

Full Length Research

Evaluating the Role of College Librarians in Promoting Digital Literacy in Amravati District of Maharashtra State

Dr. Ravindra D. Sarode¹ and Mr. Ajay S. Pachgade²

¹Professor, Department of Library and Information Science, Sant Gadge Baba Amravati University, Amravati (MS), 444602 Email: ravindrasarode@srbau.ac.in

²Research Scholar, DLIS: Sant Gadge Baba Amravati University, Amravati (MS).
Corresponding author's E-mail: ajaypachgade@gmail.com

Accepted 28 August 2023

This research paper evaluated the role of college librarians in promoting digital literacy in colleges of Amravati district. For this the survey conducted and questionnaires were distributed to 100 college librarians and 70 replies were taken into consideration for further research study. The aim of the research study is to evaluate the role of college librarians in digital literacy due to the increasing reliance on technology in today's society, it is essential that individuals have the skills and knowledge to effectively navigate and use digital resources. As such, librarians are uniquely positioned to assist in this process, as they have the expertise and resources necessary to provide access to a wide variety of digital tools and resources. The paper analyzed the different ways in which college librarians can promote digital literacy, including offering computer classes, providing access to digital resources and databases, and assisting patrons with technology-related questions. The paper also explores the importance of librarians being knowledgeable about digital literacy themselves in order to effectively educate their patrons, requiring ongoing training and professional development. Furthermore, the paper highlighted the importance of libraries prioritizing digital literacy initiatives and providing the necessary resources and support to their librarians in order to effectively promote digital literacy. In conclusion, this research paper has emphasized the critical role of college librarians in promoting digital literacy in their college libraries by offering access to digital resources and providing education and assistance. And also concluded that, the librarians can help to bridge the digital divide and ensure that everyone has the opportunity to succeed in a technology-driven world.

KEY WORDS: College Librarians, Computer Literacy Digital Literacy, Digital Technology, Digital Literacy Skills (DLS), etc.

Cite This Article As: Sarode, R.D. & Pachgade A.S (2023). Evaluating the Role of College Librarians in Promoting Digital Literacy in Amravati District of Maharashtra State. *Inter. J. Acad. Lib. Info. Sci.* 11(7): 232-239

INTRODUCTION

In the current digital age, libraries have transformed themselves into information centres by incorporating electronic and digital information resources into their collections. The accessibility and availability of electronic and digital information resources have made the task of information retrieval and dissemination more efficient and effective for users. The study is significant as it would help the library professionals to understand the user's needs and expectations while accessing electronic and digital information resources. It will help the library professionals to improve the existing

infrastructure and services offered by the libraries. The study was employed a survey method to collect data from the college librarians from the colleges of Amravati district in the Maharashtra state. The survey was conducted using a structured questionnaire and distributed among the college librarians.

The study is expected to contribute to the existing literature on the use of electronic and digital information resources in libraries. The findings of the study would be useful for the library professionals, policymakers, and stakeholders to understand the current scenario of the use of electronic and digital information resources in college libraries.

REVIEW OF LITERATURE

Attahir, 2018 conducted study on digital literacy to explore what digital literacy is, and to determine, in particular, whether researchers in Nigeria have this expertise, through existing literature, as well as what initiatives have been undertaken in Nigeria regarding digital literacy skills. The findings based on the reviewed literature showed that librarians still had low digital literacy and consequently it was recommended that greater efforts should be made to include digital literacy programs, as well as more training programs for librarians, in the curriculum of institutions.

Emiri, 2015 was discussed contemporary Digital Literacy Skills (DLS) among librarians in 21st century university libraries in Edo and Delta States in southern Nigeria. The study findings indicate that electronic mailing, social networking, PDA use, mobile phones and internet surfing are major DLS. It was also found that librarians obtained DLS with the help of colleagues, through trial and error, IT programs, and formal education, while the librarian's level of DLS use was lower in other findings. Obinyan, 2022 stated that, libraries around the world are facing technological advancements, globalization and digitization of information. This made the library automation, digital and virtual library. Wolski, 2020 was examined the issue of digital capabilities at research team level, especially their ability to adapt to an uncertain digital future. Weena, 2022 was examined the role of the Tanzania Library Services Board (TLSB) in organizing, teaching, and facilitating information literacy to users in public libraries.

