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# Digital Literacy Skills of the Aspirants of Competitive Examinations in the Anna Centenary Library, Chennai: A Study

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**DIGITAL LITERACY SKILLS OF THE ASPIRANTS OF  
COMPETITIVE EXAMINATIONS IN THE ANNA CENTENARY  
LIBRARY, CHENNAI: A STUDY**

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**Abstract**

*In this technological era, basic Digital literacy is essential for competitive exam aspirants (job seekers). This paper deals with Digital literacy skills of competitive exam aspirants in Anna Centenary Library at Chennai. Random sampling and questionnaire method has been used to collect the data from 315 respondents. The findings revealed that : majority of the respondents are males, aged below 25 years of age, pursuing undergraduate courses and hailed from urban areas; half of them possess knowledge of file format extension and conversion while three fourth of the respondents have basic knowledge of text and image scanning, short cut keys and hardware components; 50% of male and female respondents have high level of digital literacy skills ; they are good at using MS word, MS Excel and MS Power Point; they don't possess good skills in using MS Access ; they mainly use internet for general browsing, attending online coaching classes and attending online mock tests ; half of them possess good internet search skills ; they have moderate skills of using ICT technologies and medium like PC, Laptop, Tab, Android phone and External storage devices. It is recommended that required training sessions / workshops may be organized to enrich the digital literacy skills of the aspirants of competitive examinations.*

**Keywords:** *Digital literacy skills, Competitive exam aspirants, ICT skills, Anna Centenary Library.*

## **1. Introduction**

The student or young graduate's ultimate goal is to get good employment. To reach this goal, he/she should have certain skills and competencies in order to fulfill the employer's need. Now-a-days, ICT has assumed a vital role even in day-to-day routine activities. Technologies are widely required capabilities across a broad range of occupation. In the technological era, ICT is the mandatory qualification for most of the jobs. Many advertisement notices specify specific skills required for a particular job. And ICT skills are one among the most demanded basic qualification expected from the young aspirants these days. The job seekers should develop their digital literacy skills to locate, access, retrieve, download and save the digital information in this fast growing competitive world.

## **2. Study Area**

**Anna Centenary Library:** Anna centenary Library is located in Chennai at Kottururam. It is the biggest public library in Tamilnadu which comes under purview of Department of Public Libraries, Government of Tamilnadu. It is a eight-storey building with fully air-conditioned housing. Its collection over 6 lakhs volumes with national magazines, national and international journals for different genre of readers.

**Competitive Exam Section:** Two separate sections are functioning for competitive exam aspirants. The first section ground floor library resources for competitive exams and the other section is an 'own book reading section/area' where the patrons are permitted to use their own resources. Per day user enrolment is more than 250 in these sections. A good number of users of these two sections clear various competitive exams like UPSC, SSC, IBPS, TNPSC etc.

## **3. Operational Definitions Key Terms**

**Skills:** "The ability to do something well; expertise in a particular ability"-Oxford dictionary of English.

"An ability to do something well; especially you have learned and practiced it" - Longman.

According to Platonov (2003) “Ability is based on the previously obtained knowledge and skills considered as the quality that implies automatic unconscious performance of separate actions by an individual specifically oriented activities”.

**Digital Literacy Skills:** According to the American Library Association <sup>9</sup> is “ Digital literacy skills is the ability to use information and communication Technologies to find evaluate, create and communicate information requiring both cognitive and technical skills.”

“Digital/Computer literacy often appears to amount to minimal set of skills that will enable the user to operate effectively within software or in performing basic information retrieval tasks” (Goodson & Mangn, 1996).

“These skills have two levels: Level 1 includes understanding of common ICT terminology, the ability to use basic features of software tools such as word processors and spreadsheets and the ability to save data, copy and paste, manage files and standardize formats within documents. Level 2 includes the use of search engine and databases and ability to make more advanced use of software tools” (Williams et al., 2003).

The skills to access, evaluate, communicate information and produce documents electronically by using computers and communication technologies.

These skills include (1) fundamental knowledge about Microsoft applications for example: Ms Word, Ms Access, Spreadsheets, Power Point etc. (2) using and handling some professional software such as SPSS (3) maintaining in house databases, designing and constructing web pages (4) using databases and conducting online and internet searching and (5) retrieving and downloading the information in the required format.

