CHAPTER- 2

INFORMATION LITERACY: TRENDS AND DEVELOPMENTS AT INTERNATIONAL AND NATIONAL LEVEL
2.1 Introduction

The rapid development of information and communication technology (ICT) has the wide impact in the 21st century. In this information society ushering to knowledge society, the notion about the use of information has changed and simultaneously information literacy has become a global phenomenon which has transformed the society and become a crucial issue for the political, economic, social and cultural development worldwide. From various dimension it is quite apparent that the information gap divides the nations into rich and poor, and information literacy helps in narrowing that gap. As it is getting momentum all over the world, different information literacy trends in the developed countries shows the varieties of work done on the field and can be taken as a role model to initiate in the countries where information literacy is in the nascent stage or not yet been implemented.

According to the literature review by Hannelore B. Rader –since 1973 to 2003 more than 5000 publications related to library user instruction and information literacy have been published and reviewed. New developments in education and technology during the last two decades have affected user instruction and have led to the emergence of information literacy. Based on needs related to the rapid development of information technology and the evolving information society, librarians have begun teaching information skills to all types of users to ensure that they gain information fluency so they can become productive and effective information users both in the education environment and in the work environment (Rader, 2002).

It is noteworthy that in the last decade there has been a tremendous growth in publications related to information literacy globally. During the 1970s, publications indicate that user instruction activities were of concern primarily to librarians in the United States, Canada, the United Kingdom, Australia, and New Zealand. At the present time, publications indicate a major concern with information literacy not only in the countries mentioned above but also in China, Germany, Mexico, Scandinavia, Singapore, South Africa, South America, Spain, and others (Rader, 2002).
2.2 Role of UNESCO and IFLA in Promoting Information Literacy.

UNESCO (United Nations Educational, Scientific and Cultural Organization)

UNESCO came into existence on 16 November 1945 with a mission to “contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information” (www.unesco.org). Presently the organization has 195 Member States and 8 Associate Members. The organization is governed by the General Conferences, which is convene every two years and the executive Boards for the management of the Organization. Since 15 November 2009, the organization is headed by the Director-General, Irina Bovoka.

In 2000, Millennium Summit was held to discuss about the role of United Nations in 21st century and in 2005 World Summit was held to assess the progress of the United Nations towards achieving the Millennium Development Goals (MDGs) which is derived from the Millennium Declaration which comprises eight chapters (http://en.wikipedia.org/):

- Values and Principles
- Peace, Security and Disarmament
- Protecting Common Environment
- Human Rights, Democracy and Good Governance
- Protecting the Vulnerable
- Meeting the Special Needs of Africa
- Strengthening the United Nations.

Catts and Lau mentioned that “information literacy underpins many of the Millennium Development Goals (MDGs)” (Catts & Lau, 2008, p. 7). Furthermore, in 2000 under the Communication and Information programme, an intergovernmental programme, Information for All Programme (IFAP) was formed to “harness the new opportunities of the information age to create equitable societies through better access to information” (http://www.unesco.org/) by:

- Promoting expression and discussion on various issues-ethical, legal and societal, of the information society.
Promoting access to information available in public domain
Supporting training and continuing learning in communication, information and Informatics.
Supporting the creation of local content and to encourage accessibility through basic literacy and ICT literacy.
Promoting the use of international standards and best practices in communication, information and informatics.
Promoting local, national and international information and knowledge network.

In a proposal for the Draft Programme and Budget for 2012-13, IFAP, Information Literacy Working Group recommends some measures to Director General to promote information literacy (http://www.unesco.org):

- To sketch out international Recommendations with much consultation to increase the awareness about information literacy among different countries and its associated institutions.
- To plan a long term approach to put into practice the concepts and programmes as developed and support by IFAP on information literacy by educational institutions, libraries and other concerned groups.
- To develop core curriculum within National Information Society Policy framework.
- Creation of UNESCO Institute of Statistics to assess the information skill of the population and to ensure the suitable information literacy strategies by the governments.
- To organize an international conference to discuss the government and public efforts in elaboration of national information policies and to assure funding for libraries and educational institutions which implement information literacy curricula.

