Awareness of Information and Computer Literacy among Teachers: A Case Study

Veena Kamble

Abstract:

A study was conducted in Dr. Babasaheb Ambedkar Marathwada Universtiy Academic staff College, Aurangabad to know information and computer literacy of the participant teachers of 88th orientation course. Questionnaire was used as a data collection tool. The response rate was 88.46%. The study revealed that the purpose of information need, importance of formal and informal information sources to teaching and research capability to use computer; skills of multimedia, internet / web, email, etc.

Key Words: Dr. Babasaheb Ambedkar Marathwada University; Academic Staff College; Information literacy computer literacy; formal Information sources; Electronic Information sources; internet; web; UGC; libraries.

Introduction

The information society calls for all people to become information literate which means that they should not only be able to recognize when information is needed but also be able to identify, locate, evaluate and use effectively information needed for decision making or fulfilling different goods.

Information technology, in particular the Internet and the web, have introduced a new society where people can share information freely, anywhere, at anytime, across the globe. Information networks have become an essential element of our lives and the global economy. With widespread use of the Internet, it becomes clear that skills required are not merely how to use computers or how to get information, but rather how to solve problems and how to create values with the help of others through information networks. Therefore,

Author's Affiliation: Librarian, Vasantrao Naik Mahavidyalaya, Aurangabad.(M.S.) 431003.

Reprint's request: Dr.Veena Kamble,Librarian, Vasantrao Naik Mahavidyalaya, Aurangabad, M.S. 431003. E-mail:veenasalampure11@gmail.com, veenasalampure@rediffmail.com

The term information literacy means more than so-called computer literacy.

21th century literacy is information literacy. Information literacy means being information smart. Knowing how to make critical judgment about information.

Information Literacy

The term 'Information Literacy' started flashing on the horizon of information sciences in early 1970s and continued to be defined and refined till 1989 when the implementation phase of information literacy programmes and standards began. Implementation was rather slow during the next decade, particularly in the case of higher education where information literacy competency standards were finally accepted in 2000. In the last two decades, information literacy has become a global issue and many information literacy initiatives have been documented throughout the world with particularly strong efforts and examples in North America, Australia, South Africa and Northern Europe. The programmes, which have been documented, address many concerns relating to technology and information skills.

According to ALA Presidential committee (1989) Information literacy in an

understanding and set of abilities requiring individuals to recognize when information is needed, have the ability to locate, evaluate, use effectively the needed information and create information within cultural and social context.

Ghosh,S.B. and Das,A.K. stated that information literacy is required for effective use, consumption and assessment of information resources available in the institutions. Exploring various initiatives in India that address information literacy in maximizing the utilization of knowledge resources, the study focuses on efforts by various institutions starting from elementary level to higher education level, professional societies and other organizations. It concludes that number of initiatives have been planned and implemented in this regard. In case of institutions of higher learning, bibliographic instructions programmes are there in universities. The research degree programmes have a course on research methodology and library search techniques are also included in this course. Some universities and institutes subscribe to e-resources and user training programmes are conducted for their use. Similarly there are user's orientation programmes imparting information literacy competencies.

Information literacy in not the same as computer literacy (which requires a technological know-how to manipulate computer hardware and software) although there in strong relationship among these concepts.

Computer Literacy

Computer literacy in defined as the knowledge and ability to use computers and technology effectively and efficiently. Computer literacy can also refer to the comfort level some has with using computer programs and other applications that are associated with computers.

Jones and Bartett publishers, stated very specifically in their book, chapter no.1. What

are Literacy, Computer Literacy and Information Literacy?

Literacy – Literacy means the ability to locate and use printed and written information to make decisions and to function in society, both personally and professionally.

Computer Literacy – Add "Computer" to the term "Literacy" and it refers to the ability to use the computer to do practical tasks. A variety of viewpoints exists that identify computer skills required for computer literacy, but there is general agreement that computer literacy includes the ability to use basic computer applications to complete tasks.

Information Literacy – This term describes a set of skill that enable a person to identify an information need, locate and access the required information many time by using technology, evaluate the information found and communicate and use that information effectively. With the explosion of information, both good and bad, information literacy has taken on a major role in all educational settings.

Importance of information literacy and computer literacy in higher education

Solution to the Data Smog

Information and computer literacy is the solution to smog. It allows us cope be giving us the skills to know when we need information and where to locate in effectively and efficiently.

Supporting a users to achieve a range of skills an self directed learning

Information the field of education in general learning environment, where teachers are more responsible and autonomous in their learning.

UGC academic staff college Dr. Baba Saheb Ambedkar Marathwada University, Aurangabad.

