

REVITALIZING LIBRARIES IN THE GOOGLE GENERATION



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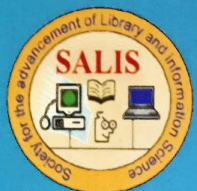
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**CENTRAL LIBRARY
NATIONAL ENGINEERING COLLEGE (AUTONOMOUS)**

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**SOCIETY FOR THE ADVANCEMENT OF
LIBRARY AND INFORMATION SCIENCE (SALIS)**

2023



To Reach the Unreached



Indian Council of
Social Science Research
Ministry of Education, GOI



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Revitalizing Libraries in the Google Generation

First Impression: © 2023

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Price: ₹1000/-

ISBN: 978-93-85469-09-1

Published by

Central Library

National Engineering College (Autonomous)

K. R. Nagar, Kovilpatti – 628 503, Thoothukudi (Dt.), Tamil Nadu, India

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Knowledge of Digital Skills and E-Library Information Resource Usage among Post-Graduate Students

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Abstract

This research investigated the proficiency of digital competencies and the utilization of electronic library resources by post-graduate (PG) scholars at Sri Venkateswara University, Tirupati. The study comprised a sample of 84 PG students selected through purposive and simple random sampling methods. Data collection relied on the administration of four sets of questionnaires. The study's results demonstrated a strong and positive correlation between digital competency and the utilization of e-library resources, as well as the timely completion of research papers among PG students. Additionally, the findings suggested that conducting regular training sessions for PG students to enhance their skills in navigating e-libraries is a viable strategy for enhancing digital competency. The study recommends that universities continue to promote and implement initiatives tailored to support PG students in acquiring digital and information retrieval skills, thereby enhancing their capacity to browse, search, and access pertinent information from e-libraries and electronic databases.

Keywords: Knowledge, Digital Skill, e-Library, Information Resource Usage, Post-Graduate Students.

Introduction

In society, information and knowledge play pivotal roles as principal catalysts for advancement. Information encompasses processed data that is simplified for comprehensibility and serves the needs of those seeking it. Conversely, knowledge represents established truths or valuable insights about a subject matter, attainable through instruction, self-education, or experiential learning. Information transforms into knowledge when refined data or concepts are methodically organized to facilitate coherent presentation and comprehension of underlying principles. Moreover, knowledge attains validation when it demonstrates problem-solving capabilities, ultimately gaining acceptance. Thus, the essence of both information and knowledge lies in their utility and value to those seeking them.

Information and knowledge serve as primary facilitators of progress. The World Bank, in its assessment, equates knowledge with development, asserting that the expansion of knowledge is proportionate to the advancement of development, and this relationship holds true in the reverse (Pareek & Gangrade, 2016). Consequently, if knowledge holds such paramount importance in development, then it follows that ignorance is equivalently linked to underdevelopment and impoverishment.

Strategies for Enhancing Digital Skill Proficiency among PG Students: This study uncovered effective approaches to enhance the digital skills of postgraduate (PG) students. These strategies include regularly providing training sessions to PG students, enabling them to proficiently navigate e-libraries. Furthermore, integrating online learning into the core of instructional activities within the institution helps PG students gain practical experience in digital environments. Encouraging personalized training to enhance their computer literacy is also beneficial. Introducing specialized courses focused on digital skill development, emphasizing proficiency in various information media

such as computers, CD-ROMs, camcorders, drives, scanners, printers, and cables, is another valuable step. Additionally, assigning problem-based projects that necessitate the utilization of up-to-date information resources from academic e-libraries or e-journals contributes to their digital skill enhancement. Notably, male respondents expressed stronger confidence in the effectiveness of these identified strategies for improving PG students' digital skills.

E-Library: The significance of Digital Libraries for Students: In the modern digital era, the conventional brick-and-mortar library is no longer the sole recourse for students on their quest for information and knowledge. The advent of electronic libraries, often referred to as e-libraries, has revolutionized the way students access information, rendering the process of discovering and retrieving knowledge more convenient, expeditious, and accessible than ever before.