#### **4. Review of Literature**

IDC (2014) examined about 14.6 million jobs posting between April and September 2013 in US. They analysed most required skills for job and they identified Microsoft Office ranked third (3) on the list of most required skills and Microsoft word and Microsoft PowerPoint occupied eleventh (11) and thirteenth (13) rank in the list.

Chien-Huashen (2013) analysed core competencies required for the managerial workforce of small and medium enterprises in Taiwan and identified 11 core and 35 secondary competencies of corporate management labourers. The prime competency is computer competency and the secondary competency is basic computer use, use of Microsoft packages, use of data base programmes and internet usage.

Jeysankar, Nachiappan & Lavanya (2018) examined the post graduate students of Alagappa University, applied their Information Retrieval skills in accessing electronic resources. The samples were collected from the 252 of four faculties' postgraduate students of Alagappa University. With the help of filled questionnaire, the collected data was further analysed by using simple percentage, standard deviations and Chi-Square test. This study mainly focused on information retrieving skill among graduate students of Alagappa University. Female respondents are more compare than male students. It aspires to measure the postgraduate graduates' use and access of searching the information using web tools, techniques and resources. The study found that female respondents are high information retrieval skills compared to male. The study also emphasized most of the respondents Searching the electronic catalogue (OPAC) through the author, title and shelf searches." has highest mean score as far as both male and female respondents 4.54 (S.D. 0.789) and male respondents 4.35 (0.957) are concerned.

Danner and Pessu (2013) conducted a survey of ICT competencies among students in teacher preparation programs at the University of Benin, Benin city, Nigeria. They found that there is no significant difference between male and female in their perceived ICT competencies. There is a significant difference in the perceived ICT competencies of the students who had taken computer course.

Jeysankar & Vellaichamy (2018) conducted the awareness of library rules, use of library services and information access competency of the women faculty members (Mother Teresa Women's University and its affiliated colleges) was investigated for their opinions and experiences about assorted techniques of information access. Data were collected through questionnaire method. Copies of the questionnaires were distributed to 87.59% of population i.e. 254 out of 290 women faculty members in their staff rooms with the permission and assistance of the registrar/principal. They found that 242 (95.2%)

respondents agree/strongly agree that 'they can access printed and electronic reference sources'. 235 (92.5%) respondents agree/strongly agree that 'they can read the text and understand the main idea from the text'. 210 (82.7%) respondents agree/strongly agree that 'they can restate the text in their own words and present data accurately'. While 83% (213) of the respondents agree/strongly agree that 'they identified similar information from both print and electronic resources'.

Jeyshankar (2018) analysed the multiple intelligence skills of LIS professionals in working government and private universities in Tamil Nadu. Data were collected through questionnaire method. Totally 441 questionnaire were collected from 114 in traditional, 291 in Professional and 36 in Multi-discipline subjects. The study revealed that the private universities LIS professionals are more compare than government universities. The respondents from Government Universities are better skilled than their counterparts from private universities in all the 17 linguistic intelligence skills. The study suggested that professional bodies / learned societies in the field of library and information science may join hands with universities and other non-governmental organizations to organize various soft skills / multiple intelligence skills training programmes taking a survey beforehand. A well groomed library professional good at many skills is an asset any institution he/she works in. His/her multiple intelligence skills may bring drastic changes and positive impacts both in the library landscape and library services.

Vellaichamy & Jeyshankar (2017) evaluated competencies at Mother Teresa Women's University and its affiliated colleges. They tried to evaluate the information literacy needs; information needs assessment competency and competency of information literacy evaluation. Questionnaire was a data collection tool. A total of 290 questionnaires were distributed among users and 254 duly filled in questionnaires were received, thus resulting into a response rate of 87.59 per cent. Out of 12 institutions, 5 were government, 5 were self-financing and 2 were aided educational institutions. The study showed that 163 (64.2%) respondents are assistant professors and 81 (31.9%) respondents are associate professors while just 10 (3.9%) respondents are professors. Study also reveals that majority of the respondents belong to more than 45 years (33.1%) age group followed by 41-45 years age group constituting 19.3% (49) of the respondents

and 36-40 years age group constituting 16.9% (43) of the respondents and 30.8% (78) of the sample are young belonging to either 25-30 or 31-35 years age group.

Jeysankar, Nachiappan, and Suresh (2016) analysed Social Networking Sites (SNSs) are very useful to connect the people in today's society. The purpose of this study was to investigate the access to and use of social networking sites among the post graduate students of rural colleges in India. The respondents have excellent skills in using social networking sites for sharing and communicating information.

