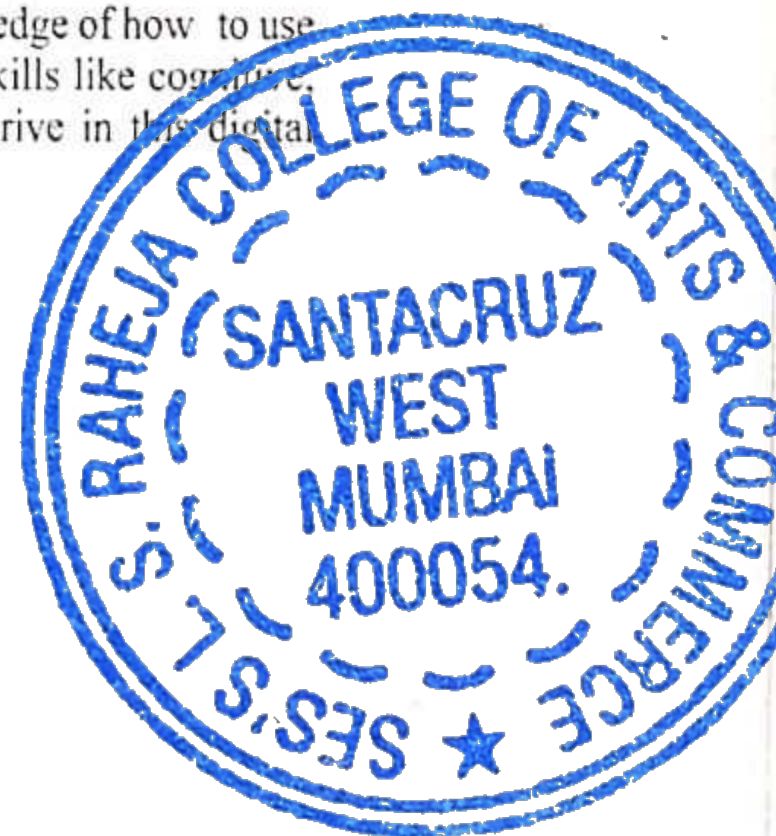
1.1 Introduction

Technological advancement has made a great impact on teaching and learning process. Digital Literacy is another step forward towards the digital information arena. Digital literacy connects the information seekers and information disseminators on 24*7 platform allowing for diverse modes of knowledge interaction. In the digital culture, digital literacy is important commands for students to be digital citizen and allow students to contribute profoundly and carefully. Digital literacy empowers the student to have means and opportunities to benefit from vibrant digital literate milieu. Information is the indispensable component for the spread of knowledge and now a days majority of information is available in digital form. Digital literacy will help to bridge the gap between creators and users of digital information. College library plays an important role by helping the students to understand and benefit from their engagement with digital tools and to develop critical thinking and creativity and knowledge about e-safety and ethical practices while engaging with digital technologies to be a digital citizen.

1.2 Literature Review

Turner (2015). Digital literacy means to have skills and knowledge about the tools which are required to search and evaluate information, to share ideas and to make informed actions to contribute and succeed in the society

According to Eshet (2012), digital literacy is not only about knowledge of how to use software or to operate a digital device; it covers numerous other skills like cognitive, sociological and emotional that users need to own in order to thrive in this digital environment.



Digital Literacy means "the capabilities required to thrive in and beyond education, in an age when digital forms of information and communication predominate" (Beetham, H et al. 2012.)

The study conducted by Scholastica et al. (2016) showed that respondents are of opinion that knowledge of digital literacy enhances the academic performance at a greater extent but the major challenges faced by college libraries are poor internet facilities, lack of ICT infrastructure, lack initiative from libraries for digital literacy programs.

1.3 Objectives of Study

- To identify the role played by college libraries in developing digital literacy among students through its collection, services, infrastructure, staff and organization of digital literacy programs.
- To identify the skills required by the students to be a digital literate.

1.4 Scope and Limitations of Study

Scope of the study is limited to the fully or partially aided Arts, Science Commerce College Libraries in Mumbai Region. (From Dahisar to Churchgate)

1.5 Research Design and Methodology

Research design: The present study is descriptive and analytical in nature.

Sources of Data: This study is based on Primary and Secondary sources of data. Primary data were collected from College Librarians by means of questionnaire.

Sample Size: The sample consisted of 59 College libraries in Mumbai region. (From Dahisar to Churchgate). Out of that 48 responses were received. The final sample amounted to 81.35 per cent of the total population.