1. OBJECTIVES OF THE RESEARCH STUDY

1. To assess the level of computer literacy among the college librarians in Amravati district of Maharashtra state.
2. To study the knowledge of electronic and digital information resources of college librarians.
3. To study the use of electronic and digital information resources in the research.
4. To examine the challenges faced by librarians in promoting digital literacy in college libraries in Amravati district of Maharashtra state.
5. To assess the impact of librarian's digital literacy programs on the performance of college librarians.

RESEARCH METHODOLOGY

The logical and scientific investigation of a topic called Research methodology. The objective of research method is simply to collect, classify, analyse and systematically interpret the facts of the research.

Data Collection:

A descriptive research approach was used for this research study. The survey method is used and to collect data questionnaire is designed because of the size and extent of the research topic.

Sampling Method:

The act of sampling involves choosing individuals from a group of people who are interested in being studied so that the results may be fairly generalised to the population in the region that was chosen. Hence, all colleges from the Amravati districts which were affiliated to the Sant Gadge Baba Amravati University, Maharashtra were selected to conduct survey.

Primary Data:

Primary data was collected through an online survey. Google Form was the technology used for the online survey. After scrutiny, the 100 total replies are reduced to 70.

Secondary Data:

For the collection of the secondary data already-published books and journals, government annual reports as well as a variety of independently published works by writers, research papers, newspapers, literary reviews, chats with specialists and other individuals, and many Google pages were used.

Sample Size:

The 70 questionnaire replies, these 70 librarians were working in the Arts, Commerce, Sciences, Medical Sciences and other colleges in the Amravati district. The faculty wise distribution of their colleges are 16 Arts and Humanities, 17 Commerce and Management, 18 Science, Engineering and Technology, 5 Medical and Pharmacy, 03 Interdisciplinary faculty and 11 respondents are related to Educations and Physical Education faculty.

Faculty wise distribution of Colleges	Frequency
Arts and Humanities	16
Commerce and Management	17
Science, Engineering and Technology	18
Medical and Pharmacy	05
Education and Physical Education	11
Interdisciplinary	03
Total	70

VERIFICATION OF HYPOTHESIS:

H0: - There is no difference in the performance of college librarians during before and after librarian's digital literacy programme in Amravati district of Maharashtra state.

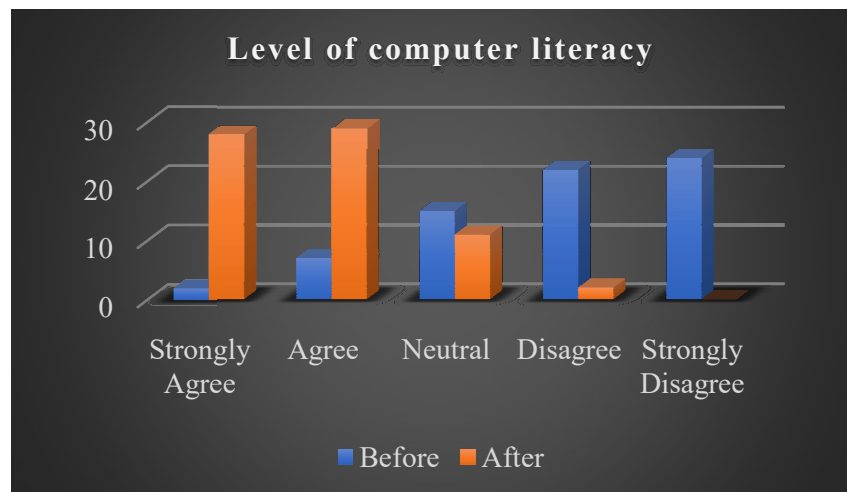
H1: - There is difference in the performance of librarians during before and after librarian's digital literacy programme in Amravati district of Maharashtra state.

Test Statistics ^a	
	After librarian's digital literacy programs - Before librarian's digital literacy programmes
Z	-7.209 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The above table gives an examination of the final test statistical table in which we can find that it was the change, the librarian's digital literacy programme that led to statistically significant differences in the overall improvement score. "Asymp for observation. Sig. (2-tailed)" value is used, which is 0.000 in this table. This is the p-value for the test, which is less than our significance value of 0.05, so we rejected the H0 hypothesis and conclude that, the real average difference between before and after the benefits is not zero i.e. 'the performance of librarians after librarian's digital literacy programs is increase'.