Furthermore, Media and Information Literacy (MIL) is also endorse by UNESCO, having the prime focus on training the teachers to incorporate MIL in the teaching and to offer suitable pedagogical methods, curricula and resources. Simultaneously, to train the teachers, Media and Information Literacy Curriculum has been published,
having 10 modules. Besides, the Organization has published many publications and funding UNESCO-IFLA Information Literacy Logo Contest, International Information Literacy Resource Directory created by IFLA.

**IFLA (International Federation of Library Associations and Institutions)**

This leading international body was set up in 1927 at an international conference in Edinburgh, Scotland which is entirely dedicated for the interest of library and information services and it’s a mouthpiece for the library and information professionals which aim to (www.ifla.org):

- promote high standards of provision and delivery of library and information services.
- encourage widespread understanding of the value of good library and information services.
- represent the interests of members throughout the world.

Nearly 1500 members from 150 countries around the world have registered under the esteem body. Within the umbrella of IFLA, different activities are carried out by the specific sections, divisions and groups. Therefore to develop and promote information literacy education in different types of library and information institutions and to encourage international cooperation, Information Literacy Section, chaired by Maria-Carme Torras i Calvo, is bestowed with the following goals and activities to (http://www.ifla.org/files):

§ advocate for information literacy in society and increase partnership within IFLA and with other organizations or institutions (e.g. UNESCO).

§ support information professionals and other relevant partners in the provision of information literacy education in different types of libraries and information institutions for all social sectors and in all geographical areas.

§ improve communication within the section by creating and using a standing committee blog and a wiki which is open to the public.

§ develop information literacy as a multi-cultural, multifaceted concept, of relevance to the global society by exploiting the collective, international experience of the section.
To bring the different issues and challenges encountered by the professionals as well as the interest groups, the section organizes annual conferences, professional meetings, workshops, seminars and many discussions are carried out as and when prevails.

Moreover, different publications has also been brought out i.e. guidelines, newsletters, reports, statements and projects to intimate the members and the interested groups about the trends and development in the domain of information literacy. In this information society, being a informed and information literate is one of the basic needs and to imbibe the skills among the active users of information, rather IFLA recommends Media and Information Literacy to be taken up by the governments and organizations to (http://www.ifla.org/publications/...):

- commission research on the state of Media and Information Literacy and produce reports, using the Media and Information literacy indicators as a base, so that experts, educators, and practitioners are able to design effective initiatives;

- support professional development for education, library, information, archive, and health and human services personnel in the principles and practices of Media and Information Literacy and Lifelong Learning;

- embed Media and Information Literacy education in all Lifelong Learning curricula;

- recognize Media and Information Literacy and Lifelong Learning as key elements for the development of generic capabilities which must be demonstrated for accreditation of all education and training programmes;

- include Media and Information literacy in the core and continuing education of information professionals, educators and government policymakers and administrators, as well as in the practice of advisors to the business, industry and agriculture sectors;
implement Media and Information literacy programs to increase the employability and entrepreneurial capacities of women and disadvantaged groups, including migrants, the underemployed and the employed; and

support thematic meetings which will facilitate the acquisition of Media and Information and Lifelong Learning strategies within specific regions, sectors, and population groups.

In the international level UNESCO and IFLA are the prominent bodies to endorse and develop information literacy in a lucid manner worldwide. After the different initiatives taken by these bodies major advancement is evident in most of the countries. On the other hand many initiatives have also been taken by the different countries of the world to meet the local variation. In this chapter various national and international trends are highlighted so that one can have the overview of what is going on in the field.

2.3 Australia

In Australia Information Literacy is a recognized and well accepted concept. Many changes knowledgeable in the higher education – increase in student enrolment, overseas students, vanishing of different status between universities and colleges, introduction of life long learning strategies etc. are some of the reasons contributing towards the information literacy practice in Australia.

