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USE OF DIGITAL INFORMATION LITERACY AMONG PG STUDENTS OF HEMWATI NANDAN BAHUGUNA UNIVERSITY, UTTARAKHAND: A STUDY

Dr. Hema Adhikari
Library and Information Science
hemaadhikari618@gmail.com
and
Pramod Kumar Paswan
Research Scholar (Ph.D.),
DLIS, University of Delhi
Pramoddu250@gmail.com

Abstract: In today's digital environment, knowing how to use digital information is important for learning, doing research, and doing well in school. This study investigates the degree of digital information literacy among postgraduate students at Hemwati Nandan Bahuguna University of Uttarakhand. The study seeks to examine students' search, assessment, and ethical management of digital resources for academic objectives. A standardized questionnaire was given to a representative sample of postgraduate students from different faculties. The questionnaire asked about their digital search habits, their ability to evaluate information, their knowledge of digital technologies, and the problems they confront while handling online content. This research emphasizes the necessity for deliberate initiatives to improve digital literacy abilities crucial for academic achievement and professional preparedness, while also clarifying the present condition of digital information literacy among students in Indian higher education.

Keywords: Digital Information Literacy; Digital Literacy; Digital technologies; E-resources

1.0 Introduction

Digital platforms are the main way that information is made, shared, and accessed in the digital age. The internet, social media, online databases, and digital archives have all grown in number in this digital age. This has changed the way people look for, assess, and use information. Digital technologies have made it easier to find information, but they have also made it harder to get accurate, relevant, and real data. In this context, Digital Information Literacy (DIL) has become an important skill for both people and society. "Digital information literacy" is being able to find, access, assess, analyze, generate, and use information in digital settings in a moral way. It stresses critical thinking, evaluating knowledge, and being responsible when using the internet and computers, which goes beyond just knowing how to use them.

Someone who is digitally literate can protect their personal information, tell the difference between legitimate and non-credible sources, critically assess digital content, and use information in a legal and moral way.
Digital information literacy has become very important in everyday life, research, education, and government. Professionals use internet information to make decisions, citizens rely on digital media for news and political discussion, and students use digital tools for studying and learning. Misinformation, fraud, information overload, the digital gap, and the unethical use of information all show how important it is to have strong digital information literacy abilities.

Libraries, schools, and information workers all have a big part to play in helping people become more digitally literate. Through digital training, information literacy programs, and user education, they help people learn the skills they need to efficiently navigate complicated digital information environments. Digital information literacy is an important skill that helps people make smart choices, keep learning, and be involved in knowledge societies and digital government. It is also a requirement for scholars.

2.0 Literature Review

Bi et al. (2022) Students must get instruction in digital information literacy to effectively search and retrieve information in a digital world.

M et al. (2021) One hundred fifty members of the state central library completed questionnaires to furnish data regarding their digital literacy levels. The research was carried out at Thiruvananthapuram. Digital literacy abilities were identified as significant among users of the state central library in Thiruvananthapuram. Moreover, the majority of users were identified as students possessing a basic understanding of digital resources.

Bejaković & Mrnjavac (2020) the main objective of this article is to examine the correlation between digital competencies and employment, along with the importance of policies designed to improve digital literacy. This research, utilizing Eurostat data, established a statistically significant correlation between digital competencies and EU employment metrics. This survey indicates that digital literacy is essential for enterprises, government entities, and ICT professionals.

Okeji et. al. (2020) An analysis of the knowledge-based competencies and digital literacy skills of Nigerian university librarians. This study seeks to determine the extent of digital literacy among Nigerian university librarians. The study's findings indicate that most librarians possess expertise in network and system security, are proficient in utilizing firewalls and filtering routers, and can protect users' access to digital content. A modest fraction of librarians exhibit intermediate digital literacy skills.

Professor et al., (2020) examined the digital literacy proficiency of library personnel at Jimma University Libraries in Ethiopia. This study indicates that most librarians possessed understanding of mobile phones, social networking, email, and the internet. Utilizing the internet and social media, librarians were acquiring knowledge through formal courses, workshops, and YouTube. Given the evolution of digital environments, it is deemed essential for professionals to remain current with various digital tools and technologies, necessitating the implementation of regular training programs for all library personnel.

Feerrar (2019) The objective of this study was to introduce an evolving framework for digital literacy at a specific institution, while also including aspects from other frameworks. Focus groups convened subsequent to the development of a draft digital literacy framework to solicit feedback and pinpoint areas for enhancement. This study provided a flexible methodology for digital literacy programs within the context of contemporary global digital literacy frameworks.

Weber et al. (2018) The survey indicates that most students lack awareness of digital information literacy skills. Third-year students at a German university engaged in a workshop, and the effects of the activity on the students were observed. This course emphasized relevant computer lab information literacy competencies. Subsequent to the workshop, their search behavior was monitored using a tracking device. It was determined that students have augmented their use of academic databases and are citing scholarly journals; nonetheless, there was no discernible impact on the relevance of the content they discovered online.

