



A Study of Digital Literacy Among Secondary School Teachers of Jalpaiguri, West Bengal

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Abstract:

Digital information literacy encompasses the essential skills and knowledge required to locate, evaluate, and effectively apply information. Digital literacy has become a vital standard for lifelong learning. Digital literacy in the current era has shifted from “knowing how to use a computer” to a complex set of cognitive, social, and technical competencies. It’s no longer just about operating software; it’s about navigating a world where AI, misinformation, and digital footprints are deeply integrated into daily life. Digital literacy is an essential skill for modern classroom. Teaching is a very complex process and teachers always needs to upgrade their pedagogy as well as technological skills and incorporate in their content. 60 school teachers from government as well as private school are selected for the sampling. Online questionnaire and telephonic interview have taken for the study. Percentage analysis has employed for data analysis. The result of the study shows that more than 80 percent teachers are agreed digital literacy important for the modern teaching.

Keywords: *Digital Information Literacy, Skills, School Teacher, Modern Teaching.*

Introduction: The National Education Policy (NEP) 2020 has set up after 34 years of existing policy of 1986. The NEP 2020. According to NEP 2020 India is a global leader in information and communication technology and in other cutting-edge domains, such as space. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bidirectional. Given the explosive pace of technological development allied with the sheer creativity of tech savvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts (www.education.gov.in/).

The evolution of digital literacy has streamlined information access and fostered global knowledge sharing. As ICT continues to revolutionize industries like health, agriculture, and education, the resulting data explosion presents a new challenge: helping users navigate an increasingly complex and overwhelming

digital landscape. In the modern digital landscape, fostering information literacy (IL) has become an absolute necessity. As computers are now foundational to our society, proficiency in their use is no longer optional but a standard requirement for the majority of professional opportunities.

Meaning of Digital Literacy: Digital literacy encompasses the mindset, awareness, and technical proficiency required to effectively navigate the digital landscape. It involves utilizing technology to locate, organize, synthesize, and evaluate online resources, while also empowering individuals to produce their own original media.

Types of Literacy:

- ❖ **Information Literacy:** According to National Forum on Information Literacy, “The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.” (M. Anjaiah,2016).
- ❖ **Computer Literacy:** Computer literacy preceded digital literacy, and refers to knowledge and skills in using traditional computers (such as desktop PCs and laptops) with a focus on practical skills in using software application packages (M. Anjaiah,2016).
- ❖ **Digital Literacy:** Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (M. Anjaiah,2016).
- ❖ **Media Literacy:** Media Literacy when individuals retrieve, assemble and evaluate media. It rests on the use of tools present in technology literacy and is intertwined with the interpretation and creation of images in visual literacy (M. Anjaiah,2016).

Review of Literature:

A, K, Shashikala (2023) was conducted a study on ‘Information Literacy: A Key to Access, Evaluate & Use of Information’. The challenges associated with information literacy are significant. The abundance of information, coupled with the spread of misinformation, presents obstacles that require individuals to develop discernment and critical thinking skills. Efforts should be made to promote media literacy, digital literacy, and the development of critical evaluation skills to ensure individuals are equipped to navigate the complexities of the digital age.

Saini, S (2023) was conducted research on ‘Relevance of Digital Information Literacy in Library Management: A Study’. The study aims to contribute to the development of a more effective and efficient library management system through the promotion of digital information literacy among library professionals. The research methodology for this study has involved a systematic review of existing literature on digital information literacy in library management. A systematic review is an approach that involves a comprehensive search and evaluation of relevant literature to identify and analyze the existing evidence on a specific topic. The researcher concludes that digital information literacy is essential in library management, and libraries must prioritize promoting digital information literacy among staff and patrons to enhance their services. Therefore, the study provides practical suggestions for improving digital information literacy among library professionals, which will ultimately contribute to the development of a more effective and efficient library management system.

Soni, K, D (2023) was conducted research on ‘Information Literacy in the Digital Age: Empowering Users for Effective Information Retrieval’. This research paper explores the concept of information literacy, its significance in the digital era, and the role it plays in empowering users for effective information retrieval. It discusses the challenges users face in navigating the abundance of information online and emphasizes the

importance of information literacy skills in evaluating, accessing, and using information effectively. Enhancing information literacy empowers users to critically evaluate information, make informed decisions, and contribute meaningfully to society. This paper concludes by emphasizing the ongoing importance of information literacy initiatives in empowering users and fostering a more informed and digitally literate society.