1.6 Definition of Concept

In general terms digital literacy is combination of computer/ICT literacy, Information literacy, and Media literacy

- **Computer/ICT Literacy:** It involves computer skill- knowledge of hardware, networking, programming, operating systems and web technology
- **Information Literacy:** it includes identification, location, evaluation, creation, presentation and communication of information
- **Media Literacy:** Knowledge and use of mobile phones, television, radio, Internet, newspapers, magazines, books, billboards, video games, music, and all other forms of media for creation and communication of information

College libraries can develop digital literacy among students by:

- **Library Collection:** Development and provision of digital collection;
- **Library Services:** Provision of digital services;
- **Library Infrastructure:** Provision of adequate infrastructure for equitable access to digital resources and services;
- **Skilled Library Staff;** and
- **Organizing Digital Literacy programs**

1.7 Results and Findings

The study arrived at the following findings based on the results from the analysis of the data gathered:

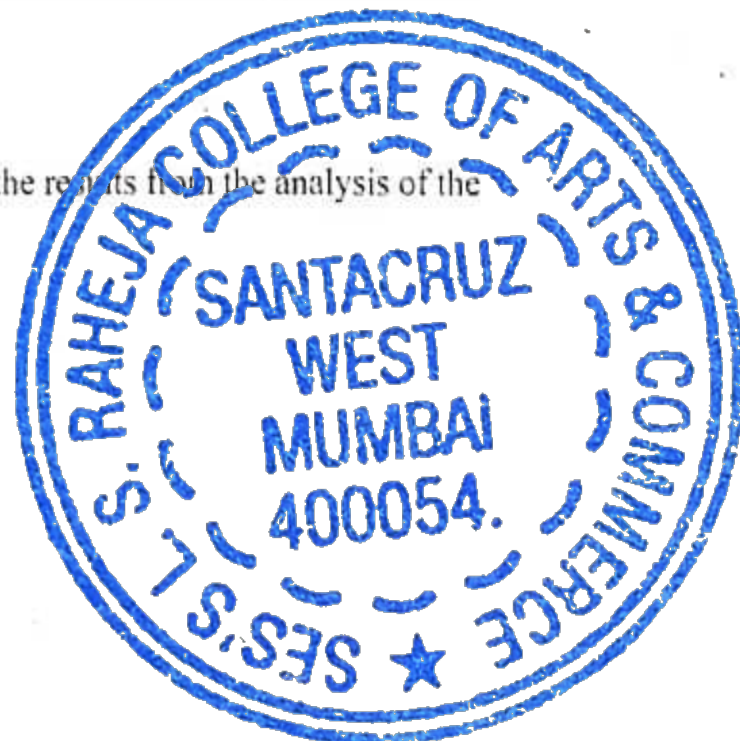


Table I: Respondent Received

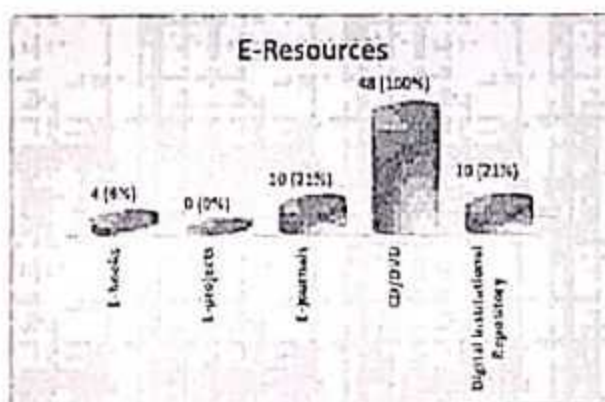
| | | | |
|---|--|----|--|
| | | | |
| 1 | | 48 | |
| 2 | | 11 | |
| | | 59 | |

Data shows that total responses received are 48 out of 59 fully and partially aided Arts, Science and Commerce colleges in Mumbai region. Thus the total responses obtained are 81.36%