Verma & Kumar Professor (2018) This investigation ascertained the information literacy competencies of medical college instructors. The study analyzed the responses of 350 faculty members, with 35 participants from each of M. P.'s ten medical colleges. It was found that a limited number of respondents were cognizant of the sources of information and their locations. It was also found that telemedicine is infrequently employed. The majority of participants were determined to be incapable of utilizing online resources. Consequently, faculty members often resort to manual searches to locate material.

Neumann et al. (2017) The development of children into proficient readers and writers of both digital and non-digital literature was examined. The emerging digital information literacy paradigm from this study may guide empirical research on comprehending children's literacy acquisition.

3.0 Objectives Of The Study

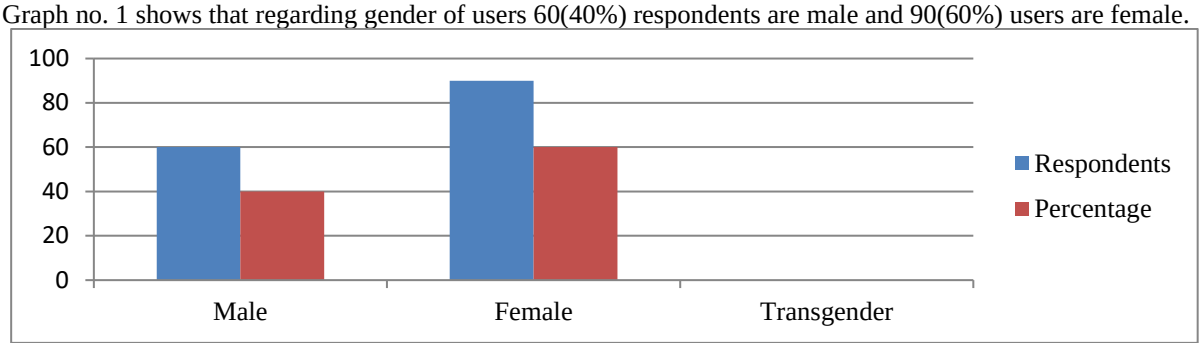
1. To know awareness about Digital Information literacy by users
2. To know awareness about search engines for Digital Information by users
3. To examine of search technique for retrieving the information
4. To check out the awareness about e-resources
5. To know problem being faced during access of e-resources by users

4.0 Data Analysis And Interpretation

N=150

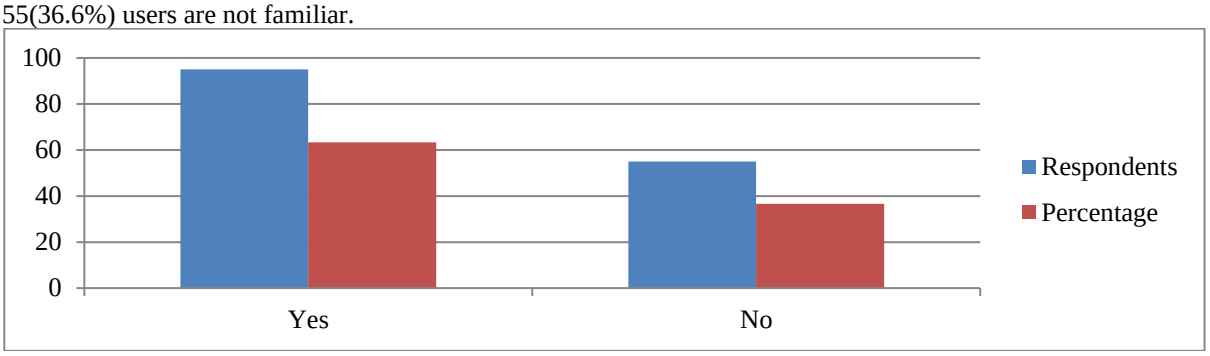
Graph No. 1 User's Gender

Graph no. 1 shows that regarding gender of users 60(40%) respondents are male and 90(60%) users are female.



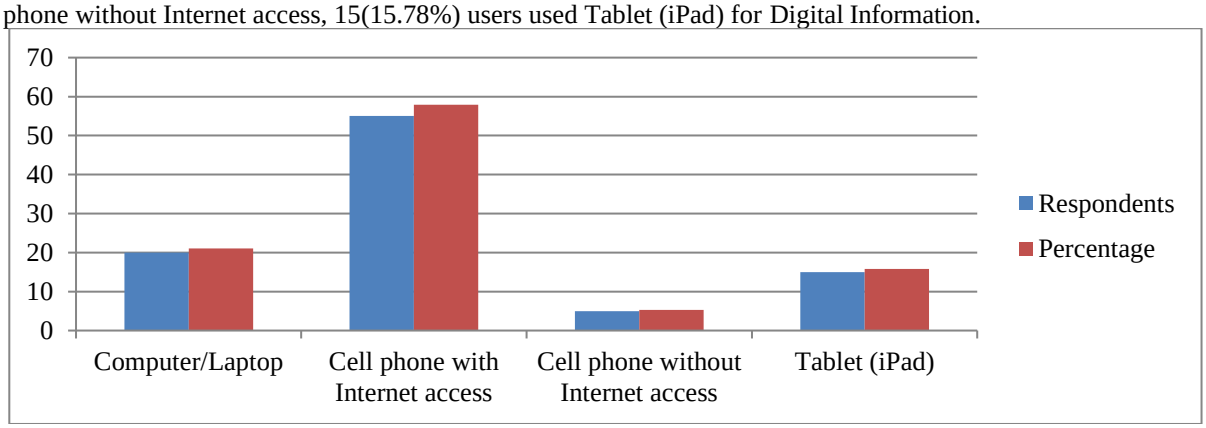
Graph No. 2 User's know about Digital Information literacy

It is evident from Graph no. 2 revel with digital information literacy 95(63.3) respondents are familiar and 55(36.6%) users are not familiar.