Bobby Goswami Baruah and Hangsingh (2012) conducted a study entitled 'Relevance of the raising job market for Library and Information Professionals versus competencies needed with reference to Indian context'. They revealed that online searching skills, thorough knowledge of internet, computer skills including hardware and software, knowledge of e resources and information storage and retrieval are the highly required competencies.

## **5. Objectives**

The study is conducted with the following objectives:

- To analyze the basic knowledge of the respondents about Digital literacy;
- To identify level of knowledge and ability of the respondents in Digital Literacy;
- To identify the internet usage and purposes of the respondents and
- To analyze the skills of the respondents in using ICT Medium / technologies.

## **6. Methodology**

The present study has adopted survey method of research. Questionnaires were used to collect the data from the respondents. The questionnaire contains closed ended questions only. Three and Five point Likert scales were used in framing the questions. The patrons of Anna Centenary Library who make use of the 'competitive exam' Section constitutes the population of the study. The researcher has decided to collect the primary data required for the study from the library users of 'Competitive exam section'. Simple random sampling method is adopted by the researcher to select the respondents. The data was collected from the respondents in the first week of December 2018. Three hundred

and twenty five (325) questionnaires were distributed among the respondent in person by the researcher explaining the purpose and infusing the privacy of data being collected. While checking the fullness of the questionnaires, it was found that ten questionnaires were incomplete and so excluded from the purview of the study. The duly filled in 315 questionnaires were used for the analysis. MS Excel and SPSS were used for analysis. The study is limited to the users of Anna Centenary Library, Chennai who make use of competitive (self-study) section only. The open opinion and reply of the respondents on their abilities.

## 7. Data Analysis and Interpretation

**Table-1: Demographic Profile of the Respondents**

Sl. no	Description		Respondents		Total	%
			Male	Female		
	Gender		219	96	315	100.00
1	Age	Below 25	108	54	162	51.43
		25-30	102	36	138	43.81
		31-35	009	06	015	04.76
		<b>Total</b>	<b>219</b>	<b>96</b>	<b>315</b>	<b>100.00</b>
2	Courses	UG	129	66	195	61.90
		PG	81	27	108	34.29
		M.Phil	9	3	012	3.81
		<b>Total</b>	<b>219</b>	<b>96</b>	<b>315</b>	<b>100.00</b>
3	Subject	Arts	39	24	63	20.00
		Science	54	15	69	21.90
		Professional	126	57	183	58.10
		<b>Total</b>	<b>219</b>	<b>96</b>	<b>315</b>	<b>100.00</b>
4	Nativity	Rural	84	27	111	35.24
		Urban	135	69	204	64.76
		<b>Total</b>	<b>219</b>	<b>96</b>	<b>315</b>	<b>100.00</b>

Table 1 describes the socio-demographic profile of the respondents in terms of gender, age, course and subject of study and nativity.

**Gender of the Respondents:** Out of 315 respondents, a majority of about 70% (219, 69.52%) of the respondents is male and the remaining 30% (96, 30.48%) are female. Thus, more male users than that of female users make use of self-study section of the library.

**Age group of the respondents:** Slightly more than half of the respondents (162, 51.43%) are less than 25 years of age. While 43.81% (138) of the respondents belong to 25-30 years of age, just about 5% (15) of the respondents are more than 30 years of age. It is inferred that more youngsters make use of self-study section of Anna Centenary Library.

**Course of Study:** A majority of the respondents who visit the self-study section are Under Graduates (195, 61.90%). One third of the respondents (108, 34.29%) are Post Graduates while just 3.81% of them are M.Phil scholars. Thus, more undergraduates visits the ACL to make use of self-study section than that of PG students and M.Phil Scholars.

**Subject of Study:** One fifth of the respondents are pursuing ‘arts’ courses and another one fifth of the respondents are undergoing science courses. About 60% of the respondents are doing professional courses (183, 58.10%). It is deciphered that more students of professional courses prepare for competitive exams that that of arts and science course students.

**Nativity of the Respondents:** Two third of the respondents (204, 64.76%) are hailed from urban areas and one third of the respondents (111, 35.24%) are hailed from rural areas. Thus, the self-study section of ACL has more urban users than rural users.