OBSERVATION AND FINDINGS:**Level of Computer Literacy:****Table No.1**

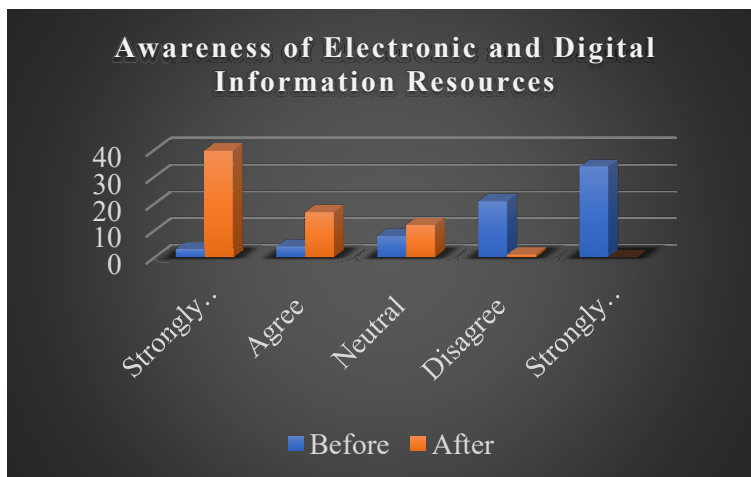
Level of Computer Literacy		
Scale	Before	After
Strongly Agree	2	28
Agree	7	29
Neutral	15	11
Disagree	22	2
Strongly Disagree	24	0
Total	70	70

**Graph No. 1**

From the Table no 1 it is observed that, the level of computer literacy play very vital role in librarian's performance. Majority of respondents said strongly agree that, the level of computer literacy increases before 2 and After 29 respondents. Agree by before 7 and after 29 respondents. Neutral is answered by before 15 and after 11 respondents which means they are not sure that level of computer literacy is increase or not.

Awareness of Electronic and Digital Information Resources Available in Library**Table No.2**

Awareness of Electronic and Digital Information Resources		
Scale	Before	After
Strongly Agree	3	40
Agree	4	17
Neutral	8	12
Disagree	21	1
Strongly Disagree	34	0
Total	70	70



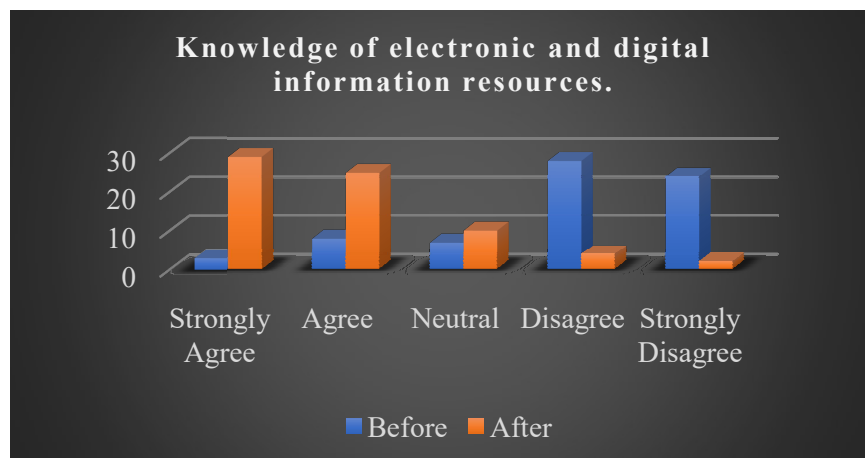
Graph No. 2

From the table no 2it is observed that, majority of respondents said stronglyagree that the awareness of electronic and digital information resources increase before 3 and After 40 respondents. Agree by before 4 and After 17 respondents. Neutral is answered by Before 8 and after 12 respondents which means they are not sure that Awareness of electronic and digital information resources is increase or not. Before 21 and after 1respondent said that, they disagree on this statement. While before 34 and after 0 responded said strongly disagree, that the Awareness of electronic and digital information resources is decrease.