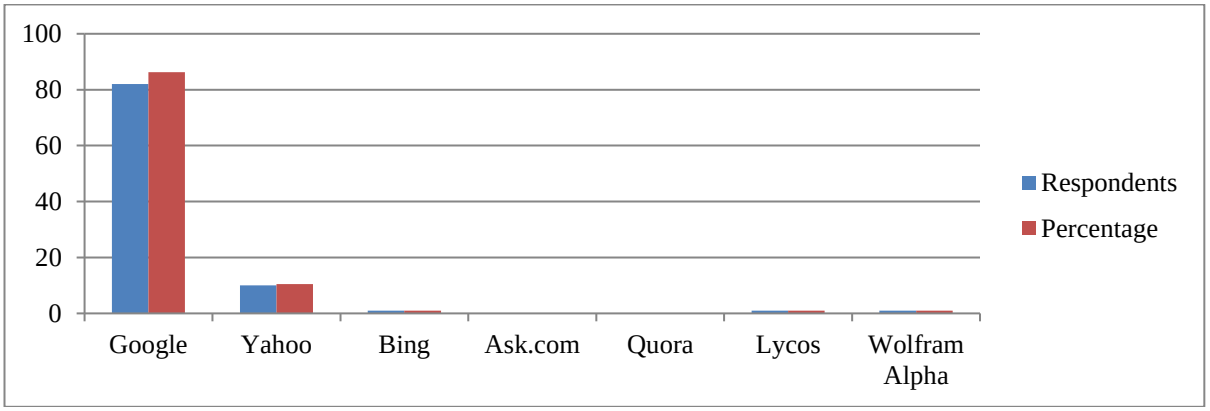
Graph No. 3 Devices used for Digital Information by users

It is clear from Graph no. 3 regarding Devices used for Digital Information in which 20(21.05%) users use Computer/Laptop, 55(57.89%) respondents use of Cell phone with Internet access, 5(5.26%) users used Cell phone without Internet access, 15(15.78%) users used Tablet (iPad) for Digital Information.



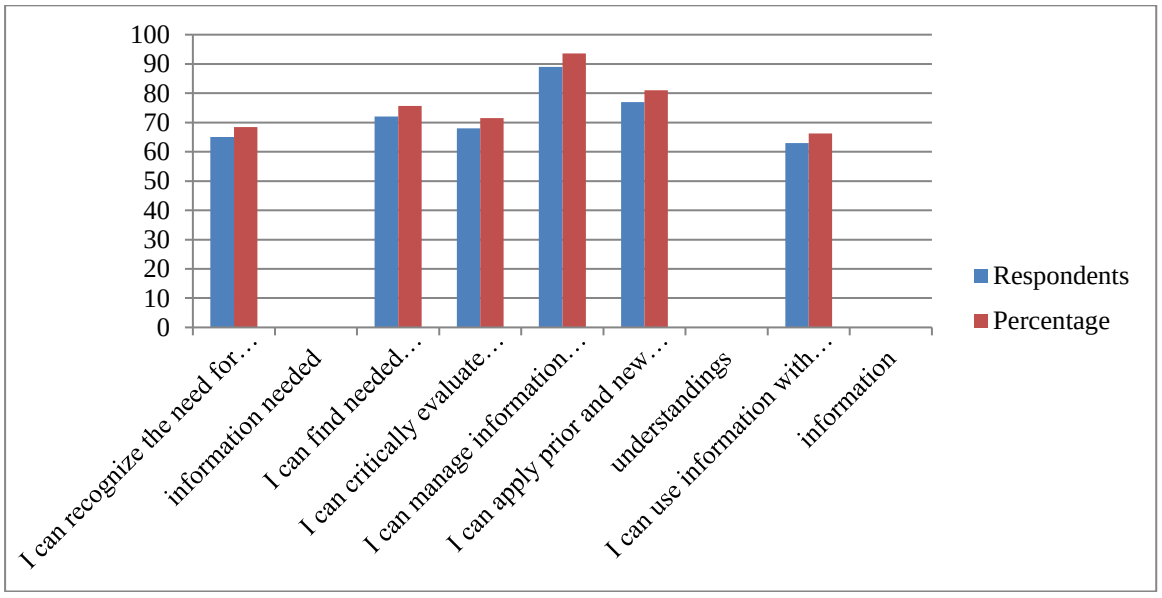
Graph no. 4 Used search engines for Digital Information by users (allow multiple options).