Many federal and legislative imperatives are instrumental in introduction, growth and development of information literacy in Australia. It is a common practice in Australian universities as it has been embedded into the curricula with different assessing strategies and outcomes.

Online Learning Tools

To acquaint the users with different number of online learning tools, many online information literacy tutorials/courses are provided. A few of such courses are given below:
1. Info Trekk and Info Trekk Plus
InfoTrekk is created by Curtin University which can be used from campus and outside the campus too. Usually, students are guided through a 10 easy steps to use any essay or presentation topic. InfoTrekk Plus also guides the students to keep up-to-date and manage the required information.

2. PILOT: Your Information Navigator
PILOT is created by Queensland University of Technology for the undergraduate students in information searching, retrieval, management and evaluation. It has the provision of local customization which is offered to different national and international institutions.

3. InfoSkills
This tutorial is created and hosted by University of Newcastle (NSW), which is designed on the basis of Australian and New Zealand Information Literacy Framework (2004).

4. LILI - Learn Information Literacy Initiative
It is created by the LEARN Network of South Australian TAFE Libraries, which supports users in searching for information using TAFE library catalogues, the World Wide Web, and electronic databases.

5. LILT
It is created by University of New South Wales (NSW), through different modules emphasizing on the fundamental research skill for undergraduate students.

6. SmartSearcher
This tutorial is created by Deakin University Library (VIC), which assists students to build up their library and information skills.

7. Monash Information Literacy Online Tutorials
These tutorials are planned by Monash University librarians for the students to develop skills necessary for finding and managing the information.
8. LITE: Online Information Literacy Programme
It is a Web based programme, which concentrates on library information, research skills and searching of information in World Wide Web.

9. AIRS Online
Advanced Information Retrieval (AIRS), created by Queensland University of Technology (QUT/QLD), it is a coursework compulsory for the doctoral scholars at QUT.

10. RMIT Postgraduate Information Research Skills Tutorial
This is an online tutorial created by RMIT University, for the postgraduate students for searching of information required for current research, a literature survey, solving laboratory problems and other research needs.

**Statements and Standards**

Among the different publications, monograph by Christine Bruce in 1997, The Seven Faces of Information Literacy is worth mentionable. Besides, other statements and standards in the credit of Australia are:


The Australian and New Zealand information literacy framework is based on the ACRL standard with some updates. The standard discusses about the information literate person whereas in ACRL standard emphasis is given on information literate student. It consists of six standards and several learning outcomes:

Standard One: The information literate person recognizes the need for information and determines the nature and extent of the information needed.
Learning Outcomes: The information literate person
1. defines and articulates the information need.
2. understands the purpose, scope and appropriateness of a variety of information sources.
3. re-evaluates the nature and extent of the information need.
4. uses diverse sources of information to inform decisions.

Standard Two: The information literate person finds needed information effectively and efficiently.

Learning Outcomes: The information literate person
1. selects the most appropriate methods or tools for finding information.
2. constructs and implements effective search strategies.
3. obtains information using appropriate methods.
4. keeps up to date with information sources, information technologies, information access tools and investigative methods.

Standard Three: The information literate person critically evaluates information and the information seeking process.

Learning Outcomes: The information literate person
1. assesses the usefulness and relevance of the information obtained.
2. defines and applies criteria for evaluating information.
3. reflects on the information seeking process and revises search strategies as necessary.

Standard Four: The information literate person manages information collected or generated.

Learning Outcomes: The information literate person
1. records information and its sources.
2. organizes (order/classifies/stores) information.

Standard Five: The information literate person applies prior and new information to construct new concepts or create new understandings.

Learning Outcomes: The information literate person
1. compares and integrates new understandings with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
2. communicates knowledge and new understandings effectively.
Standard Six: The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information.

Learning Outcomes: The information literate person

1. acknowledges cultural, ethical, and socioeconomic issues related to access to, and use of, information.
2. recognizes that information is underpinned by values and beliefs.
3. conforms with conventions and etiquette related to access to, and use of, information.
4. legally obtains, stores, and disseminates text, data, images, or sounds.