The UGC established the academic staff college in Dr.Babasaheb Ambedkar

Marathwada University in October, 1987. The academic staff college in this University organized specially designed orientation courses with the objectives of improving the teachers understanding about social problems and seeking appropriate solutions, inculcating teaching skill, and developing them into vibrant and integrated personalities.

Objectives of the Study

The objectives of the study are -

1) To examine the orientation course participant teachers capability to use computer.

2) To know he teachers capability to use the internet.

3) To identify teachers, how to specify electronic information sources to solve specific information problems for students and our self information need.

4) To know the need to teachers about information literacy and computer literacy programmers in making them self learners and lifelong learners.

Research Methodology

Proposed study is a fact finding approach related to the present status of computer and information literacy among the participate teachers of orientation course .The survey method was adopted for the present study and a questionnaire was used for a date collection tool. The majority of the questions were objective type designed keeping.

Despite all these a total 46 filled in questionnaires were received back out of 52 distributed, thus having response rate of 88.46%.

It was found from the analysis of data that 71.73% very young teachers have participated in 88th he orientation course programme. (4th July -30th 2011).

Subject status

Analyses of the responses in field of higher Education are cattier major subjects of Academic Qualification.

Table 1: Response Rate of O.C. Participant Teachers

Sr. No.	Sampling	No. of Questionnaire	Percentage
1.	Distributed Questionnaire	52	-
2.	Received Questionnaire	46	88.46%
3.	Not Respondent	06	11.54%
	Total		100%

Table No.2: Age Group

Sr. No.	Age Group	Response	Response in %
1	25-35	33	71.73%
2	36-45	10	21.75%
4	56-62	00	00%
	Total	46	100.00%

Pie chart
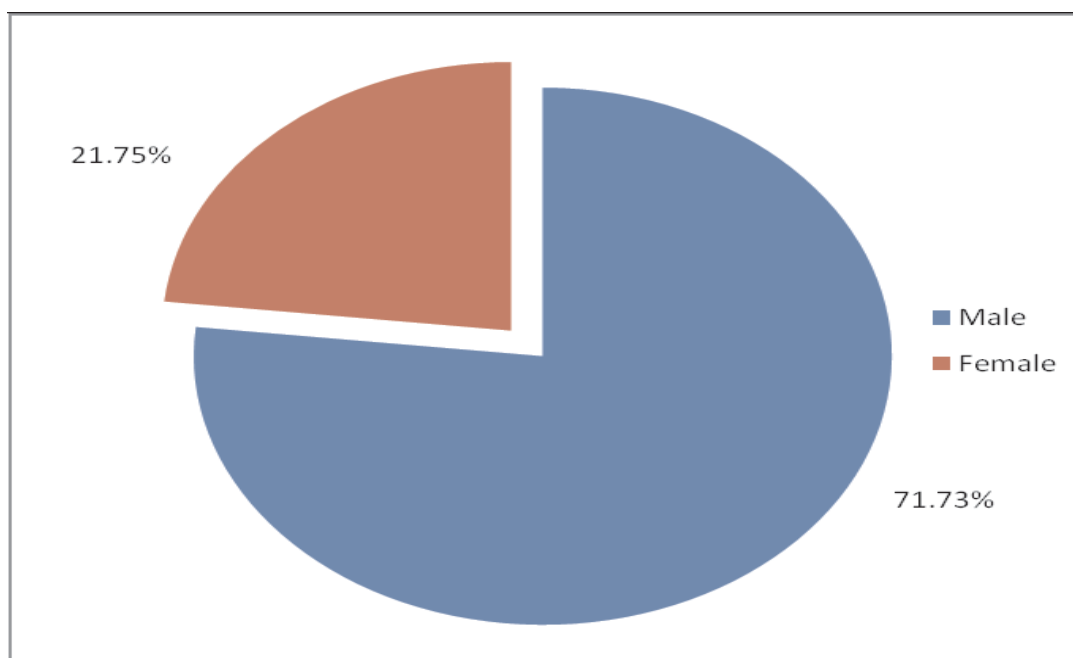
Following bar graph presents that the large majority as 56.52% have of M.A. teachers and followed by 28.26% teachers of M.sc.

Library science, M.Com and LLM Subject teachers compared to other subject is very less. Their percentage is 6.52%, 6.52% and 2.17% respectively.