Graph no. 4 shows that regarding used search engines for Digital Information 82(86.3%) responded use Google for Digital Information, 10(10.5%) users used Yahoo, 1(1.0%) user use Bing, and No any users use Ask.com and Quora, 1 (1.0%) user used Lycos, 1 (1.0%) student used Wolfram Alpha for Digital Information.



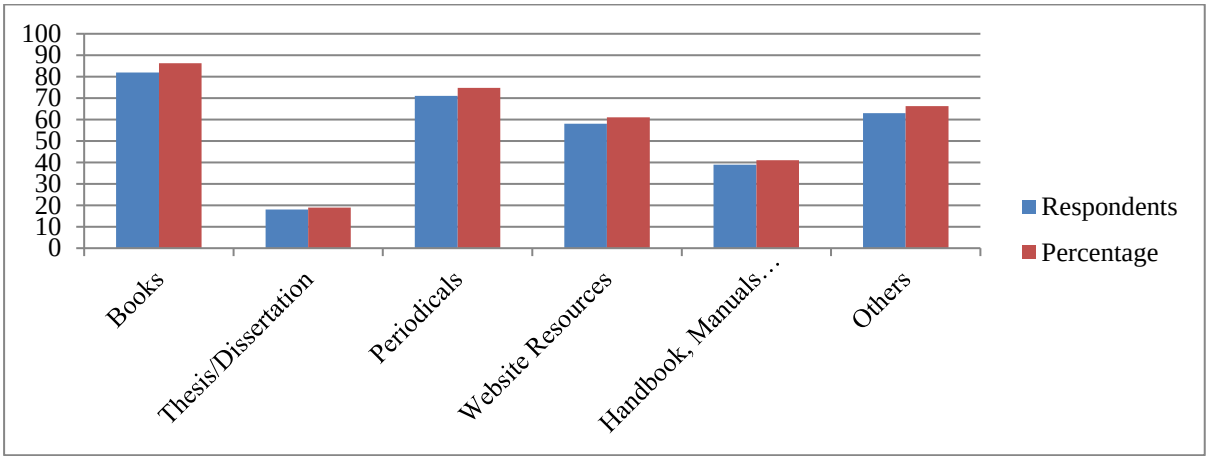
Graph No. 5 Digital Information Literacy Skills used by users

Graph no. 5 shows that regarding digital information literacy Skills in which 65(68.4%) respondents used I can recognize the need for information and determines the nature and extent of the information needed, 72(75.5%) students used I can find needed information effectively and efficiently, 68(71.5%) students used I can critically evaluate information and the information seeking process, 89(93.6%) users used I can manage information collected or generated, 77(81.05%) respondents used I can apply prior and new information to construct new concepts or create new understandings and 63(66.3%) students I can use information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of Information.



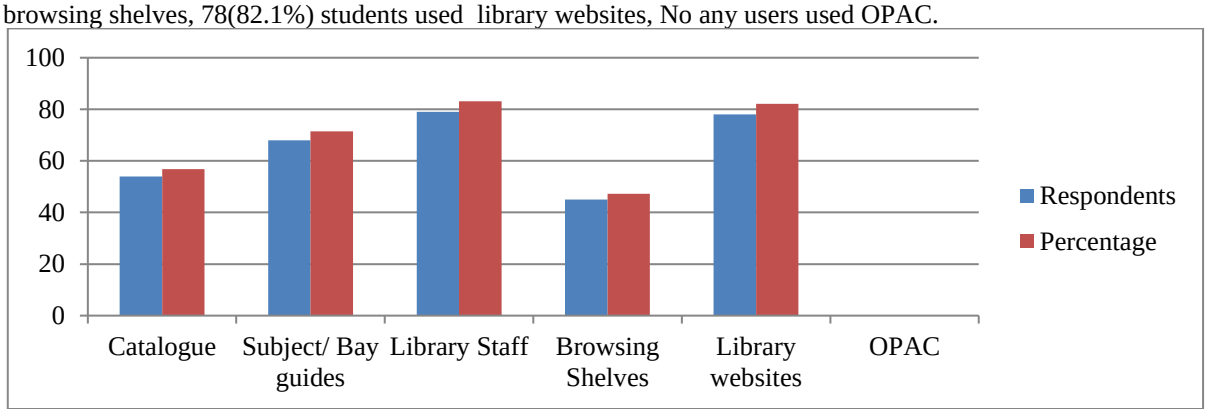
Graph No. 6 Resources used for academic and research activities

Graph no. 6 shows that Resources used for academic and research activities 82(86.3%) students used books, 18(18.9%) responded used Thesis/Dissertation, 71(74.7%) users use Periodicals, 58(61%) students used Website Resources, 39(41%) users used Handbook, Manuals & Reports, 63(66.3%) respondents used others for resources used for academic and research activities