Sharanabasappa (2016) conducted research on ‘Digital Information Literacy Skills A Survey Among Users of City Central Library, Belgaum’. The paper highlights the ways and means the users search the information from different digital information sources. Further, the study finds the digital information resources used by the city central library users to get information relating to their interesting areas. Digital literacy is those capabilities that mean an individual is fit for living, learning and working in a digital society. It is about being able to make use of technologies to participate in and contribute to modern social, cultural, political and economic life. There is an unprecedented requirement for people of all ages to have digital literacy skills for a wide variety of reasons, including employability, to reach full potential in library and for active engagement in digital world at all ages, at the end, some of the suggestions to increase awareness among the user community by providing effective digital information literacy programmes.

Katri Rintamäki and Anne Lehto (2018) conducted a study on “A digital information literacy course for university teachers: Challenges and possibilities.” Information literacy education for students, even information literacy courses included in the curricula, is an established task of university libraries. However, information literacy courses for university teachers have seldom been arranged or researched. Pioneeringly, information literacy is now included in university pedagogy in a research-based teaching development project called HELLA – Higher Education Learning Lab. In HELLA, a new study module (60 ECTS) in university pedagogy is developed and piloted in order to strengthen the pedagogic and digital competencies of university teachers. The Tritonia Academic Library is responsible for planning and piloting the course “Digital information resources and information literacy in teaching” (5 ECTS). The most important learning objective of the course is to integrate information literacy into teachers’ teaching and curricula so that teachers with their behaviour give an example and support their students’ information literacy. In addition, the course aims to promote teaching culture and practices in university education supporting the learner through life.

M. Anjaiah (2016) conducted a study on “Digital Information Literacy Among Research Scholars and Students Community at Dravidian University, Kuppam-Andhra Pradesh (India): An Exploratory Study”. It is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. The ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. The present paper highlights that A majority of the respondents 62 (63.26%) were male, A majority 62 (63.28 %) respondents having PCs, Laptops, Smart Phones and Tabs, A majority 47 (47.95%) of the professional respondents were using the internet, A majority 102 (81.60%) of the respondents were known about the digital information, majority of the respondents 66 (67.34%) were hails from villages, followed by 19.38% respondents from mandals, A majority 85 (86.73%) of the respondents visiting the library to borrow the library e-books which is a good sign to use, A large majority 92 (93.87%) of the respondents are facing frequently power off, followed by 85 (88.77%) respondents facing wi-fi problems while browsing the digital resources at hostel premises.

Objective of the study: The following objectives were made for the study as follows

1. To examine the digital literacy among the government and private school teachers of Jalpaiguri.
2. To identify the problems faced by the teachers while browsing the digital information resources.

Hypothesis:

H0: There is no significance difference between government and private school teachers regarding use of Digital Literacy in their classroom transaction.

H1: Use of Digital literacy is significance difference between government and private school teachers.

H2: The digital resources are very much useful for the imparting quality of education among the students.

Methodology: For the present study researcher used survey and telephonic interview method. The data is collected through the online questionnaire.

Population: All secondary school teachers of Jalpaiguri, West Bengal.

Sample: 60 Secondary school teachers are selected for the study.

Type of Institute	Sample
Government School Teachers	30
Private School Teachers	30
Total	60

Sampling Technique: Purposive sampling has been employed for the study.

Tool: The researcher used self-made tool on Digital Literacy which consist 12 items.

Data Analysis:**Major findings:**

- ❖ More than 80% of secondary school teachers of Jalpaiguri, west Bengal are strongly agreed that use of digital Literacy helps in teaching learning process and helps in maximizing learning outcome.
- ❖ More than 60% government teachers are agreed that there is no scope in use digital literacy in their institute due to infrastructural problem.
- ❖ More than 75% private school teachers of Jalpaiguri are agreed that there are a good environment and infrastructure to use digital literacy in their classroom teaching learning.
- ❖ Overall, all teachers are agreed that Digital literacy is very much important to maximum learning outcome.

So, from the above finding we can say that null hypothesis rejected and alternative hypothesis are accepted.

Conclusion: The findings of this study indicate that secondary school teachers in the Jalpaiguri, west Bengal possess a strong awareness of the digital literacy required in modern teaching. A significant majority of responded that content knowledge is not only sufficient for effective instruction but digital literacy also play a crucial role in modern teaching.

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