Knowledge of Electronic and Digital Information Resources

Table No. 3

Knowledge of Electronic and Digital Information Resources.		
Scale	Before	After
Strongly Agree	3	29
Agree	8	25
Neutral	7	10
Disagree	28	4
Strongly Disagree	24	2
Total	70	70



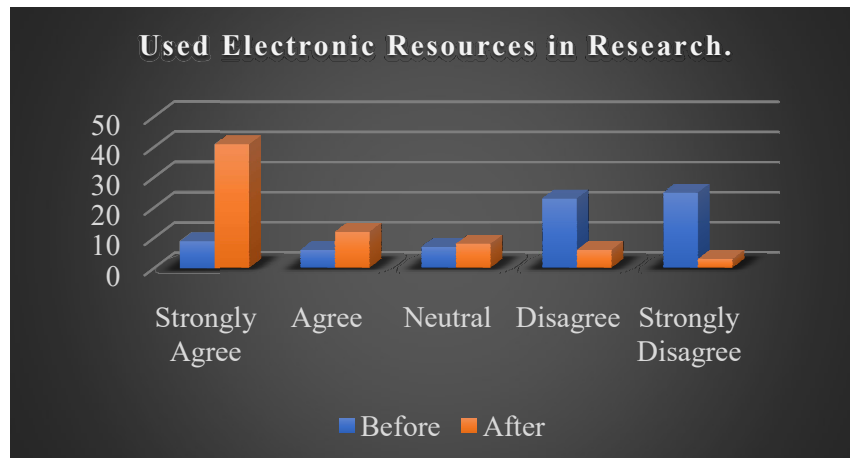
Graph No. 3

The table no 3 shows that Knowledge of electronic and digital information resources. In this study it was observed that majority of respondents said strongly agree that, they have proper Knowledge of electronic and digital information resources increase before 3 and After 29 respondents. While before 24 and after 0 responded said strongly disagree, that the Knowledge of electronic and digital information resources is decrease.

Used Electronic Resources in Research

Table No.4

Used Electronic Resources in Research.		
Scale	Before	After
Strongly Agree	9	41
Agree	6	12
Neutral	7	8
Disagree	23	6
Strongly Disagree	25	3
Total	70	70



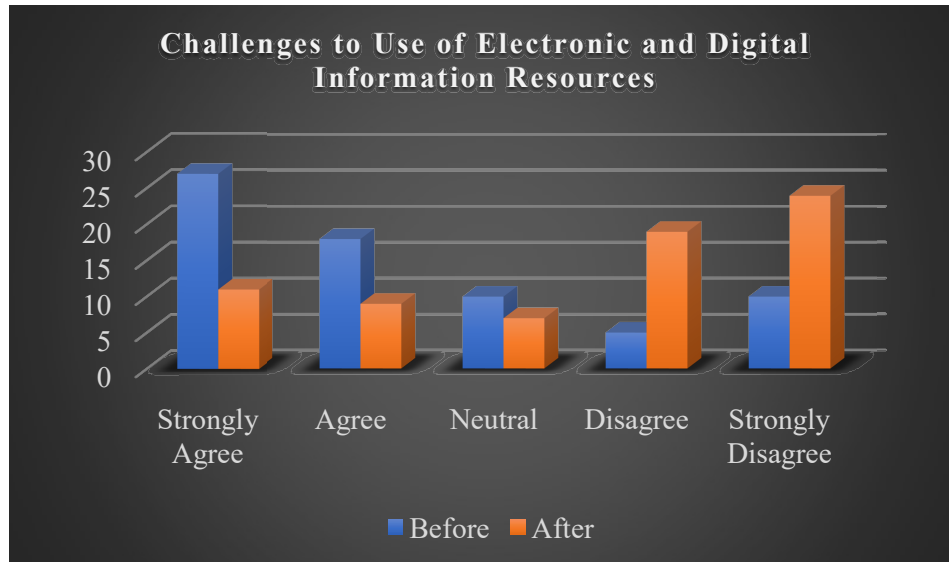
Graph No. 4

It is observed from the table no 4 that, majority of respondents said strongly agree that they used electronic resources in research increase before 9 and After 41 respondents. Agree by before 6 and After 12 respondents. While before 25 and after 3 responded said strongly disagree, that the used electronic resources in research is decrease.