Purpose of Information Need

Majority of the population was found the purpose of Information need. 39 (84.78%) teachers soughing information for teaching, preparation of course work, preparation of research work and for fulfilling student's difficulties and their needs in table no.3
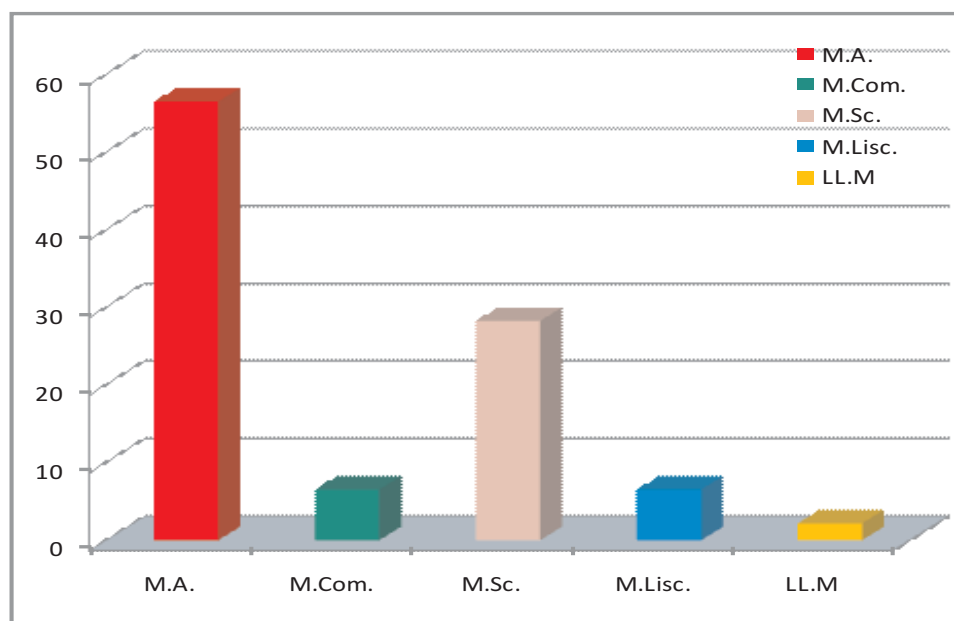
Bar Graph

Table 3: Purpose of Information Needs

Sr. No.	Purpose of Information	No of Response	%
1	Teaching	2	4.35%
2	Research Paper	3	6.52%
3	Preparation of Course work	-	-
4	General Awareness	2	4.35%
5	Both o 1-5	39	84.78%

Table 4: Information Sources

Sr. No.	Purpose of Information	No of Response	%
A. Formal Information Sources			
1	Reference Books	1st Rank 21	45.66%
2	Periodicals / Journals	2nd Rank 10	21.74%
3	Proceedings of Conference / Seminar / symposia	3rd Rank 7	15.22%
4	Technical Reports	4th Rank 5	10.86%
5	Bibliographies	5th Rank 3	6.52%
B. Informal / Electronic Information / Sources.			
1	CD-ROM Database	1st Rank 20	43.48%
2	Internet	2nd Rank 17	36.96%
3	E-Journals / E - Books	3rd Rank 9	19.59%

Table 5: Basic Computer Operation and Concepts

Sr. No	Basic concepts of Computer	Yes		No	
1	Understanding CPU, Monitor, Printer, Disk.	46	100%	0	00%
2	Software Programs and navigate between programme	32	69.56%	14	30.44%
3	Create folders and access inf.	43	93.48%	3	6.52%
4	Save work to folders in the hard disk.	43	93.48%	3	6.52%

Importance of information sources teaching/ research

Orientation course participants were asked to indicate the type of formal and informal information sources which they used to seek information. Table No.4 Clearly reflects that references of seeking information are used heavily and get first preference

be computer literature which includes skill to operate computers, knowledge of hardware, software, and storage devices. The questions were realized to examine the computers literary of the teachers and the data is given in Table No. 5.

Table No. 5 reveals that 100% of the teachers know to operate computers and its basic

Table 6: Multimedia Skills

Sr. No.	Basic concepts of computer	Yes		No	
1	Power point for presentation	42	91.30%	4	8.70%
2	Insert Graphics in Power point	38	32.60%	8	17.40%
3	Create and save word processing document	41	89.14%	5	10.86%
4	Upload files and document from web.	42	91.30%	4	8.70%

Periodical and Journals and proceeding of conference, seminars, symposia are used on second and their preferences, respectively, and seeking of informal or electronic sources, teachers are used mostly 43.48% CD-ROM database.

Teachers Capability to Use Computer

In order to use the information available in electronic from the teachers are expected to

concepts. 93.48% teachers, operate computer, through create folder, access information, save their works in the hard disk in day today life. 69.56% teachers aware with software programme and they work with the help of it for their research and course work.

Multimedia is the field concerned with the computer controlled integration of text, graphics, drawing still and represented, stored, transmitted and processed digitally.