Table II: Digital Collection

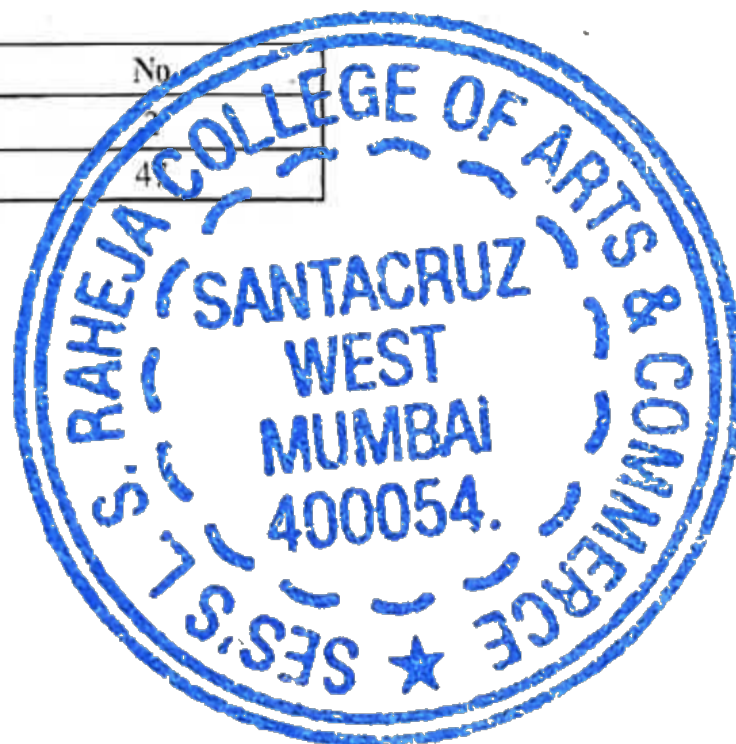
E-Resources

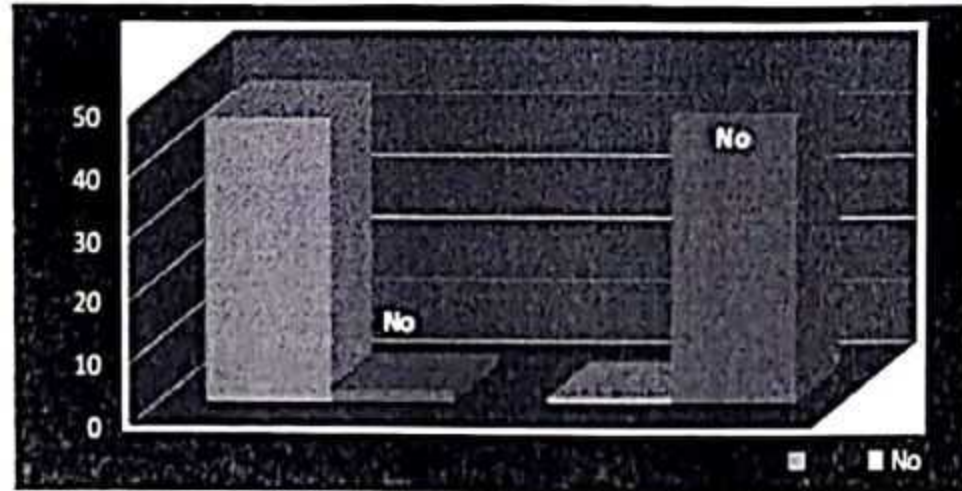
| | | |
|----|----|-----|
| E- | | |
| E- | 4 | 8% |
| E- | 0 | 0% |
| E- | 10 | |
| | 48 | |
| | 10 | 21% |



It is observed from the data that majority of the college libraries that is 48(100%) have CD-ROMS. 10(21%) college libraries have E-Journals and digital institutional repository. Only 4(8%) college libraries have e-books in their collection. Whereas, no college libraries have e-projects.

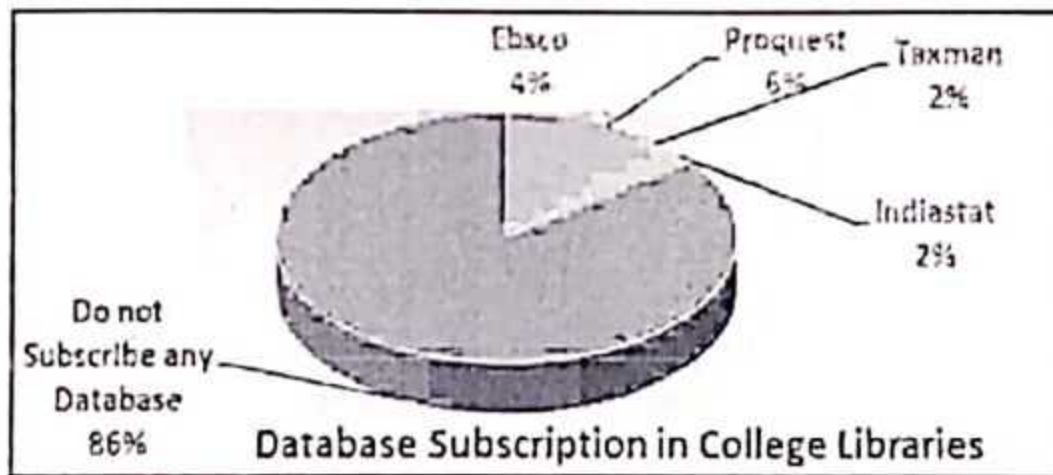
| | | |
|--|-----|----|
| | Yes | No |
| | 46 | 2 |
| | 1 | 4 |





Data reveals that majority of the college libraries i.e 46 (96%) have membership of INFLIBNET N-LIST network. And only one college library has membership of DELNET. It shows that majority of the college libraries depend on INFLIBNET N-LIST for e-resources

| E- | | |
|----|----|-----|
| | 2 | 4% |
| | 3 | 6% |
| | 1 | 2% |
| | 1 | 2% |
| | 41 | 86% |
| | 48 | |



Data shows that majority of the college libraries 41(86%) do not subscribe any database. Very few college libraries subscribe to Ebseo, Proquest, Taxman and Indiastat. IN short collection of digital resources in form of e-books, e-journals, digital institutional repository in college libraries are very poor, which helps the libraries in navigating students from traditional learning to e-learning