Challenges to use of electronic and digital information resources in university library

Table No. 5

Challenges to Use of Electronic and Digital Information Resources		
Scale	Before	After
Strongly Agree	27	11
Agree	18	9
Neutral	10	7
Disagree	5	19
Strongly Disagree	10	24
Total	70	70



Graph No. 5

From the table no 5 it was observed that, majority of respondents said strongly agree that they face challenges to use of electronic and digital information resources by before 27 and After 11 respondents. Agree by before 18 and After 9 respondents. Neutral is answered by Before 10 and after 7 respondents which means they are not sure that they face challenges to use of electronic and digital information resources is increases or not. Before 5 and after 19 respondents said that they disagree on this statement. While before 10 and after 24 responded said strongly disagree, that the challenges to use of electronic and digital information resources in college library is increase.

CONCLUSION

The college librarians play an important role in promoting digital literacy in the colleges of Amravati district of Maharashtra state. As a library user becomes increasingly reliant on technology, it is essential that individuals have the skills and knowledge to effectively navigate and use of digital resources. Librarians are uniquely positioned to assist in this process, as they have the expertise and resources necessary to provide access to a wide variety of digital tools and resources.

This research paper has shown that, librarians can promote digital literacy in several ways, including offering computer classes, providing access to digital resources and databases, and assisting patrons with technology-related questions. Furthermore, the paper has demonstrated that, there is requires ongoing trainings and professional development programmes to stay up-to-date with the latest technologies and trends. Overall, the role of librarians in promoting digital literacy in college libraries is essential for ensuring that individuals have the skills and knowledge necessary to succeed in today's digital age. By offering access to digital resources and providing education and assistance, librarians can help to bridge the digital divide and ensure that everyone has the opportunity to succeed in a technology-driven world.

REFERENCES

1. Abertawe, P. (2013). Information and digital literacy strategy. Swansea: Swansea University.
2. Attahir, I. S. (2018). Digital Literacy: Survival Skill for Librarians in the Digital Era. Information Impact Journal of Information and Knowledge Management, Vol. 9(4), pp. 107.
3. Brown, S. A. (2014). Conceptualizing digital literacy and digital ethics for sustainability education. International Journal of Sustainability in Higher Education, 15 (3), pp. 280-290.
4. Cordell, R. M. (2013). Information literacy and digital literacy: Competing or complementary? Illinois: Northern Illinois University.
5. Emiri, O. T. (2015). Digital literacy skills among librarians in university libraries in the 21st century in Edo and Delta states, Nigeria. International Journal of Scientific and Technology Research, Vol. 4(8), 153-159.

Journal of Educational Multimedia and Hypermedia, Vol. 13(1).

7. Eshet-Alkalai, Y. and Soffer, O. (2012). Navigating in the digital era: Digital literacy: Socio-cultural and educational aspects.
8. Hart, G., and Kleinveldt, L. (2011). The role of an academic library in researchers' perspectives at a South African University. *South African Journal of Libraries and Information Science*, Vol. 77(1).
9. Issa, A. O., Amusan, B. and Dauda, D. U. (2009). Effects of information literacy skills on the use of e-library resources among students of the University of Ilorin, Kwara State, Nigeria. *Library philosophy and practice (e-journal)*, Retrieved from <http://digitalcommons.unl.edu/libphilprac/245> on 19th August, 2023.
10. Khan, S. A. and Waheed, A. (2015). *Digital literacy practices for library users at Government College University Libraries*. Lahore: University Libraries.
11. Kirkland, A. B. (2014). *Digital literacy: Opportunities in the learning commons school libraries in Canada*. Canada: CLA voices for school libraries.
12. Obinyan, O. O. (2022). Digital Literacy Inclusion: The role of librarians in higher education in the new normal. *Library Philosophy and Practice (e-journal)*.
13. Wema, E. F. (2022). The role of Tanzania library services board in enhancing information literacy skills among the public in Tanzania. *SAGE Journals Home*.
14. Wolski, M. (2020). A Model for Librarians to Assess the Digital Capability of Research Teams. *Journal of the Australian Library and Information Association*.