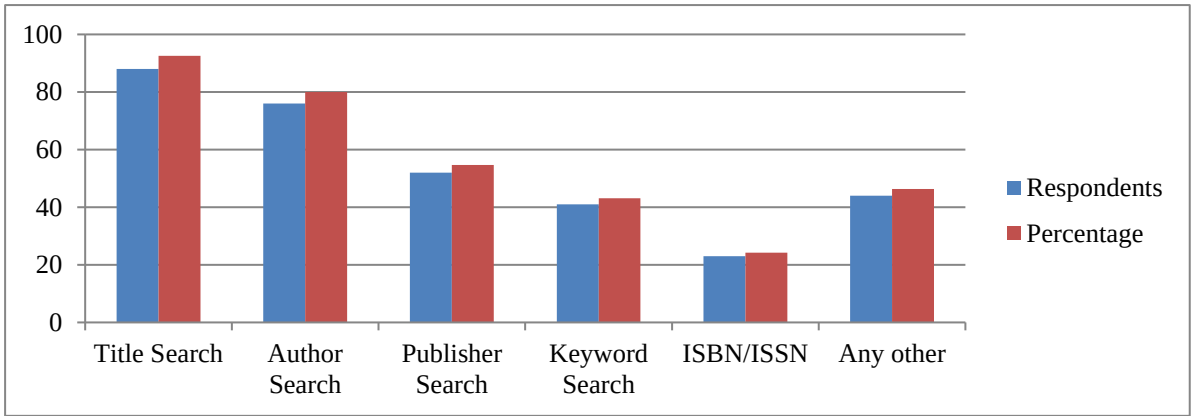
Graph No. 7 Required information searched by users

It is evident from graph no. 7 required information searched by users 54(56.8%) responded use catalogue, 68(71.5%) users used Subject/ Bay guides, 79(83.1%) students used library staff, 45(47.3%) respondents used browsing shelves, 78(82.1%) students used library websites, No any users used OPAC.



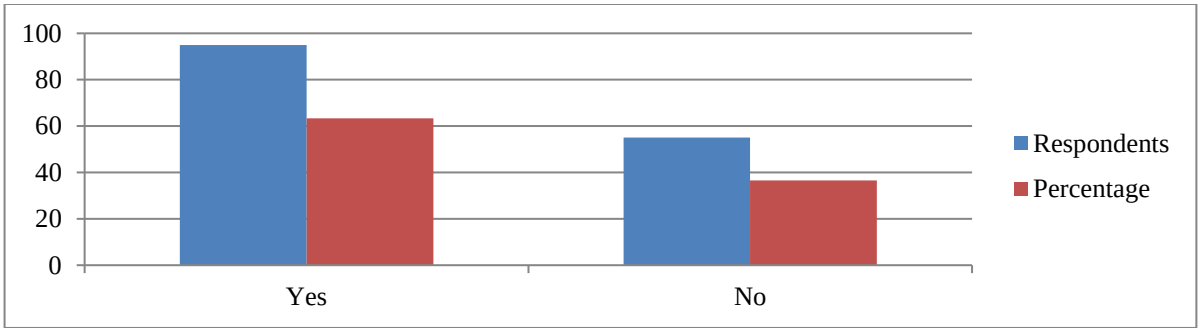
Graph No. 8 Used of search technique for retrieving the information

It is clear from graph no. 8 search technique use for retrieving the information in which 88(92.6%) users used title Search for retrieving the information, 76(80%) responded used Author Search, 52(54.7%) users used Publisher Search, 41(43.1%) responded used ISBN/ISSN and 44(46.6%) students use any other for retrieving the information.



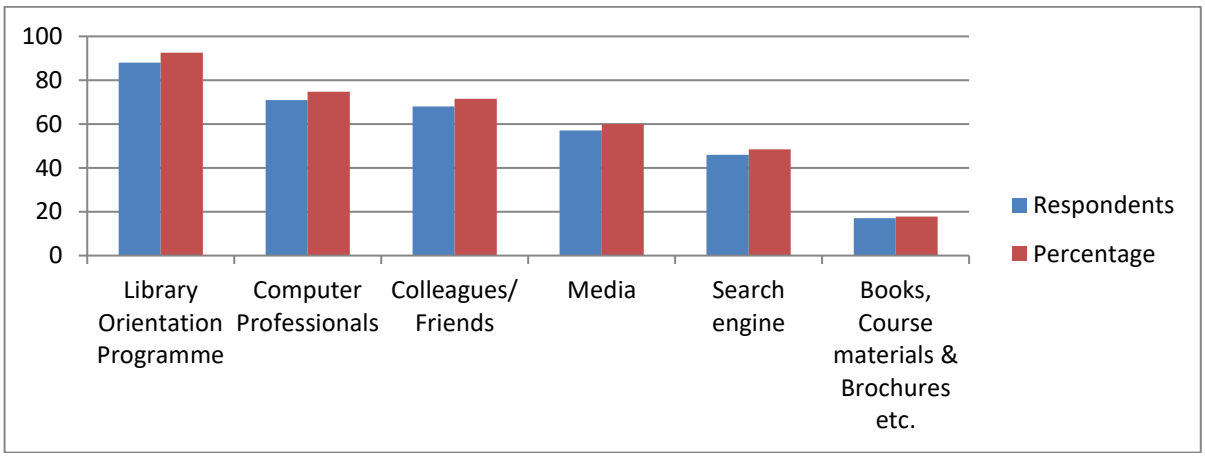
Graph No. 9 Familiar with about e-resources

Graph no. 9 shows that regarding e-resources 95(63.3%) users familiar with e-resources and 55(36.6%) users are not familiar.