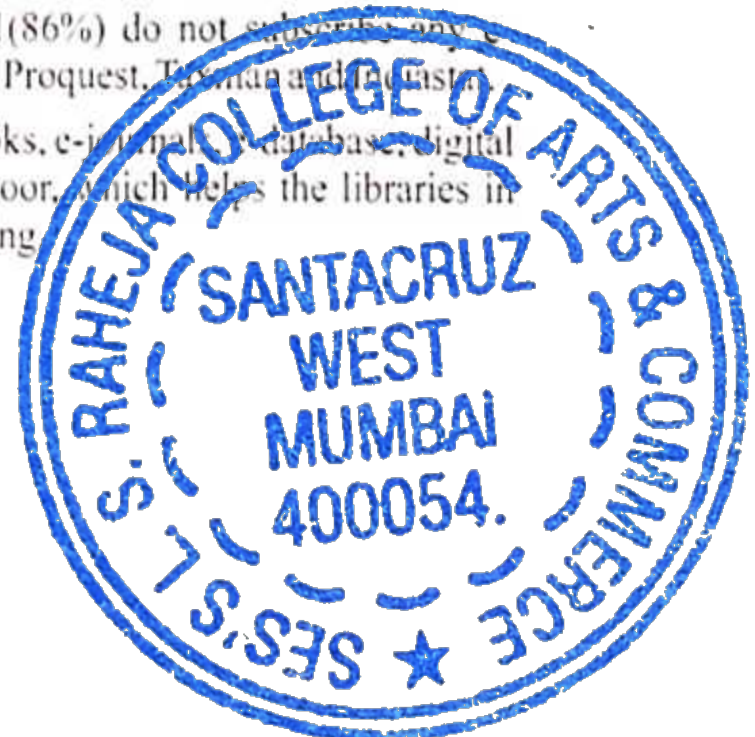
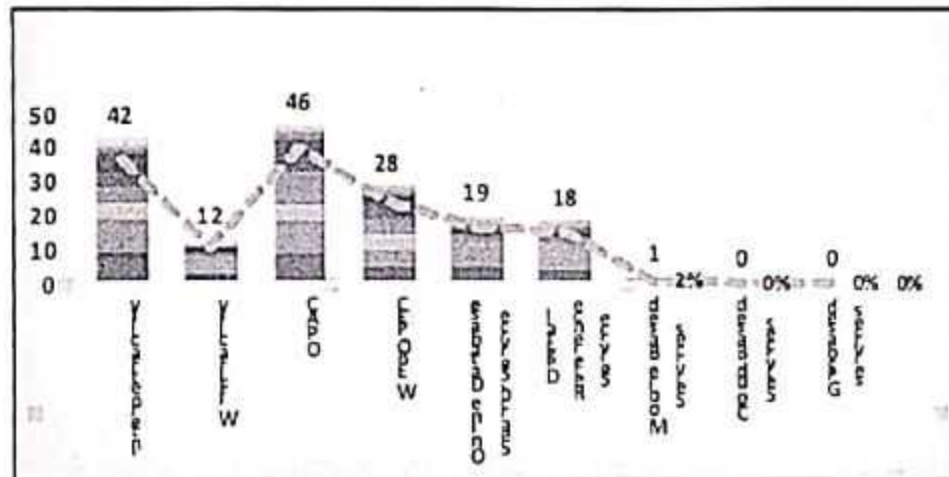


Table III: Digital Services

| | | | |
|---|------|----|----|
| 1 | | 42 | |
| 2 | Wi- | 12 | |
| 3 | OPAC | 46 | |
| 4 | | 28 | |
| 5 | | 19 | |
| 6 | | 18 | |
| 7 | | 1 | 2% |
| 8 | | 0 | 0% |
| 9 | | 0 | 0% |



It is observed from the data that, majority of college libraries, 42(88%) provides internet facility which helps the students to access, locate and communication of information, still only 19(40%) college libraries provide online database services, 46(96%) college libraries have OPAC facilities which allows students to access the library collection within the campus, but only 28(58%) college libraries have WEBOPAC facility, which allows students to access library collection remotely.

Today's user want information on their fingertips, still only 18(38%) college libraries provide digital reference services.

Majority of the students are using smart phone and laptops, Wi-Fi facility will encourage more number of students to access digital resources and services, it is observed that 12(25%) college libraries provide Wi-Fi facilities to their students.

Only one college library provide mobile based services and no college libraries provide cloud based and GIS based services to the students.

Provision of digital services plays a major role in developing digital literacy among students, but the data shows that the range of digital services offered by college libraries are poor.