In addition to these advantages, e-libraries offer a practical means for students to economize, obviating the need to invest in expensive textbooks and reference materials.

Technological Foundations: Digital libraries rely on specific technologies, such as:

- Computer Technologies
- Processing Technology
- Communication Technologies
- Display Technologies

Cross-Border Information Exchange: Facilitating the seamless transfer of data across geographical boundaries, emphasizing the importance of communication and collaboration in addition to information retrieval.

Basic Needs for Digital Library

The fundamental necessities for establishing a digital library encompass:

- **Computing Equipment:** This includes server systems, personal computers (PCs) equipped with multimedia capabilities, and uninterruptible power supplies (UPS) to ensure stable operation.
- **Software Infrastructure:** The digital library requires a suite of compatible software applications that are seamlessly interconnected. These software tools should be adaptable for both local area network (LAN) and wide area network (WAN) connectivity.
- **Network Connectivity:** To facilitate seamless access, the library should be accessible through various network types, such as LAN (Local Area Network), MAN (Metropolitan Area Network), WAN (Wide Area Network), and internet connections.
- **Storage Solutions:** Adequate storage devices are essential for archiving and retrieving digital content. Optical storage devices like CD-ROMs and jukeboxes are critical components.
- **Printing Facilities:** Various printing options such as laser printers, dot matrix printers, and digital graphic printers are necessary to generate hard copies or reproductions of digital materials.
- **Audio-Visual Components:** To support multimedia content, the digital library should be equipped with audio-visual equipment like color televisions, VCRs (Video Cassette Recorders), sound systems, and telephones to enable communication.

These essential components collectively establish the foundation for a functional digital library, ensuring efficient storage, retrieval, and dissemination of digital resources.

Literature of Review: Kathryn, Paige and Stephen, Dobson (2016) introduced a Digital Literacy Teaching and Learning Tool, which has been integrated into the science and mathematics curriculum

for pre-service teachers (PSTs). This paper delves into two key themes: firstly, the cultivation of 21st-century digital literacy skills, and secondly, the demonstration of effective assessment tools in the ongoing discourse regarding the influence of multi-modal representation. Scholars like Hoban and Nielsen, as well as Brown, Murcia, and Hacking, underscore the importance of fostering conceptual comprehension and semiotics in this context.

Objectives

- To find out the frequency of knowledge of digital skill relates to usage of e-library information resource among PG students
- To what extent does knowledge of digital skill relates to usage of e-library information resource among PG students.
- To identify the strategies to improve knowledge of digital skill among PG students.
- To identify the purpose of e-information resources' use by undergraduates in Sri Venkateswara universities.
- To determine the level of digital literacy skills possessed by undergraduates in Sri Venkateswara universities.

Scope of the Study: The research specifically centered on Postgraduate Students' Proficiency in Digital Skills and Utilization of Electronic Library Resources at Sri Venkateswara University. The study encompassed Sri Venkateswara University in Tirupati, utilizing synonymous terms of equivalent size and meaning.

Methodology: This study is grounded in the Survey (questionnaire) Method. A well-structured Questionnaire was formulated to gather data from Post Graduate students at Sri Venkateswara University, aligning with the core objectives of this investigation. In order to acquire the necessary data, a total of 84 Post Graduate students, representing various academic departments, were chosen. The data collection process involved the administration of a questionnaire on the topic of "Accessibility, Awareness, and Utilization of electronic resources by Post Graduate students at Sri Venkateswara University." For this particular study, the researcher personally visited the Sri Venkateswara University Library, specifically the Virtual Learning Center, to obtain information. A standardized questionnaire consisting of 15 questions pertaining to access, awareness, and utilization of digital skills and E-library Information Resources was distributed to the respondents. After collecting their responses, the completed questionnaires were retrieved, and a thorough analysis of the responses was conducted, utilizing percentage calculations to assess the overall findings.