The standard encompasses the generic skills along with information skills, and values and beliefs.

- ALIA Statement on Information Literacy for all Australians

Organizations, Associations and Peak Bodies

Many organizations, associations and bodies are associated with support of the information literacy policy and its implementation in Australia and some of the main groups are:

1. Australian Library & Information Association (ALIA) Information Literacy Forum  
2. Australian and New Zealand Institute (ANZIIL) for Information Literacy  
   http://www.anziil.org/.
3. Council of Australian University Librarians (CAUL)  
   http://www.caul.edu.au
4. The Australian School Library Association Inc. (ASLA)  
Professional Development Training for the Librarians

Training the trainers is one of the main concerns in Australia and most of the teaching and learning activities are carried out at an organization level.

- ANZIIL Professional Development Group
  http://www.anziil.org/groups/pd/pd.htm
- QULOC Information Skills and Services Working Party
- CAVAL/CRIG Seminar Committee: Information Literacy (SCIL)

2.4 Germany

In Germany information literacy is mainly concern with the public and university libraries in association with schools and colleges based on the specific needs of the students which endorse the learning practice and reflect as a lifelong learner. Since late nineties information literacy activities are progressing as new electronic medias are approved by the academic libraries (university libraries). According to the official investigation carried out by the Institute of Social Studies in Dortmund (2001), it is noticed that current skills of the students were inadequate in accordance with the use of electronic resources. Eventually, the regional authorities encouraged academic self–government by dropping public responsibility and funding.

Through “Lernsystem Informationskompetenz” (Information Literacy Learning System) (internet platform), activities of teaching public librarians are supported. Through the implementation of German Library Act (2008) by the parliament of Thuringia, supports the educational role of public libraries by promoting information literacy training activities for the non-collegiate users. Moreover “Blended Learning” is prevalent in the universities where the library staff members and e-learning through university’s intranet goes on simultaneously. On the other hand information literacy programmes are mandatory for the university students.
Key Information Literacy Products

— “DOT Informationskompetenz” is the online-tutorial designed by Dusseldorf University Library.
— The University Library of Freiburg recommends course-based online information literacy products to the students.
— “DISCUS” (Developing Information Skills & Competence for University Students) is a bilingual online-tutorial developed by Hamburg-Harburg University Library where teaching librarians support scientific search and retrieval.
— Konstanz University Library, online-tutorials for newly enrolled undergraduate and for advanced graduate learners too.

“BibTutor” is a project by the German Research Center for Artificial Intelligence at Kaiserlautern University and funded by the Federal Ministry for Education and Research is devoted for the development of an electronic tutor system for research in information sources.

Publications

The first publication was the translation of ACRL (Association of College and Research Libraries) standards in 2002 followed by “Standards for the Advancement of Information Literacy” by the Information Literacy Working Committees of the Federal states Nordrhein-Westfalen (2003), Baden-Württemberg (2006) and Bayern (2009). There are many articles in journals and reports concerning to the information literacy instruction. Besides, many guidelines has also been published to promote information literacy in universities to embed information literacy and integrate blended learning.

Organizations

Organizational support is sublime in promotion /implementation of the information literacy in different setting. The groups which are associated with information literacy in Germany are:
• AG Informationskompetenz in Nordrhein-Westfalen (2002), teaching librarians from universities and universities of applied sciences
• Thüringenweite AG Benutzerschulung (2002), teaching librarians from universities and public libraries
• Netzwerk Informationskompetenz in Baden-Württemberg (2003), teaching university librarians.
• AG Informationskompetenz in Bayern (2006), teachings librarians from universities and universities of applied sciences
• AG Informationskompetenz in Rheinland-Pfalz und im Saarland
• Netzwerk Informationskompetenz Hessen
• Netzwerk Informationskompetenz Sachsen

The above mentioned groups are concern with the support and development of information literacy in the local level and the organization of different programmes for the professionals and training for them. Furthermore “professional school” (Arbeitsstelle Hochschuldidaktik der Universität Freiburg) is also established to train the professionals.