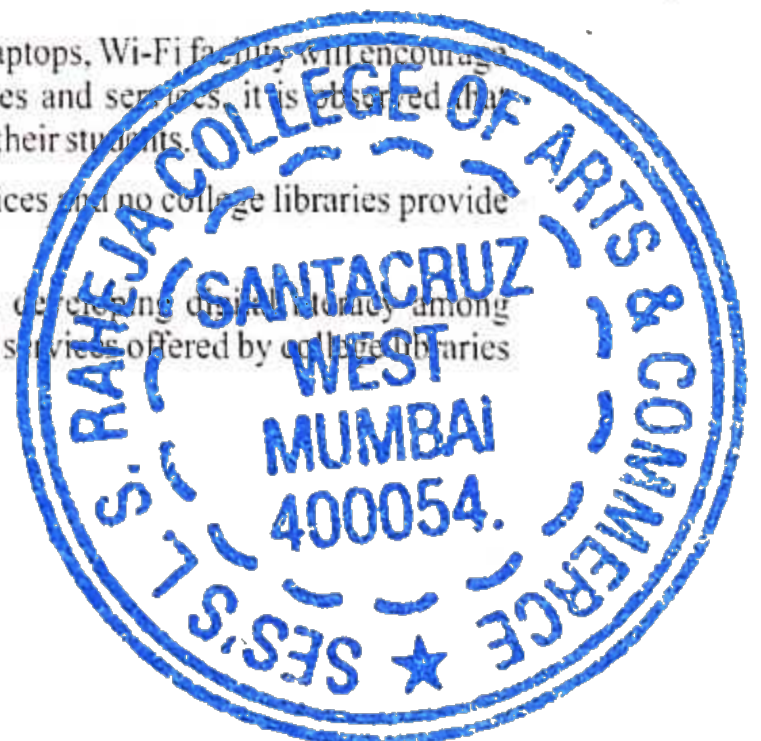
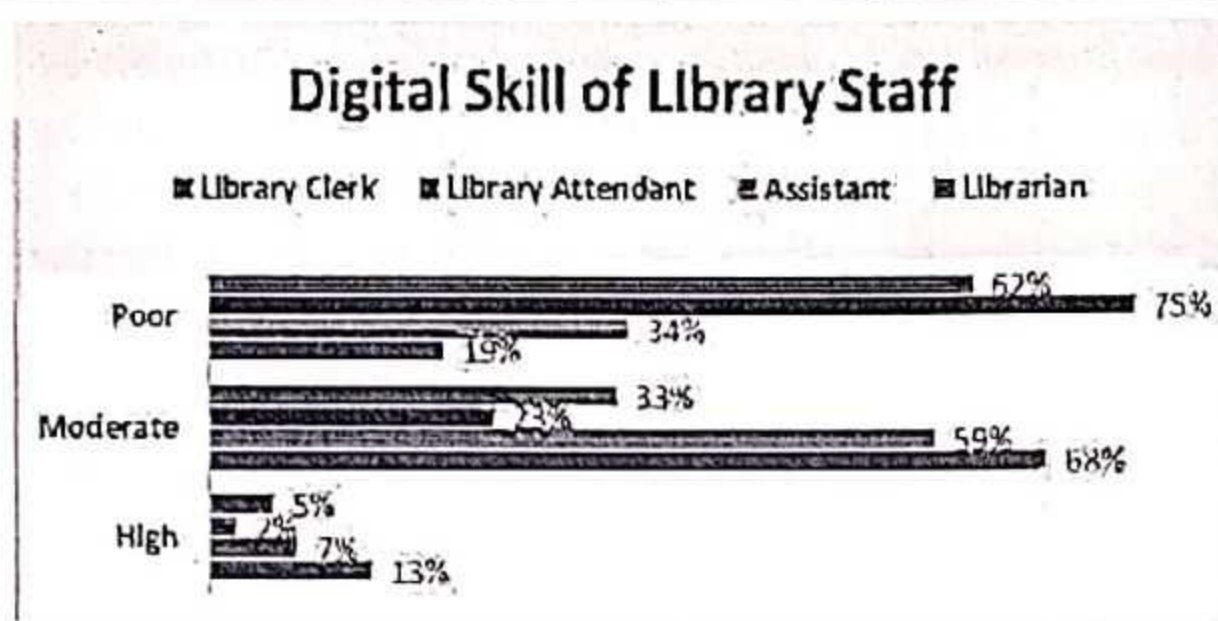


Table III: Library Staff with Digital Skill

| | | 7% | 2% | 5% |
|--|--|----|----|----|
| | | | | |
| | | | | |



Digital literacy skill among library staff is necessary to support teaching staff and student to be able to fully employ and exploit library resources in the e-learning system. It is observed that 62% of Library clerks and 75% of library attendants have poor digital skills, whereas, library clerks and attendants are in close and continuous contact of users.

