

DIGITAL LITERACY AMONG THE FACULTIES OF NAR BAHADUR BHANDARI GOVERNMENT COLLEGE, TADONG SIKKIM: A STUDY

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Abstract *Literacy, in general, refers to the capacity for reading and writing, or to put it another way, anything related to technology. Digital literacy is the capacity to use digital technology to locate, arrange, assess and use the necessary information. The survey was conducted to talk about the level of digital literacy among the faculty members of Nar Bahadur Bhandari Government College, Tadong Sikkim. The results show that the majority of respondents use internet resources to keep up with their specialised subject knowledge. The author defines digital literacy as the ability to comprehend and apply various forms of information science from several sources to present information on the computer. Utilising technology to engage in and create a positive impact on contemporary social, cultural, political and economic life. Teachers are now required by the digital revolution, and they will need to adapt new technologies.*

Keywords: *Digital Literacy, Faculties, Digital Resources, Searching Techniques, NBBGC, Tadong Sikkim*

INTRODUCTION

Digital technologies' significant importance in the digital age is a matter of common knowledge. The ability to adapt to the advancement of digital technology is crucial for everyone. Everyone needs to be digitally literate if they want to take full advantage of this technological breakthrough. In a society where technology is pervasive, digital literacy is crucial. Today, we may read the news on a smartphone or tablet or carry books around on an electronic reader. In order to stay up with the demands of the modern era, one must learn digital literacy.

Digital literacy education is essential for giving young people the abilities, know-how, and comprehension they need to succeed in the job, further schooling, and higher education. Globally, higher education institutions are in responsibility of creating knowledgeable and capable workers. However, in order to effectively employ digital technologies and promote lifelong learning, faculty members must technologically understand. A key component of faculty and students' personal development as well as digital literacy is the ability to effectively and appropriately use digital sources of information, which is crucial in the workplace. Faculty members need to know what to use and how to use digital resources, tools and services in the

modern world. It involves using emerging technologies to communicate meaningfully across technology, language, social culture and intellectual barriers. To make sure students are completely literate in digital technology, a range of devices, platforms and webstandards need to be introduced into the educational experience. Understanding how new technologies affect society and being able to maintain digital identities effectively are both aspects of digital literacy. 3. The ability to find, arrange, comprehend, access, analyse and present digital information. Digital literacy covers 1. Understanding the effects of new technologies on society. 2. Knowing how to maintain digital identities are both parts of digital literacy. 3. being able to find, arrange, comprehend, rank, analyse and display digital data.

Digital Literacy

Digital literacy has been defined in various ways since the term was first introduced by (Gilster, 1997) where the author claimed that digital literacy involves 'mastering ideas, not keystrokes. In 1997, the concept of digital literacy appeared in a book entitled "Digital Literacy," in which the author defines digital literacy as the ability to comprehend and apply various forms of information science from several sources to present information on the computer.

Churchill (2016) defines “Digital Literacy as a set of skills that enable an individual to use technologies to work with information. Information in the context of this study is examined as digital information, which encompasses texts (e.g., articles published on websites), images (e.g. photographs and picture on websites or taken by students), videos (e.g., multimedia products, animations and broadcasts) and podcasts (e.g., recorded narrations published online or on student’s desktops).

Basically, digital literacy refer to an individual ability to find, evaluate and clearly communicate information through typing and other media on various digital platform.

American library association defines digital literacy as the ability to use information and communication technologies to find, understand, evaluate, create and communicate digital information. In the continual information growth of digital culture, where people are given the abilities to use digital technology in all aspects of life, digital literacy is a prerequisite for everyone. It is the person’s capacity to create and distribute information in a variety of ways and forms, as well as their knowledge of when and how to employ digital technologies to assist these activities.

Digital literacy means having the skills you need to live, learn and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media and mobile devices.

Nar Bahadur Bhandari Government College, Tadong (Sikkim)

Nar Bahadur Bhandari Government College, Tadong Sikkim is ideally located 2 km away from the capital “Gangtok”. It was established on 1977, initially with three streams, that is, Bachelor of Arts, Bachelor of Commerce and Bachelor of Science. It was previously known as Sikkim Government College, Tadong, Gangtok and was renamed in the name of former Chief Minister as NBBGC, Tadong Sikkim. Now it has additional courses like Pharmaceutical and Information Technology with eight post-graduate courses (Mathematics, Physics, Chemistry, Botany, Zoology, Economics, English and History).