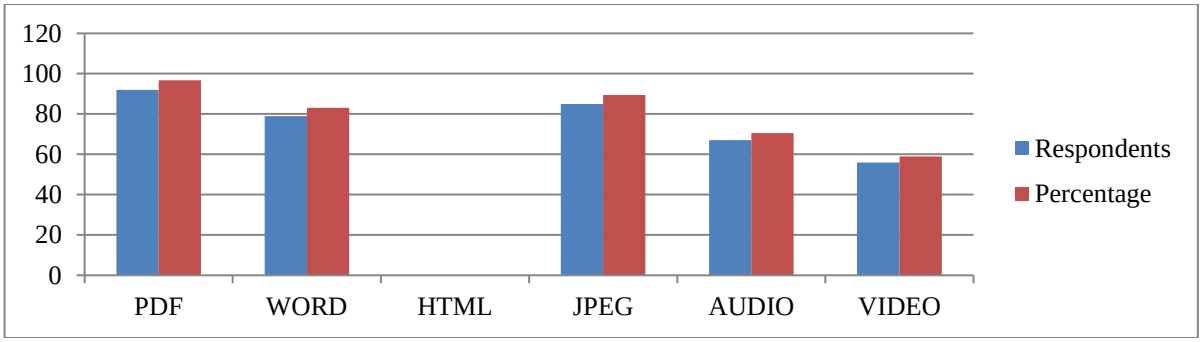
Graph No. 10 Users get to know about e-resources

Graph no. 10 shows that regarding know about e-resources 88(92.6%) users know through Library Orientation Programme, 71(74.7%) students know through Computer Professionals, 68(71.5%) users know through Colleagues/ Friends, 57(60.0%) students know through media, 46(48.6%) respondents know through search engine, 17(17.8%) users know e-resources through Books, Course materials & Brochures etc.



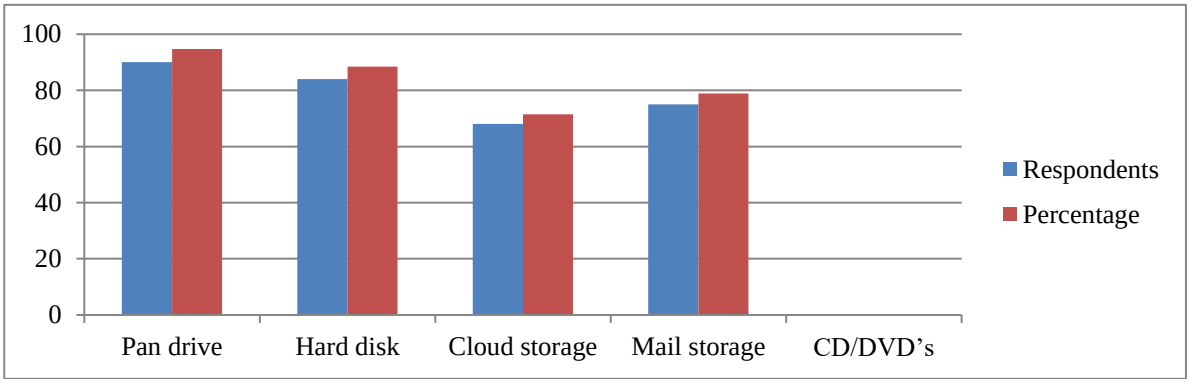
Graph No.11 Users preferred for accessing the e-resources

It is evident from graph no. 11 regarding preferred for accessing e-resources 92(96.8%) respondents use PDF for e-resources, 79(83.1%) users used word, no any users use of HTML, 85(89.4%) students use JPEG, 67(70.5%) users used AUDIO for e-resources, 56(58.9%) users used VIDEO.



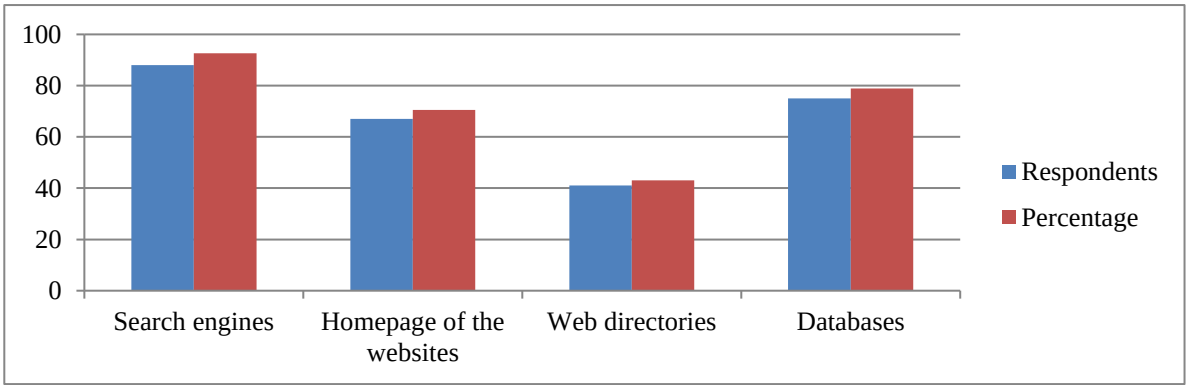
Graph No. 12 Storage media used by users

Graph no. 12 shows that related to storage media 90(94.7%) respondents use pan drive for storage, 84(88.4%) users use hard disk for storage, 68(71.5%) students use cloud storage, 75(78.9%) use mail storage, no any users use CD/DVD's.