Table IV : Need of collaboration with Teaching Faculty for Development of Digital Literacy

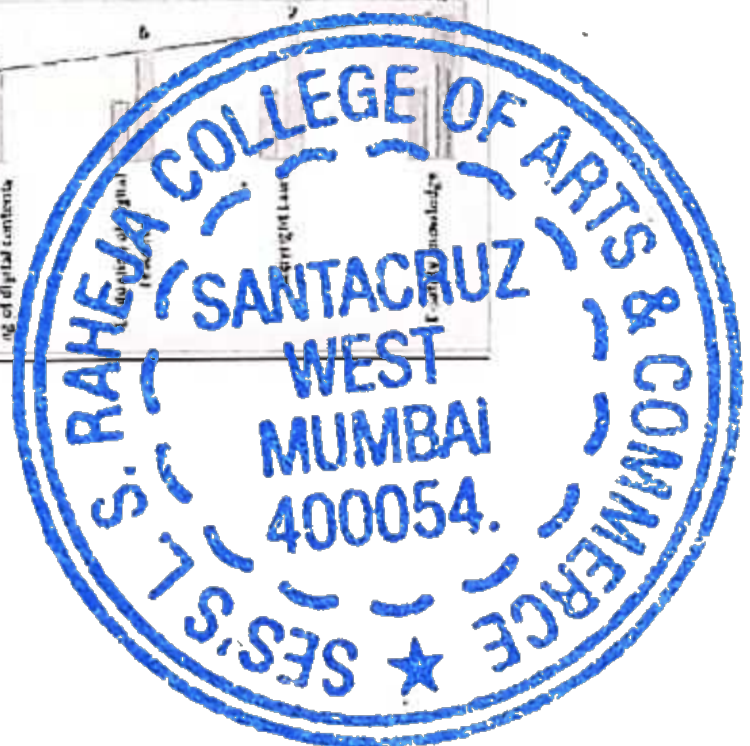
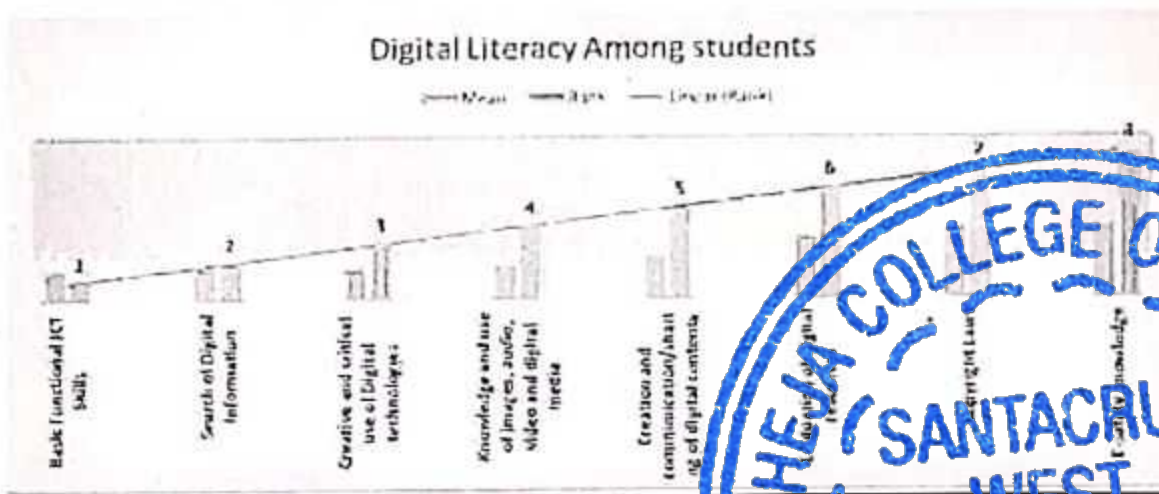
| 1 | Yes | 40 | 83% |
|---|-----|----|-----|
| 2 | No | 8 | 17% |
| | | 48 | |



The access and use of digital resources for teaching learning purpose by the teaching faculty will greatly influence the students in increased use of digital resources and services and development digital literacy among students. It is observed from data that 40(83%) colleges libraries agrees that there is need of collaboration with teaching faculty for development of digital literacy

Table V: Need of collaboration with Teaching Faculty for Development of Digital Literacy

| | | | | | | | |
|----|-----|-----|----|-----|-----|----|---|
| | 27 | 17 | 1 | 0 | 3 | 48 | 1 |
| | | | 2% | 0% | 6% | | |
| | 17 | 27 | 2 | 1 | 1 | 48 | 2 |
| | | | 4% | 2% | 2% | | |
| | 21 | 22 | 2 | 1 | 3 | 48 | 3 |
| | | | 4% | 2% | 6% | | |
| | 20 | 23 | 0 | 1 | 4 | 48 | 4 |
| | 42% | 48% | 0% | 2% | 8% | | |
| | 11 | 27 | 2 | 0 | 8 | 48 | 5 |
| | 23% | 56% | 4% | 0% | 17% | | |
| | 4 | 14 | 1 | 6 | 13 | 48 | 6 |
| | 8% | 29% | 2% | 13% | 27% | | |
| | 1 | 7 | 0 | 28 | 12 | 48 | 7 |
| | 2% | 15% | 0% | 58% | 25% | | |
| E- | 1 | 8 | 1 | 19 | 19 | 48 | 8 |
| | 2% | 17% | 2% | 40% | 40% | | |



good knowledge, are 1) basic functional ICT skills, 2) search of digital resources, and 3) creative and critical use of digital technologies.