Sample Selection: Since the population is large to study, in view of time constrain and cost involved, 84 PG Students has been taken from the total population by simple random sampling method. The investigator has distributed 90 questionnaires to the target sample and received 84 (93.33%) back from the respondents. The data relating to sample, questionnaire distributed and received are presented.

Data analysis and Interpretation

Table 1. Gender wise Distribution

Gender Wise	Frequency	Percentage
Male	54	64.28
Female	30	35.71
Total	84	100

It is evident from the above table that .1 out of the total respondents' gender wise distribution of PG students 84 respondents surveyed. Majority of the uses 54(64.28%) are male and remaining 30(35.71%) are female.

Table 2. Age Group

Age Group	Frequency	Percentage
Below 20Years	18	21.43
21-25 Years	50	59.52
26-30 Years	10	11.90
Above 31 years	6	7.15
Total	84	100

From the above table out of the total response in age group distribution of the PG students. Majority of respondents 50(59.52%) are 21–25-year age group students, followed by 18(21.43%) of the respondents are below 20 years students, 10(11.90%) respondents are 26-30 years age group of students and the remaining students are 7.15% of Age Groups.

Table 3. Nativity

Nativity	Frequency	Percentage
Rural	28	33.33
Urban	56	66.67
Total	782	100

The above table 3 reveals that the majority of the respondents 56(66.67%) are urban area students and the remaining respondents 28(33.33%) are rural area students.

Hence it can be concluded that majority of the respondents are from urban area's 56(66.67%) PG Students.

Table -4. How often do you use the Library

How often do you use the Library	Frequency	Percentage
Daily	24	28.57
Once in two days	8	9.52
2-3 times in a week	22	26.19
Once in a fortnight	8	9.52
Occasionally	22	26.19
Total	84	100

The above table 4 shows that frequency of visiting the library, majority of the 24 (28.57) respondents are visiting library daily. Followed by 22(26.19) of the respondents are visit library 2-3 times a week and occasionally. The remaining respondents are frequency visit library Once in a fortnight and once in two days 8(9.52).

Table 5. Average Time Spent to the Library on a Visit

Average Time Spent to the Library on a Visit	Frequency	Percentage
Below 30 minutes	8	9.52
½ an hour to 1 hour	26	31.01
1 to 2 hours	30	35.71
2 to 3 hours	6	7.14
More than 3 hours	14	16.67
Total	84	100

Knowledge of Digital Skills and E-Library Information Resource Usage...

The above table and figure reveals that 35.71% of the students spent time in your library One to Two hours, followed by 31.01 % of the students spent in our library ½ an hour to 1 hour, 16.67 of the students spent in the library more than 3 hours and the remaining Below 30 minutes students very small percentage of the people visit the spend in your library below 30 minutes. Hence it can be concluded that the majority of students spent time in library 1 to 2 hours.

Table-6. Do you have Sufficient Internet and network infrastructure to use web based e-Resources in your Library

Do you have Sufficient Internet	Frequency	Percentage
Yes	54	64.29
No	30	35.71
Total	782	100

The table indicates that 64.29% of the respondents are sufficient Internet and network infrastructure to use web-based e-resources in your library, 35.71% insufficient Internet and network infrastructure to use web-based e-resources.

Table 7. Purpose for which you use the Library

Purpose for Which you use The Library	Frequency	Percentage
To gain current awareness and to keep up-to	30	35.71
To find specific information in your field of interest	16	19.05
To keep generally aware	8	9.52
For academic Study/Research	14	16.67
Study for competitive examinations	16	19.05
Total	84	100

It is evident from Table-7 that A majority of the users 35.71% are purpose of using the library are to gain current awareness and to keep up-to, 19.05% respondents of used find specific information in your field of interest and Study for competitive examinations,16.67% respondents used academic Study/Research . The remaining 9.52% respondents are purpose of using to keep generally aware.

Table 8. Did you gain Knowledge about e-Resources?