2.5 United States and Canada

Information Literacy is an accepted educational goal all over the United States and Canada. In Boyer Commission report in 1955 it has been argue that “to achieve an appropriate level of academic competence students must become intelligent information consumers who see information as ‘an essential commodity for survival’” (Andretta, 2005, 26). Thereafter in the early 1970s library instruction programmes have been started, by 1980s academic libraries started instruction programmes and by 1990s information literacy has been integrated in curriculum of some of the universities and colleges. In the year 1977, American Library Association (ALA) and Association of College and Research Libraries (ACRL) established Library Instruction Round Table (LIRT) and Bibliographic Instruction Section (BIS) (Instruction Section) respectively.
In United States, school librarians have active participation in defining the need for Information Literacy in schools. In 1987 the American Association of School Librarians (AASL) in association with the Association for Educational Communications and Technology (AECT) has produced Information Power. In response to the Final Report of American Library Association Presidential Committee on Information Literacy (1989), National Forum on Information Literacy (NFIL) was formed in 1990 which promotes Information Literacy nationally, internationally, and within their own programs. Even though Information literacy is mainly concerned to the librarians as information literacy programmes are conducted in different level of schools (elementary, graduate), it is also carried out in some of the public libraries.

**Organizations Associated with Information Literacy**

- American Association of School Libraries (AASL) and the Association of Educational Communications and Technology (AECT) created *Information Literacy Standards for Student Learning* by expanding *Information Power* for students in Kindergarten through high school.
- *Information Literacy Standards for Higher Education* was produced by the Association of College and Research Libraries (ACRL) in 2000 which is supported by American Library Association (ALA) and the American Association for Higher Education (AAHE).

It consists of five standards and twenty two performance indicators with several outcomes under each performance indicators:

**Standard One:** The information literate student determines the nature and extent of the information needed.

**Performance Indicators:**

1. The information literate student defines and articulates the need for information.
2. The information literate student identifies a variety of types and formats of potential sources for information.
3. The information literate student considers the costs and benefits of acquiring the needed information.
4. The information literate student re-evaluates the nature and extent of the information need.

Standard Two: The information literate student accesses needed information effectively and efficiently.

Performance Indicators:
1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
2. The information literate student constructs and implements effectively-designed search strategies.
3. The information literate student retrieves information online or in person using a variety of methods.
4. The information literate student refines the search strategy if necessary.
5. The information literate student extracts, records, and manages the information and its sources.

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:
1. The information literate student summarizes the main ideas to be extracted from the information gathered.
2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
3. The information literate student synthesizes main ideas to construct new concepts.
4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
5. The information literate student determines whether the new knowledge has an impact on the individual’s value system and takes steps to reconcile differences.
6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
7. The information literate student determines whether the initial query should be revised.

Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:
1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.
2. The information literate student revises the development process for the product or performance.
3. The information literate student communicates the product or performances effectively to others.

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:
1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
2. The information literate student follows laws, regulations, institutional policies and etiquette related to the access and use of information resources.
3. The information literate student acknowledges the use of information sources in communicating the product and performance.

This particular standard is adopted in most of the academic setting; moreover the standard is used as the base of the Australian standards with some modifications and additions.

- California Academic and Research Libraries (CARL)
- California Clearinghouse on Library Instruction (CCLI)
- Canadian Association of Research Libraries (CARL)
- LOEX (Library Orientation Exchange) Clearinghouse for Library Instruction
- WILU - Workshop on Instruction in Library Use.
Information Literacy in Canada

Number of universities in Canada has included information literacy as a credit course, and ACRL standards are followed for the purpose. Canadian University Information Literacy Initiatives is an important educational site; Canadian Research Libraries Information Literacy Portal is also an important site which is maintained by the Information Literacy librarians in different academic institutions all over the Canada and in the public libraries Community Access Program (CAP) offers Information Literacy instruction. World Summit on the Information Society (WSIS), formed International ICT Literacy Panel which is instrumental in bringing educators, librarians and policy makers in one platform to access students information literacy and IT skills.