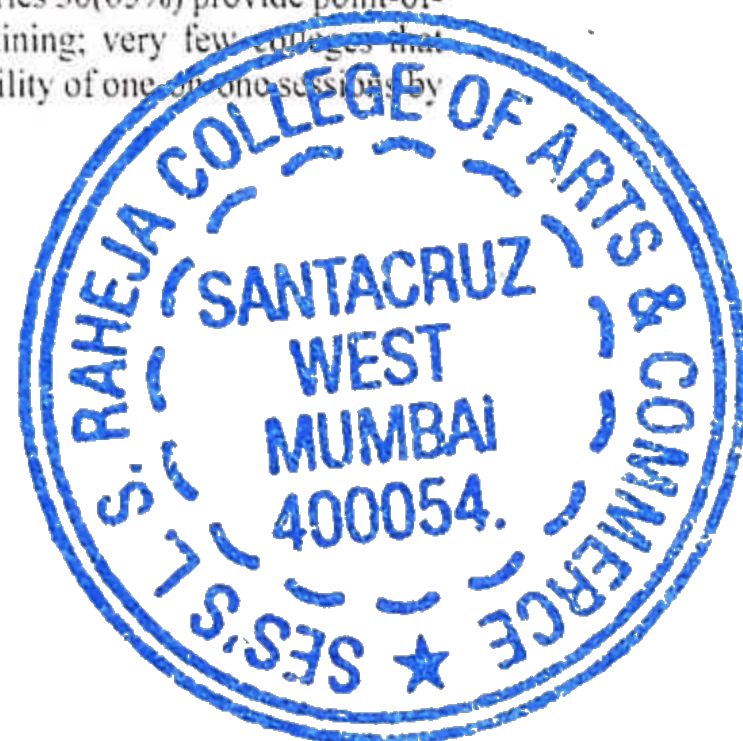
Rank wise last three digital literacy skills, about which students have very poor knowledge are evaluation of digital resources, copyright laws and e-safety knowledge.

Tables VI: Strategies for Developing Digital Literacy

| | |
|---|----|
| 1 | 10 |
| 2 | 48 |
| 3 | 6 |
| 4 | 5 |
| 5 | 30 |

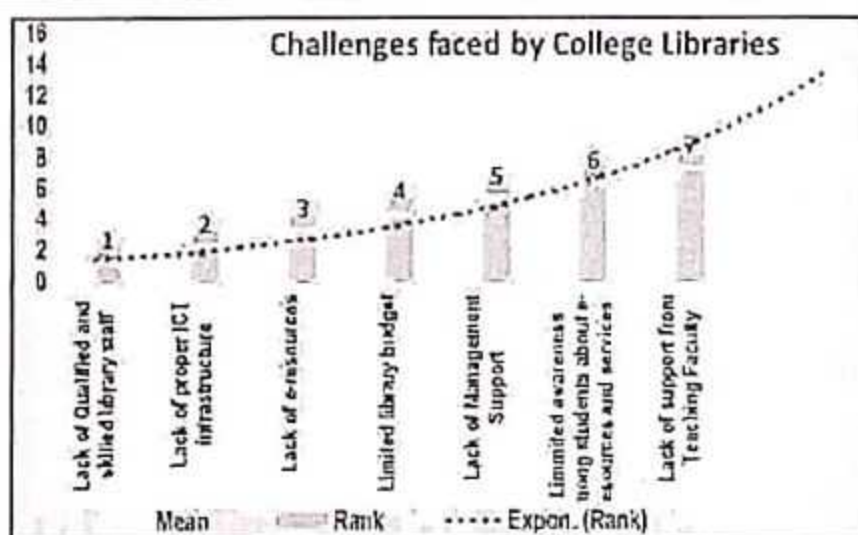


Data shows that all the college libraries prefer orientation programs for developing digital literacy among students. Majority of college libraries 30(63%) provide point-of-use assistance; 10(21%) engage formal technology training; very few colleges that 6(13%) use online training materials and 5(5%) have facility of one-on-one sessions by appointment.



Tables VII : Challenges faced by the College Library in developing Digital Literacy

| | | | | | | | |
|----|-----|-----|----|-----|----|--|---|
| | 19 | 23 | 1 | 3 | 2 | | 1 |
| | | | 3% | 5% | 5% | | |
| | 21 | 17 | 2 | 6 | 2 | | 2 |
| | 44% | | 4% | | 4% | | |
| | 13 | 28 | 0 | 3 | 4 | | 3 |
| | | | 0% | 6% | 8% | | |
| | 13 | 23 | 1 | 9 | 2 | | 4 |
| | | | 2% | | 4% | | |
| | 9 | 28 | 2 | 7 | 2 | | 5 |
| | | | 4% | | 4% | | |
| e- | 10 | 22 | 1 | 3 | 2 | | 6 |
| | | | 2% | 6% | 4% | | |
| | 5 | 21 | 2 | 16 | 4 | | 7 |
| | 10% | 44% | 4% | 33% | 8% | | |