**Table 2: Basic knowledge of Digital Literacy among the respondents**

Sl. no	Description	Response	
		Yes (%)	No (%)
1.	Basic functions of hardware components	237 (75.24%)	078 (24.76%)
2.	File format extension	174 (55.24%)	141 (44.76%)
3.	File format conversion	180 (57.14%)	135 (42.86%)
4.	Text and image scanning ability	237 (75.24%)	078 (24.76%)
5.	Usage of shortcut keys	243 (77.14%)	072 (22.86%)

Table 2 shows the basic knowledge of digital literacy among the respondents. Out of 315 respondents, three fourth of them have knowledge of the use of shortcut keys (243,

77.14%), scanning of text and images (237, 75.24%) and basic functions of hardware components (237, 75.24%). More than half of them have knowledge of various file formats and file format conversion. 42-44% of the respondents don't have knowledge about file format extensions and file format conversions. One fourth of the respondents don't have knowledge of basic functions of hardware components and scanning of text and image.

**Table 3: Level of Knowledge and ability (skills) in Digital Literacy**

Sl. no	Level	No of Respondents		Total	%
		Male	Female		
1.	High	108 (49.3 %)	48 (50%)	156	49.52
2.	Moderate	087 (39.8 %)	45 (46.9 %)	132	41.90
3.	Low	24 (10.9)	03 (3.1%)	27	8.57
4.	Total	219 (100%)	96(100%)	315	100.00
5.	Chi-Square Test				
6.	Pearson Chi-Square	Df	Sig.	Result	
	5.599	2	.061	Not Significant	

Table 3 discloses the level of knowledge and ability of the respondents with regard to their digital literacy. Out of 315 respondent, 156 (49%) respondents have high level of skills, 132 (41%) possess moderate skills and 27(8.57%) have low level of ICT skills.

The chi-square test conducted to test whether there is an association between the gender of the respondents and their level of digital literacy skills reveals that there is no association as the p value is more than the significant level of 0.05. The null hypothesis is accepted.

**Table 4: Skills of using MS Office applications Vs. Gender of the Respondents**

Sl. no	Applications	Very High			High			Mediocre			Low			Very Low		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1.	MS Word	45	39	<b>84</b>	105	51	<b>156</b>	54	06	<b>60</b>	09	-	<b>09</b>	06	-	<b>06</b>
2.	MS Excel	21	21	<b>42</b>	75	42	<b>117</b>	78	24	<b>102</b>	27	09	<b>36</b>	18	-	<b>18</b>
3.	MS Access	9	3	<b>12</b>	36	18	<b>54</b>	42	27	<b>69</b>	57	15	<b>72</b>	75	33	<b>108</b>
4.	MS Power Point	30	30	<b>60</b>	99	33	<b>132</b>	60	30	<b>90</b>	18	-	<b>18</b>	12	03	<b>15</b>

**Note :** M = Male ; F= Female ; T = Total

Table 4 shows the skill level of the respondents in respect four different software programs included in MS Office Suite. Out of 315 respondents, 105 male and 51 female respondents have high level of skills in using MS Word followed by 54 male members with mediocre skills, 45 male respondents and 39 female respondents with very high level of skills. Just 9 and 6 male respondents possess low and very low level of skills in Ms Word application respectively. Out of 315 respondents, 75 male and 42 female respondents have high level of skills in using MS Excel followed by 78 male and 24 female respondents with mediocre skills and 21 male respondents and 21 female respondents with very high level of skills. But 27 male and 09 female respondents possess low level and 18 male respondents have very low level of skills in MS Excel application. Comparatively, the level of skills of female respondents is better than that of male respondents here. Out of 315 respondents, 09 male and 03 female respondents have high level of skills in using MS Access followed by 42 male and 27 female respondents with mediocre skills and 09 male and 03 female respondents with very high level of skills. But 57 male and 15 female respondent's possess low level and 75 male and 33 female respondents have very low level of skills in MS Access application. Here both male and female respondents' level of skills is low.

Out of 315 respondents, 99 male and 33 female respondents have high level of skills in using MS PowerPoint followed by 60 male and 90 female respondents with mediocre skills and 30 male respondents and 60 female respondents with very high level of skills. Just 18 and 12 male respondents possess low and very low level of skills in MS

Word application respectively. Only the least number of respondents possess very low level skills in MS Power Point Application.