REVIEW OF LITERATURE

Essam Mansour (2016) conducted a survey of librarians and information specialists’ knowledge of digital information. The results of the study indicated that several of the demographic characteristics are significantly related, that is, age, education and knowledge of digital information.

Evi Fatima Rusydiyah and Eni Purwati (2020) a study aimed to comprehend how student teachers felt about using digital

literacy as a classroom resource. The findings of the study indicate that student teachers had favourable views of the use of digital literacy as a learning resource. On the ICT basic skill indicator, the average was in the extremely high level.

Ozdamar et al. (2015) investigate the digital literacy skills and study patterns of students participating in the open and remote education programme at Turkey’s Anadolu University. According to the survey, students require instruction on how to use digital technologies more effectively for educational purposes.

Perdana et al. (2019) conducted study on the various levels of digital literacy among Indonesian students. The findings show that each student at a different level possesses a variety of digital literacy styles.

Siero (2017), the purpose of the study is to learn how teacher candidates’ pupils feel about using digital literacy as a learning resource. Four indicators—basic ICT abilities, information literacy, media knowledge and computational thinking—cover the concept of literacy employed in this study.

Tabieh et al. (2021) conducted a study on teachers’ and principals’ use of digital literacy in the educational profession. Functional abilities, information skills, digital competency in the educational process and digital competency in empowering learners are all areas in which digital literacy skills are represented in the study. The findings indicate that private sector employees have higher levels of digital literacy than their counterparts in the public sector. The study found that knowledge and functional skills improve students’ empowerment and digital competency in the educational learning process.

In order to improve learning capacity, Techataweewan and Prasertsin (2018) have created digital literacy metrics for Thai undergraduate students. The findings showed that the criteria for digital literacy for Thai under-graduate students included 12 indicators and four factors, including operational competence, thinking skill, collaboration skill and awareness skill.

OBJECTIVES

- To find out the importance of digital resources among faculty members.
- To analysis the different types of e-resources.
- To find out perception of faculty members towards library.
- To access the awareness of databases among the faculty members.
- To examine the searching strategies and its awareness level among the faculty members.

METHODOLOGY

The current study was carried out in Nar Bahadur Bhandari Government College, Tadong Sikkim. I selected four faculty members from each of the 21 departments that provide undergraduate courses for the questionnaire. Due to the fact that each department only had three faculty members, the language department's distribution of questions was limited to three. Among 81 respondents, only 79 have responded with the response rate of 94%. The questionnaire was exclusively gathered online.

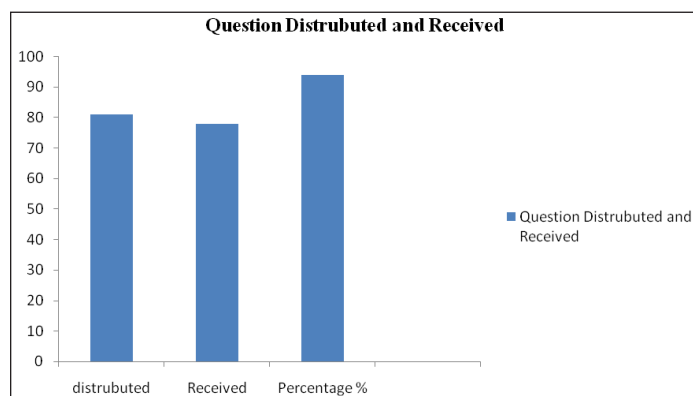


Fig. 1

DATA ANALYSIS AND INTERPRETATION

Simple statistical techniques have been used to analyse, tabulate and interpret the data that have been obtained.

The user demographic profile's sex gender category is summarised below. A total of 25 (31.7%) respondents are between the ages of 25 and 35, followed by 36 (45.5%) respondents who are between the ages of 35 and 45. A total of 19 (24%) faculties fall under the 45–55 age range. There were none that were on or older than 60.

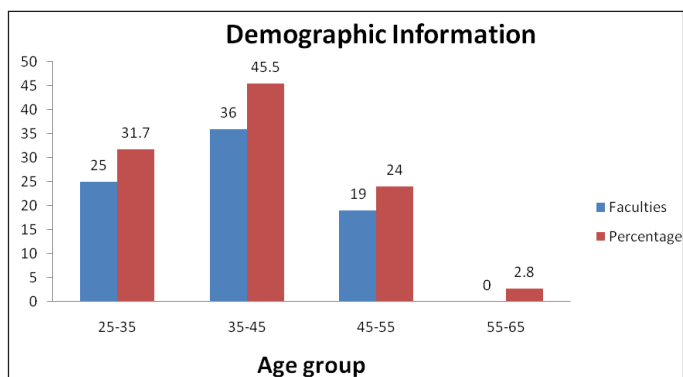


Fig. 2: Demographic Information

When asked where they found it easiest to access the internet for educational purposes, faculty members responded. According to the data in the given below above, 65 (82%) of respondents use the internet at home on their personal computer, laptop or mobile device, while 9 (11%) do so in a college computer lab. About 5 (6%) percent of employees utilise the internet at work, and none of the faculty members use the internet centre place to access internet.