Moreover, to develop the National Higher Education ICT Initiative, they tied with several large university systems viz. California Community College System, California Community College System, California State University, University of California (Los Angeles), University of Louisville, University of North Alabama, University of Texas System, and University of Washington.

Information Literacy Products/Online Learning Tools/Tutorials

Some of the information products and tutorials are listed below (UNESCO, 2007):

- The Big6 Information Literacy for the Information Age. http://www.big6.com/
- California State University Information Competence Initiative (http://www.calstate.edu/ls/infocomp.shtml) : under this initiative many programmes and tutorials have been initiated- Resources for Teaching and
Learning (http://www.calstate.edu/ls/Resources.shtml), California State University (CSU) Information Competence Tutorials, OASIS (Online Advancement of Students Information Skills), etc.

- Dalhousie University Libraries Information Literacy Tutorials http://www.library.dal.ca/How/Tutorials/
- PRIMO: Peer-Reviewed Instruction Materials Online  Project SAILS - Kent State University and the Association of Research Libraries (ARL) https://www.projectsails.org/ to test the level of information literacy skills attained by the group of students according to ACRL standards.
- TILT - Texas Information Literacy Tutorial.
- University of Washington Information Literacy Learning http://www.lib.washington.edu/uwill/
- A WebQuest to Information Literacy comprises various tools, standards with learning outcomes and the format for creating information literacy learning environment.

**Standards, Rubrics, and Best Practices**

As information literacy is well established in the various educational institutions different standards, rubrics has been brought out for the whole academic community and having a good practice of the same (UNESCO, 2007):

- American Association of School Libraries (AASL) and the Association of Educational Communications and Technology (AECT). *Information Literacy Standards for Student Learning.*
• *Information Competency in the California Community Colleges.*
• Information Literacy in Canada. (http://blog.uwinnipeg.ca/ilig/archives/standards/)
• *Rubrics for Assessing Information Competence in the California State University Prepared by the CSU Information Competence Initiative.*

One of the important aspects of information literacy is training to the trainers, therefore some of the institutions/organizations that provide such training are (it is not a comprehensive list):
• Institute for Information Literacy Immersion.
• TLT Group (Teaching, Learning and Technology) (http://www.tltgroup.org)

2.6 South Africa

In South Africa, there were a lot of political uncertainties which directly influenced the governance and form of educational institutions. After the first South African democratic elections in 1994, many dramatic changes have taken place in all spheres, basically in education sector as it has been accepted as vital for social and economic development with the concept of lifelong learning, by gradually dissolving the apartheid structures. As a result some initiatives had also been taken in the domain of libraries and information services as Council for Library and Information Services (NCLIS) was established in 2001 and become active in 2004. It is a landmark as it has become a body to advice Ministry of Education on education and training meant for the library and information services and one of its goals is to “provide optimal access to relevant information to every person in an economic and cost-effective manner” (UNESCO, 2007, p.158). Within a short period of time i.e. by mid 2005 nearly 11,373 libraries were established which includes academic, public, special and government libraries.
The Western Cape Library Cooperative Project, 1992 report also known as Senn Breivik Report was instrumental in recognizing the significance of information literacy, which focused on the cooperative academic planning with limited economic resources. Henceforth in 1995, INFOLIT Project was started with the following goals (UNESCO, 2007, p.159):

- promoting the concept, value and importance of information literacy in the context of globalisation and redress to key players in the region,
- launching a series of pilot projects which explore and establish various means of spreading information literacy education in the region,
- investigating information literacy models, programmes and initiatives in other countries that could be adapted to local conditions.

Thus, many programmes and workshops have been organised to bring the awareness on information literacy among the library professionals and the faculties and provides a platform to discuss and share the experiences.