Table 7: Internet / Web Skills

Sr. No.	Basic concepts of computer	Yes		No	
1	Specific site on www. given a URL	41	89.14%	5	10.86%
2	Use of web browser to browser a web site	41	89.14%	5	10.86%
3	Use of search engine	43	93.48%	3	6.52%
4	Download and save text / graph / pdf files	43	93.48%	3	6.52%
5	Download and install such as acrobat reader and other software.	33	71.74%	13	28.26

It clearly depicts that 42 (91.30%) teachers have skill of PowerPoint presentation and upload files and document from web. And 41 (89.14%) participant have skill of create and save work processing document. Comparatively above skills. Graphical presentation skills have in only 38 (82.60%) teachers.

Internet is the network, has been considered as a powerful sources of information and if facilitates the navigators with maximum in available throughout the world. The teachers should know to use the internet for various, shall purpose including for finding the latest information needed for their studies, for communication with teachers and students as well as friends. A question was asked to those teachers who have said that they are using

Email Skills

E-mail allows you to send a message to anyone with access to the web. In addition, you can attach other files to the massage. In short E-mail is electronic messages. It is reliable, convenient, easy to use, instantaneous messaging system that helps us all keep in touch with each other.

In this table were given several questions belong o email. The teachers were asked to use of email in details. The data presented in table 8 reveals that the majority of the respondents have e-mail skills. 43 (93.48%) teachers aware of all details about e-mails and this is very appreciable thing for all teachers.

Table 8: E-mail Skills

Sr. No.	Basic concepts of computer	Yes		No	
1	Read email messages	43	93.48%	3	6.52%
2	Compose and send emails	43	93.48%	3	6.52%
3	Reply to all or to individual	43	93.48%	3	6.52%
4	Coping / Saving / Forwarding / deleting e-mails	43	93.48%	3	6.52%
5	Send and received attachment	43	93.48%	3	6.52%
6	Save and print a received attachment in an appropriate place.	43	93.48%	3	6.52%

interment and the response rate shows in Table No. 7.

The data presented above table clearly indicates the that the majority 43 (93.48%) of the respondents posses the competence to use the internet and they know very well that in search engine, URL, browser specific web sites, and downloading graphs and pdf files etc.

Only 33 (71.74%) teachers updated with installation acrobat reader and such type of software.

Opinion

In order to elicit the teacher's opinion about the need of information and computer literacy. Majority teachers 36 (76.26%) access this electronic resources through their own computers (personal PC.)

Table No. 9 shows the only 16 (34.78%) teachers have using electronic sources in college library and rest of 14 (30.43%) teachers can prefer net café and departmental P.C.

Mostly feels that information and computer literacy in most needed. But they have not such

Table 9: Access of Electronic Resources

Sr. No.	Basic concepts of computer	No. of Responses	%
1	Home (Personal) P.C.	36	78.26%
2	Departmental	14	30.43%
3	College Library	16	34.78%
4	Other Place (NET	14	30.43%

type of resources for accessing, day-today life. They manage for that on their personal level lack of electronic resources is in most of the colleges.

Findings and Suggestions

Based on the analysis of data, the following finding and suggestions are made.

1) Majority of the responses i.e. 21 (45.66%) first preferred references books for the purpose of teaching. And for electronic information sources preferred on first CD Rom database.

2) Majority of the total respondents 46 (100%) have basic concepts of computer operation.

3) 42 Responses have awareness of multimedia skills of computer.

4) Only 3-5 teachers are not aware of the internet and web skills and they have lack of information about electronic mail also.

5) Mostly respondents opine that information and computer literacy are most needed. They recommended this appropriate information and electronic resources, can make available in library or in every department by college authorities.

In the present study author finding that the information and computer literacy rate of the teachers are very satisfactory. But the teachers have not getting such type of electronic resources and computer services for performance of their skills at work place.

Thus, in order to improve the situation and make the teachers and students sustainable in the growing higher education system following suggestion put forth.

The UGC and university have to take steps to impart information and computer literacy among teachers and students engaged in higher education. There is need to develop electronic resources infrastructure in colleges. College library should be applied for computerization of library. Through the library also teachers, students can get appropriate information in formal and informal way.

Conclusion

The study reveals that the awareness of information and computer literacy among 88th orientation course participant teachers during 4th July to 30th July 2011. The, ability to assess, evaluate and use information is a prerequisite for lifelong learning and education. Whenever it comes from the internet, the library or any other sources, the most important thing is the capability to use them to present their knowledge effectively. This study helps the librarians also for planning and developing electronic information sources in providing modern services to their library users.

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