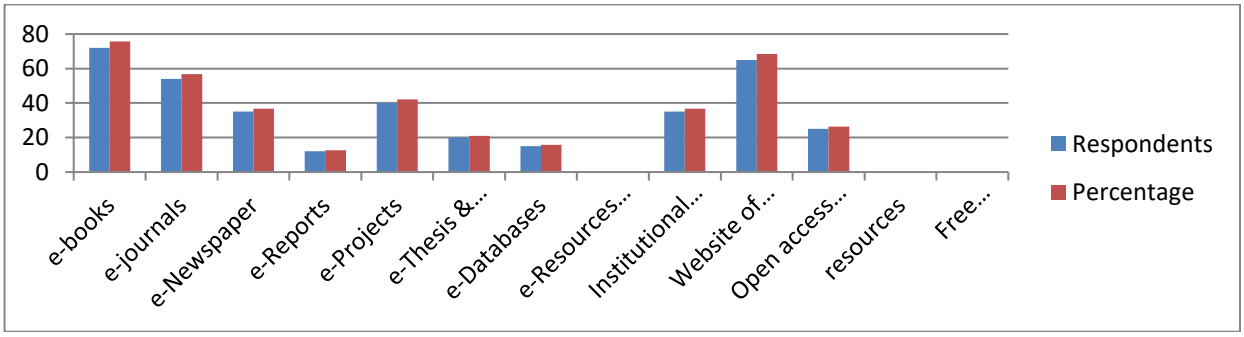
Graph no.13 Users get the required e-resources

According to graph no. 13 users get e-resources 88(92.6%) users get e-resources through search engines, 67(70.5%) respondents obtain e-resources through Homepage of the websites, 41(43.1%) students get through Web directories, 75(78.9%) users get e-resources through Databases.



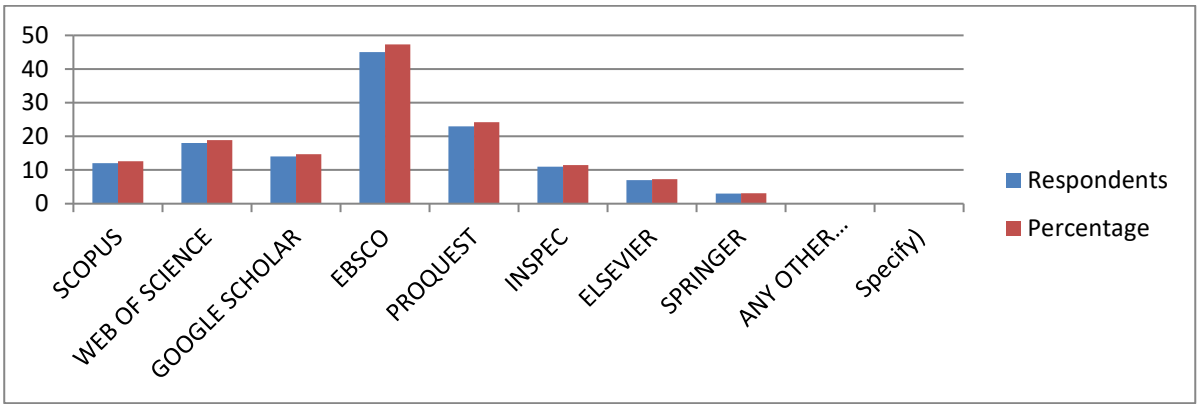
Graph No. 14 Awareness about e-resources by users

It is evident from table no. 14 aware about e-resources in which 72(75.7%) respondents aware with e-books, 54(56.8%) users' aware e-journals, 35(36.8%) users aware e-newspaper, 12(12.6%) users aware with e-Reports, 40(42.1%) respondents aware with e-projects, 20(21.0%) students aware e-thesis & dissertation, 15(15.7%) students aware e-databases, no any users use of e-Resources on CD/DVDs, 35(36.8%) aware with Institutional Repositories, 65(68.4%) students aware about Website of College/Institute/University, 25(26.3%) respondents aware with Open access educational resources, no any users use of Free resources kept compiled by your library.