**Information Literacy Products for Higher Education in South Africa**

Most of the higher education institutions in South Africa, provides library orientation classes and also organises some additional training programmes on request by students or the other users but a few academic institution has incorporated information literacy modules with the academic curriculum. Basically librarians are mainly concerned with imparting the information literacy education/instruction with close coordination with the subject librarian in classrooms/computer laboratories or through virtually through Web-CT. However in some of the universities, information literacy module is offered in library schools in undergraduate degree. Some of the courses rendered by the libraries are (UNESCO, 2007, p.161)

- Cape Peninsula University of Technology
- University of Cape Town
- University of Johannesburg
- University of South Africa
- University of the Western Cape
Organizations Related to Information Literacy

In South Africa most of the initiatives have been taken by the Library and Information Association of South Africa (LIASA) regarding the professional development of the library and information workforce. In 1998, National Library of South Africa came into existence by the act of parliament by merging the South African Library in Cape Town and the State Library in Pretoria, and one of the functions is to bring information awareness and information literacy. On the other hand since 2002 LIASA is organizing many workshops and training programmes to guide the library professionals on curriculum design, teaching and assessment methods.

2.7 United Kingdom

In the United Kingdom, information literacy has not been so recognized. Being in the global information society, their focus is on information technology rather than information literacy and as such media literacy which is one of the components of information literacy is given more priority by the government. Though the country has taken initiative for lifelong learning, “the development and integration of information initiatives in United Kingdom Higher Education sector is therefore driven by individual institutions and organizations operating within the educational environment” (Andretta, 2005, p. 34). Eventually group of libraries and library professionals, Society for College, National and University Libraries (SCONUL) developed “7 pillars model of information literacy (SCONUL Task Force on Information Skills, 1999) and it has been adopted by many universities in United Kingdom and Ireland as a framework. On the other hand School Library Association has also profound interest in information literacy as information literacy is highlighted in various events. But in the school level, the concerned librarian uses different models for designing an information literacy programme for the students. Moreover SCONUL promotes information literacy though conferences and by publishing books. Later in 2004, the definition created by the Chartered Institute of Library and Information Professionals (CILIP) is coupled with SCONUL model.

In higher education other than the SCONUL model, some of the universities have the institutional framework base on Association of College and Research Libraries
(ACRL) standard and Big Blue Project viz. Manchester Metropolitan University’s Infoskills. In 2003, a 3-level Information Literacy Framework was also produced by librarians in Dublin City University (DCU) which is used as a base for designing and development of different information literacy programmes.

Though information literacy is not emphasized by the United Kingdom Government to include in the agenda of public libraries, the People’s Network Project (i.e. internet connection in public library and training librarians to support internet use) automatically compel to focus on information literacy. Now the public libraries are playing vital educational role in educating the citizens to use the internet for various purpose by organizing different training session.

**Information Literacy Products for Users**

Some of the tutorials which are developed for different category of users are (it is not a comprehensive list) (UNESCO, 2007):

- Judge: web sites for health.
- Netskills. TONIC.
- Open University Information Literacy Unit
- Open University: MOSAIC: Making Sense of Information in the Connected Age.
- South Bank University, England. Information Quest.

**Publications and Organizations Related to Information Literacy**

Some of the publications which are the credit of United Kingdom are:

- The Journal of e-literacy (JELIT) (http://www.jelit.org/index.html)
- The Journal of Information Literacy (http://www.informationliteracy.co.uk/).
- Library review (periodical)

Besides many research has been carried out into the field and getting published in different journals; university websites; as Ph.D thesis, dissertations etc.
The two main groups which are working in the area of information literacy are:

- SCONUL Working Group on Information Literacy.
- CILIP Community Services Group Information Literacy Group. (http://www.cilip.org.uk/specialinterestgroups/bysubject/informationliteracy)
- SCONUL “7 pillars of Information Literacy” (SCONUL Task Force on Information Skills, 1999). The model recognizes the seven skills i.e seven pillars in the access and use of information (Chakravarty, n.d, p11-12):