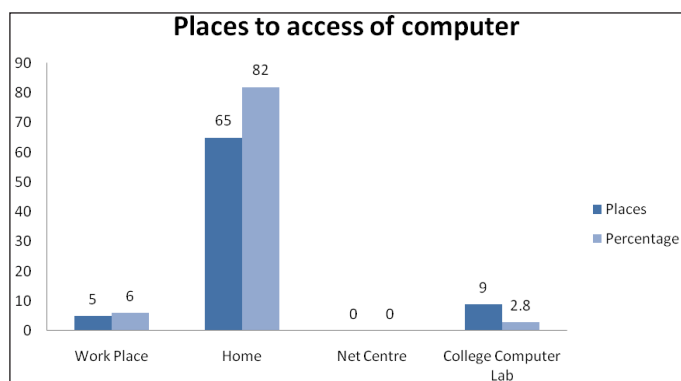


Fig. 3: Preferred Place to Use Internet

According to the Fig. 2, 40 (50.6%) of faculty members use digital resources to create research papers and prepare course materials for study, while 11 (13%) of them use them to maintain their subject expertise. Only 4 (5%) of responders are involved in teaching students, while 23 (27%) use digital resources for other purpose.

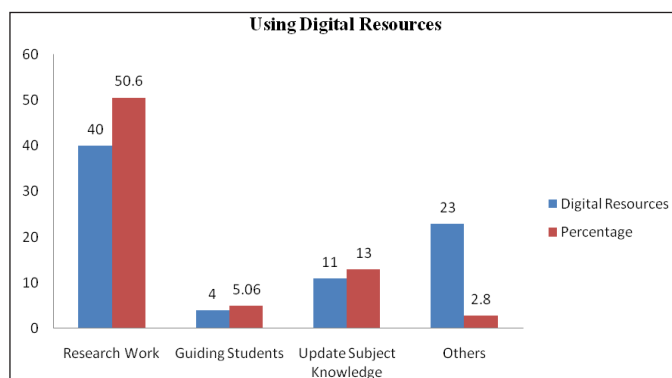


Fig. 4: Purpose of using Digital Resources

The Fig. 4 investigates that represents the search engine that the faculties used. It was discovered that the bulk of faculties 61 (77%)—used Google, followed by 13 (16%)—who used Yahoo. The study also discovered that only 1 (1%) of the faculties found AltaVista search engines to be user-friendly. Faculties are not aware of any other search engine. The Fig. shows unequivocally that Google is the search engine that faculty members prefer to use.

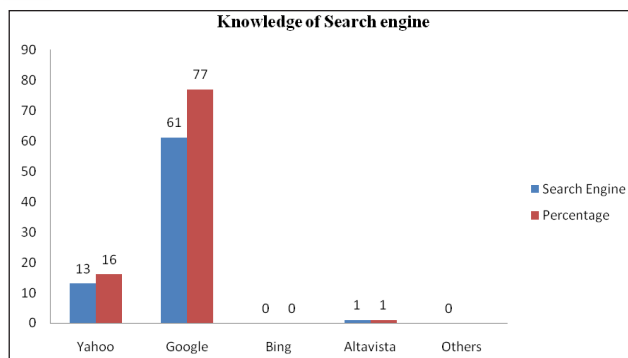


Fig. 5: Knowledge of using Search Engine

According to Fig. 6, the majority of faculties 39 (49% of them) use Google Scholar for academic purposes, whereas 27 (34%) of students use JSTOR and e-Shodhsindhu. Either emerald insight or scopus are used by about 7 (8.8%) of the population. About 6 (7.5%) respondents use other source of database for academic purpose.