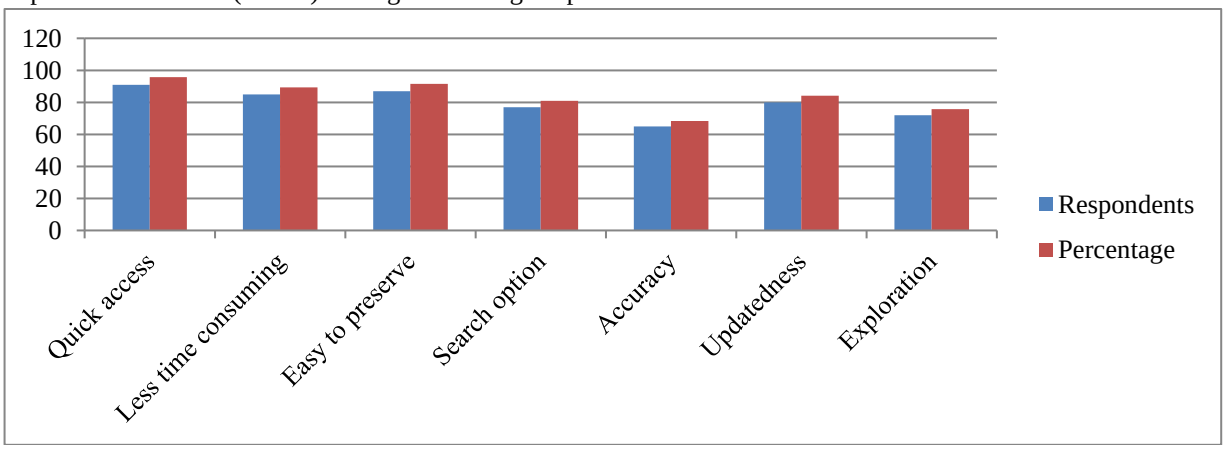
Graph No. 15 Awareness about e-databases by users

Graph no. 15 shows that 12(12.6%) users aware about Scopus, 18(18.9%) respondents aware about web of science, 14(14.7%) respondents aware with Google scholar, 45(47.3%) students aware about EBSCO, 23(24.2%) users are aware about ProQuest, 11(11.3%) aware with Inspec, 7(7.3%) respondent aware Elsevier, 3(3.1%) users aware about Springer, No any users aware with any others.



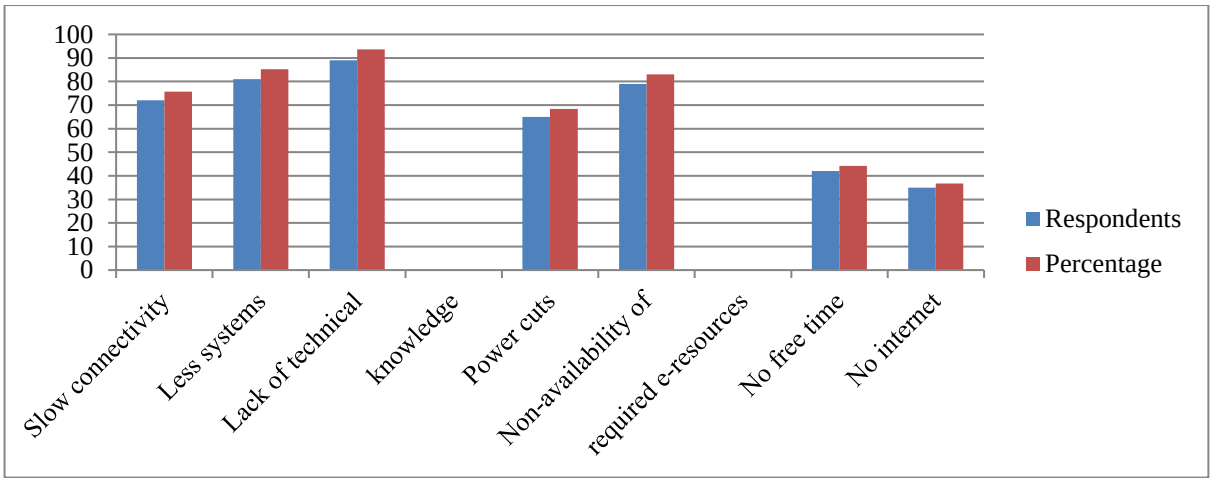
Graph No. 16 Advantages of e-resources over traditional sources

Graph no. 16 shows that maximum 91(95.7%) users support quick access as an advantage, 85(89.4%) responded get advantage through less time consuming, 87(91.5%) students Easy to preserve, 77(81.0%) users get advantage Search option, 65(84.2%) responded get advantage accuracy, 80(84.2%) users get advantage through Up datedness and 72(75.7%) users get advantage exploration.



Graph no.17 Problem being faced during access of e-resources by users

It is clear from graph no. 17 revel facing problem during access of e-resources 72(75.7%) respondents facing problem with slow connectivity, 81(85.2%) users facing with Less systems, 89(93.6%) users facing problem with lack of technical knowledge, 65(68.4%) respondents facing with power cuts, 79(83.1%) users Non-availability of required e-resources, 42(44.2%) responds facing with No free time at least 35(36.8%) facing problem with no internet.



5.0 Conclusion

The study's results show that postgraduate students at Hemwati Nandan Bahuguna University of Uttarakhand are good at digital information literacy, especially when it comes to locating things online. However, they lack critical thinking abilities, advanced search techniques, and the ethical use of online resources. These results show how important it is to have systematic education in digital information literacy through integrated curriculum, library-facilitated training programs, and ongoing academic support. To improve academic performance, the quality of research, and responsible engagement in the digital information environment, these skills need to be strengthened.

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