Did you gain knowledge about e-Resources	Frequency	Percentage
Guidance from Teachers	32	38.11
Guidance from Friends	20	23.81
Library staff	08	9.52
Social Networks	24	28.57
Total	84	100

It is evident from Table-8 that A majority of the users 38.11% are purpose of using the library are to gain Guidance from Teachers, 28.57% of the respondents are gain the knowledge of e-resources for social networks, 23.81 % respondents are gaining the knowledge of Guidance from Friends. The remaining 9.52% respondents are gaining the knowledge of e-resources for Library staff.

Table 9. Use of Electronic Information Resources

Do you use Electronic Information Resources	Frequency	Percentage
Internet	50	59.52
E-journals	18	9.52
E-books	06	7.14
Online Databases	05	5.95
OPAC	05	5.95
Total	84	100

It is observed from the Table-9 that the majority of the 59.52% of the respondents are using of electronic information resources in Internet, followed by 9.52% of the respondents used E-journals, 7.14% of the respondents use of the e-books, 5.95% of the respondents are online databases and OPAC.

Table-10. Level of Digital Literacy Skills

Level of Digital Literacy Skills	Frequency	Percentage
Ability to search electronic sources with digital devices	16	19.05
Using e-journals for academic work	18	21.43
Effective operation of digital devices	6	7.14
using internet search engines to search information for academic work	6	7.14
Ability to evaluate a web page found online	4	4.76
Using digital devices to download e- books for research and study	6	7.14
Ability to develop successful search strategies to access information	20	23.81
Online databases search for information	4	4.76
Multimedia searching of e-resources	4	4.76
Total	84	100

The above Table-10 majority of the respondents are aware of levels of digital literacy skills 23.81 % of Ability to develop successful search strategies to access information, 21.43% of using e-journals for academic work, 19.05% of the respondents are Ability to search electronic sources with digital devices, 7.14% of the respondents are Effective operation of digital devices, using internet search engines to search information for academic work and using digital devices to download e- books for research and study, 4.76% of the respondents are levels of digital literacy skills in Ability to evaluate a web page found online, Online databases search for information and Multimedia searching of e-resources.

Table- 11. Challenges of Acquiring Digital Literacy Skills

Challenges of Acquiring Digital Literacy Skills	Frequency	Percentage
Cost of digital skills training	16	19.05
Lack of digital facilities in my university	20	24.00
Inaccessibility of facilities in my university	08	9.52
Poor network	18	21.43
access and use information from Online databases	08	9.52
Lack of electricity supply	06	7.14
Attitude of information professionals	08	9.52
Total	84	100

The above Table-11 majority of the respondents are challenges of acquiring digital literacy skills 24.00 % of Lack of digital facilities in my university, followed by 21.43 % of Poor network, 19.05% of the respondents Cost of digital skills training, 9.52% of the respondents are Inaccessibility of facilities in my university, Inaccessibility of facilities in my university and Attitude of information professionals. The remaining respondents are facing challenges of Lack of electricity supply.

The majority of the respondents 57.14% are satisfied about the availability of information technology sources and services in your academic requirements followed by 28.57% of the respondents are neither satisfied nor dissatisfied. The remaining respondents are 14.29% of the respondents are Dissatisfied.

Suggestions

- It is suggested that although the PG students use the E-resources to update their knowledge mostly but they are lacking proper instant communication, quick access and database search. So they should be encouraged for the use of electronic information resources and how it could be made fruitful in different purposes.
- The appropriate measures should be taken to increase the satisfaction level on e-resources. Particularly on Digital Library, OPAC/Web-OPAC; Network based Information services, CD-ROM Databases.
- Almost all the users agree, perceive and acknowledge and the importance and use of internet in the today ICT environments and more particularly in their research activities.
- The library should facilitate with high bandwidth WI-FI, LAN & WAN to exploit the internet facilities by the students.

Conclusion

E-libraries or Digital libraries, also known as e-libraries, play a pivotal role in granting Sri Venkateswara University students access to an extensive array of digital materials. This invaluable resource not only boosts their academic performance but also expands their knowledge horizons. Furthermore, digital libraries offer a cost-efficient, user-friendly, and readily available platform. They feature robust search capabilities that empower students to swiftly and effectively locate the information they seek.

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