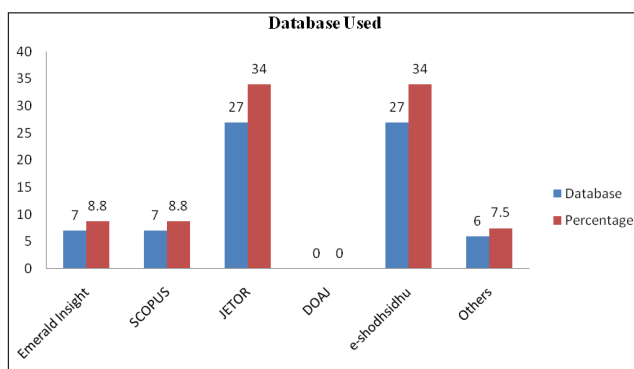


Fig. 6: Database Used for Academic Purpose

During the COVID-19 epidemic, many of us were not aware of virtual applications, but due to the disease's progress, schools and universities remained closed and began offering online courses. Zoom and Google Meet were used by more than 39 (49%) and 38 (48%) of the faculty members, respectively, to attend classes. Techmint is supposedly used by 12 (15%) of colleges. None of the faculties participate in meetings, use WizIQ, or use Cisoweberometing.

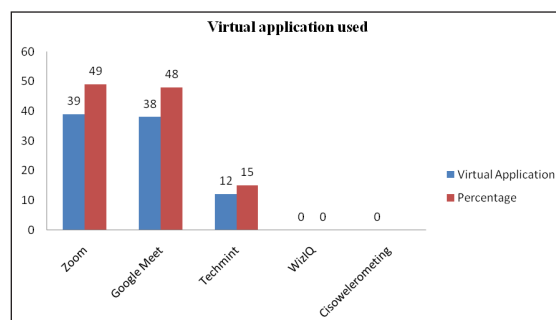


Fig. 7: Awareness of using Virtual Application

The 39 (49%) faculty members who use e-journals for information retrieval are followed by the 26 (32%) who use e-books, as shown in Fig. 7. E-databases and e-newspapers were preferred by 12 (15%) each of the faculty members.

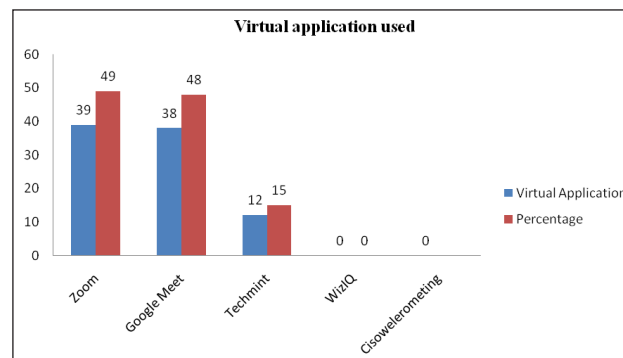


Fig. 8: Sources Access for Information Retrieval

FINDINGS AND SUGGESTION

The faculty members of Nar Bahadur Bhandari Government College, Tadong, Sikkim, were found to be digitally sound after data from them was analysed. The majority of them use computers daily to conduct research and deepen their knowledge in their fields. More than half of the faculties are familiar with using digital tools and resources. Only a small number of them lack any degree of confidence while using digital tools and resources. Additionally, it was discovered that the majority of faculties utilise their own mobile phone before turning to the internet in the college library's computer lab.

Here are some ideas to increase digital resource usage: 1. to support the use of digital information communication by providing a good infrastructure. 2. The college should use every effort to give users with faster internet connectivity in order to meet their needs. 3. The college needs to run an orientation or awareness session that places a specific emphasis on the value of accessing digital resources. 4. Libraries should make an effort to sign up for free online resources. 5. Any current problems and difficulties should be eliminated by open and continuous dialogue between the librarian, the faculty member and the students.

CONCLUSION

Due to the widespread usage of electronic information resources, digital literacy has become a crucial ability in providing everyone in the society with high-quality services that are pertinent to their needs. The increasing invasion of information resources drives the requirement for digital literacy among all members of society. The study has

attempted to assess the level of digital literacy among the faculties of Nar Bahadur Bhandari Government College, Tadong Sikkim. The skills necessary for surviving, learning and working in a digital society are known as digital literacy. Utilising technology to engage in and create a positive impact on contemporary social, cultural, political and economic life. Teachers are now required by the digital revolution, and they will need to adapt new technologies.

A more general idea that is regularly growing is digital literacy. It entails acquiring new abilities and knowledge that promote awareness and sophisticated reasoning. For a wide range of reasons, including employability, academic success and active participation in the digital world at all ages, there is an unprecedented need for people of all ages to acquire digital literacy abilities. Therefore, I advise the college's administrators and authorities to take the initiative in guiding faculty members and students in the proper use of various digital resources.

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