**Table 5: Purpose of Internet usage**

Sl. no	Usage	Frequently				Occasionally				Rarely				Total
		M	F	T	%	M	F	T	%	M	F	T	%	
1.	General Browsing	117	72	<b>189</b>	60	36	6	<b>42</b>	13.3	66	18	<b>84</b>	26.7	315
2.	Access online e-resources	93	63	<b>156</b>	49.6	45	15	<b>60</b>	19	81	18	<b>99</b>	31.4	315
3.	Apply for online application	93	54	<b>147</b>	46.7	45	18	<b>63</b>	20	81	24	<b>105</b>	33.3	315
4.	Coaching classes listening through YouTube	147	69	<b>216</b>	68.6	54	24	<b>78</b>	24.8	18	03	<b>21</b>	6.6	315
5.	Online Mock test	111	57	<b>168</b>	53.3	84	27	<b>111</b>	35.3	24	12	<b>36</b>	11.4	315

Note. M = Male; F= Female ; T = Total

Table 5 shows the purposes for which the respondents use internet. Out of 315 respondents, 60% (189) of the respondents use internet for general browsing frequently, 26.7 % (84) of the respondents use internet for browsing internet rarely and 13.3 % (42) of the respondents use internet for browsing occasionally. Out of 315 respondents 49% (156) of the respondents are using internet for accessing online e- resources frequently, 31.4 % (99) of the respondents are using internet for accessing online e- resources rarely and just 19 % (60) of the respondents are using internet for accessing online e- resources occasionally. Out of 315 respondents 46.7% (147) of the respondents are using internet for online applications frequently followed by 33.3% (105) of the respondents who are using internet for online application rarely and 20 % (63) of the respondents who are using internet for online applications occasionally. Out of 315 respondents 68.6 % (216) of the respondents are using internet for watching coaching classes via YouTube frequently followed by 24.8 % (78) of the respondents who use internet for watching coaching classes via YouTube occasionally and 6.6 % (21) of the respondents who use internet for watching coaching classes via YouTube rarely. Out of 315 respondents 53.3 % (168) of the respondents are using internet for participating in Online Mock test frequently followed by 35.3 % (111) of the respondents who are using internet for participating in the Online Mock tests occasionally and 11.4 % (36) of the respondents who are using internet for undertaking Online Mock tests rarely.

**Table 6: Level of Internet search skills**

Sl. no	Level	No of Respondents		Total	%
		Male	Female		
1.	Very Good	033 (15.1%)	21 (21.9%)	054	17.10
2.	Good	132 (60.3%)	54 (56.2%)	186	59.10
3.	Average	051 (23.3%)	21 (21.9%)	072	22.85
4.	Poor	003 (01.3%)	-	003	00.95
5.	Very poor	-	-	-	-
<b>Total</b>		219 (100%)	96 (100%)	315	100

Table 5 shows the level of internet search skills of the respondents. The overall analysis shows that a majority of 59.1% (186) of the respondents have good skills in internet searching followed by 22.85% (72) of the respondents holding average skills in internet searching and 17.1% (54) of the responding possessing very good skills in internet searching.

The gender-wise analysis shows that 60.3% (132) of male respondents and 56.2% (54) of female respondents have good skills in internet searching followed by 23.3% (51) of male respondents and 21.9% (21) of female respondents holding average skills in internet searching and 15.15% (33) of male respondents and 21.9% (21) of female respondents possessing very good skills in internet searching.

**Table 7: Skills of using ICT Technologies and medium like PC, Laptop, Tab, Android phone & External storage devices**

Sl. no	Level	No of Respondents		Total	%
		Male	Female		
1.	Very High	027 (12.33%)	18 (18.75%)	045	14.29
2.	High	060 (27.40%)	21 (21.90%)	081	25.71
3.	Moderate	108 (49.31%)	51 (53.11%)	159	50.48
4.	Low	021 (09.59%)	03 (03.12%)	024	07.62
5.	Very Low	003 (01.37%)	03 (03.12%)	006	01.90
<b>Total</b>		219 (100%)	96 (100%)	315	100
Chi-Square Test					
	Pearson Chi-Square	Df	Sig.	Result	
	5.599	2	.061	Not Significant	

**Overall Analysis:** Table 7 explains the rate of skills of the respondents with regard to the use of ICT medium / technologies. Half of the respondents (159) possess moderate level

of skills in using ICT technologies / Medium like PC, laptop, tab, android phone and external storage devices. While one fourth of them (81, 25.71%) possess high level of skills, 14.29% (45) of them have very high level of skills in using various ICT technologies / medium. Only 8 % of the respondents have low level of skills in using various ICT technologies / medium.