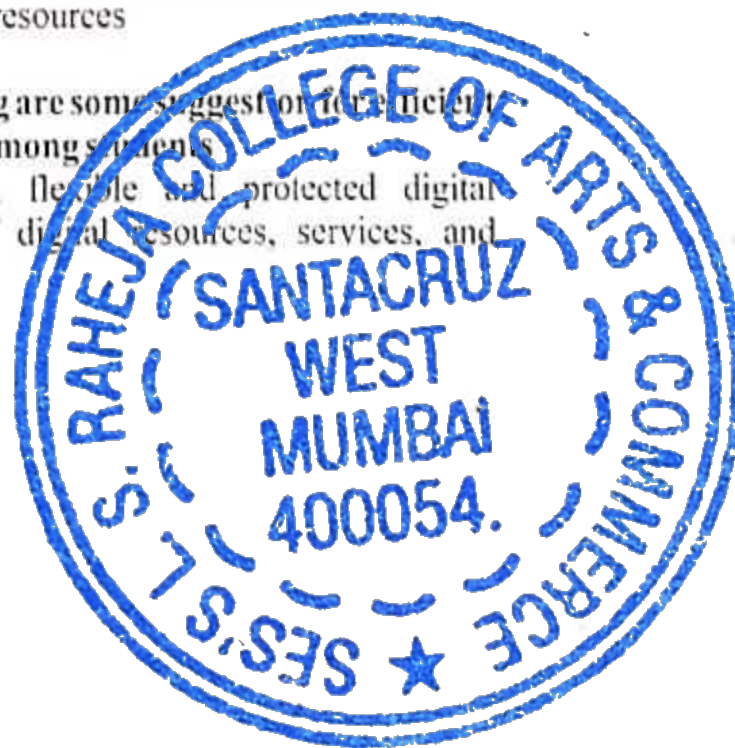


Data shows that rank wise, the most three important challenges faced by the college libraries in developing digital literacy are 1) Lack of qualified and skilled library staff; 2) Lack of proper ICT infrastructure and 3) Lack of e-resources

1.8 Suggestions:

Based on the analysis of data collected following are some suggestions for efficient and effective development of Digital Literacy among students

1. College libraries should develop helpful, flexible and protected digital environment by developing and provision of digital resources, services, and infrastructure



2. College libraries should focus on development and acquisition of requisite digital resources like e-books, e-journals, e-database etc. in accordance with the mission and goals of the college and also the courses run by the colleges.

3. College libraries should provide easy access to available digital resources through 24/7 access by storage of digital resources on a server or in the cloud, WEBOPAC, library blog or website, and so on, which will support digital literacy, and education in general.
4. College libraries should provide digital services like digital reference services, mobile based services, GIS based service etc. which enables the users to access the resources remotely and have information at their fingertips.
5. College libraries should develop adequate digital infrastructure, which enables the libraries to provide more secure, speedy and personalized services to its users remotely and to make optimum utilization of library collection and services on campus.
6. College libraries should conduct users' survey to find out their level of digital literacy skills.
7. College libraries should organize regular digital literacy programs for students to make them aware about the development of technologies and use of it for satisfying their academic and professional needs.
8. Owing to increased use of social media in teaching and learning process, college libraries should focus more on Creation and communication/sharing of digital contents. Evaluation of digital resources, knowledge about Copyright Laws and E-safety knowledge for authentic and honest communication of information.
9. College libraries should adopt various options like formal technology training; orientation Programs; online training materials; one-on-one sessions by appointment and point-of-use assistance for providing continuous support to students in being digital literate citizen
10. Library staff should be equipped through training programs, workshops and seminars to gain and expand media literacy, information literacy, data literacy, ICT skills, and communication skills, and so on to be digital literate, and enhance their professional competencies and helping students more effectively in developing digital literacy.
11. College libraries should team up with teaching faculty to encourage them to make the use of digital resources and services by promoting the use of technology in teaching and learning process.
12. Management and higher authorities should provide constant moral and financial support to college libraries in development of digital literacy among students and staff.

1.9 Conclusion

Digital Literacy is the need of the hour to survive and grow in this knowledge society. College libraries play a major role in development of digital literacy among students. The college libraries can develop the digital literacy through its digital collection, services, skilled staff and digital literacy programs. The data shows that the college libraries



Mumbai region have poor collection of e-resources and majority depends on e-resources of INFLIBNET-NLIST, it demands the need for procurement of more digital resources and adequate infrastructure for easy and speedy access. Even college libraries need to extend digital services to the students. There is also need to improve the digital skills of the library staff through training or workshops, so that students can get better support from the staff in learning digital literacy. Most important factore to develop digital literacy is to have collaboration with teaching faculty, as they have great impact on overall development of students.

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