The gender-wise analysis shows that 49.31% (108) of male respondents and 53.11% (51) of female respondents possess moderate level of skills in using ICT technologies / Medium like PC, laptop, tab, android phone and external storage devices. followed by 27.40% (60) of male respondents and 21.9% (21) of female possess high level of skills in using ICT technologies / Medium like PC, laptop, tab, android phone and external storage devices. And 12.33%(27) respondents are using very high level skills and 9.59% (21) & 1.3%(03) of male respondents Low and very Low, only 3.12% (03) of female respondents possess low and very low level of skills using ICT technologies..

**Chi-Square Test:** The chi-square test conducted to test whether there is an association between the gender of the respondents and their level of Skills in using ICT Technologies and medium like PC, Laptop, Tab, Android phone & External storage devices reveals that there is no association as the p value is more than the significant level of 0.05. The null hypothesis is accepted.

## **8. Major Findings**

A majority of the respondents are male. They are less than 25 years of age and pursuing under graduation. Three fourth of them have knowledge of the use of shortcut keys (243, 77.14%), scanning of text and images (237, 75.24%) and basic functions of hardware components (237, 75.245). More than half of them have knowledge of various file formats and file format conversion. 42-44% of the respondents don't have knowledge about file format extensions and file format conversions.

156 (49%) respondents have high level of skills, 132 (41%) possess moderate skills and 27(8.57%) have low level of ICT skills.

105 male and 51 female respondents have high level of skills in using MS Word. 75 male and 42 female respondents have high level of skills in using MS Excel. 57 male and 15 female respondents possess low level and 75 male and 33 female respondents have very low level of skills in MS Access application. 99 male and 33 female respondents have high level of skills in using MS PowerPoint.

60% (189) of the respondents use internet for general browsing frequently. 46.7% (147) of the respondents are using internet for online applications frequently. 49% (156) of the respondents are using internet for accessing online e- resources frequently. 68.6 % (216) of the respondents are using internet for watching coaching classes via YouTube frequently. 53.3 % (168) of the respondents are using internet for participating in Online Mock test frequently.

A majority of 59.1% (186) of the respondents have good skills in internet searching followed by 22.85% (72) of the respondents holding average skills in internet searching and 17.1% (54) of the respondents possessing very good skills in internet searching.

Half of the respondents (159, 50.48%) possess moderate level of skills in using ICT technologies / Medium like PC, laptop, tab, android phone and external storage devices.

## **9. Suggestions**

The following suggestions are put forward by the researcher to improve the digital literacy skills of the respondents.

- Necessary workshops / training sessions / demos / technical classes may be arranged to educate and enrich the knowledge of the respondents in using short cut keys, scanning of images, file format conversions, MS office applications etc to enable them work effectively towards achieving their goals in competitive examinations
- Manuals on the use of basic digital literacy tools may be prepared and distributed by mail / made available in the library website.

- A special library professional may be placed in the competitive exam section to assist the respondents in solving the issues they face in the use of digital tools and resources.
- The respondents with low level of digital literacy may be identified and given special hands on training with or without the financial assistance of Govt. agencies
- Special sessions on imparting skills in the use of MS Access may be arranged.
- Orientation programme may be organized by the library staff to improve the digital literacy skills of the respondents in accessing online resources, applying online jobs and undertaking online mock tests required for competitive examinations.
- The respondents may be given a rudimentary outline on the hardware skills required for handling their laptops, tabs, android phones and external storage devices.
- Videos on the use of various digital literacy skills required for the aspirants of the competitive exams may be uploaded in the library website.

## **10. Conclusion**

Now-a-days, digital literacy has vital role to play not only in job requirements but also to learn or prepare for competitive examinations. Digital literacy is required by the aspirants of competitive examinations to identify access, evaluate and utilize lot of information available in the digital globe. The candidates should be updated. Otherwise, it will become very difficult for them to compete and win in the exam race. To gain the digital literacy skills, the respondents should possess personal interest. The interest becomes habit; habits became practice; the practice becomes skills. To improve knowledge and ability and range of using various ICT tools, the respondents may have to attend some training courses, workshops etc.

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