1. the ability to recognize a need for information.
2. the ability to distinguish ways in which the information ‘gap’ may be addressed
   — knowledge of appropriate kinds of resources, both print and non-print
   — selection of resources with ‘best fit’ for task at hand
   — the ability to understand the issues affecting accessibility of sources
3. the ability to construct strategies for locating information
   — to articulate information need to match against resources
   — to develop a systematic method appropriate for the need
   — to understand the principles of construction and generation of databases
4. the ability to locate and access information
   — to develop appropriate searching techniques (e.g. use of Boolean)
   — to use communication and information technologies, including terms international academic networks
   — to use appropriate indexing and abstracting services, citation indexes and databases
   — to use current awareness methods to keep up to date
5. the ability to compare and evaluate information obtained from different sources
   — awareness of bias and authority issues
   — awareness of the peer review process of scholarly publishing
   — appropriate extraction of information matching the information need
6. the ability to organize, apply and communicate information to others in ways appropriate
   — to the situation
   — to cite bibliographic references in project reports and theses
   — to construct a personal bibliographic system
   — to apply information to the problem at hand
   — to communicate effectively using appropriate medium
   — to understand issues of copyright and plagiarism.

7. the ability to synthesize and build upon existing information, contributing to
   the creation of new knowledge

**Training for the Trainers**

In United Kingdom, students of Library and Information Science are taught about the
information literacy through modules and for the professional development different
programmes are organized by professional groups and associations. The two main
conferences which connect the library professionals are (UNESCO, 2007):

- **LILAC** Librarians’ Information Literacy Annual Conference started in 2005.
- **eLit** started in 2002

**2.8 Poland**

In Poland information literacy is an accepted concept, even though it is not so evident
in the professional area. Therefore libraries and the professionals laid utmost efforts to
promote and develop information literacy in Library and Information Science and in
different types of libraries. In Poland there is always a vast gap between librarians and
the lecturer/academics, which is one of the main hindrances in integrating information
literacy in academic curricula. But the formation of Information Literacy Committee
(Educational Information Committee) within the Polish Librarians Association in
December 2010 is really remarkable in the field of information literacy and set seven
long term goals in a programme of the committee (2011-13) as (Poland, 2011, p.2):
Goal 1 – to initiate programmes aiming at increase of information competences of
Polish libraries users;
Goal 2 – to organize scientific meetings and other educational events aiming at increase of librarians’ knowledge and competences in the domain of information literacy;
Goal 3 – to elaborate a uniform dictionary of Polish terms related to information literacy;
Goal 4 – to conduct information activities;
Goal 5 – to elaborate Polish information literacy guides and manuals;
Goal 6 – to prepare Polish information literacy State-of-the-art reports;
Goal 7 – to cooperate with international organizations and institutions dealing with information literacy.

Currently the Committee is actively involving in:
- translation of key-documents: The Prague Declaration and The Alexandra Proclamation;
- translation of Guidelines on Information Literacy for Lifelong Learning;
- conducting a survey aiming at exploring the scope of information literacy education in Polish LIS academic institutes (university departments of LIS studies);
- conducting a survey aiming at exploring the scope of information literacy education in Polish academic libraries (the existing content of library instructions). (Poland, 2011, p. 2-3).

But till now there is no official translation of the term ‘information literacy’. There is a varied opinion regarding the translation of the term, and every now and then Polish authors use the original English term.

**Information Literacy Products and Projects**

There is a visible difference between the library instruction and the information literacy. In Polish academic libraries, library instruction is delivered to the BA first-year students and provides some online courses also. To popularize and develop the information literacy and at the same time to train the professionals, some initiatives has been taken (Poland, 2011).
- **MedLibTrain**: It was a joint project of Polish and Norwegian medical librarians, Medical Library of the Jagiellonian University Collegium Medium and Norwegian Library Association, Section for Medicine and Heath. Eventually, a manual for the professionals was brought out in 2010 which is helpful for the librarians who organize library courses.

- **Bibweb and Login**: It was the online course for the librarians regarding the use of internet in daily library activities. It was started in 2003 and terminated in 2010.

- **Login: biblioteka**: A course started in 2011 for the librarians in providing better services to the users. This particular course is designed and financed by Information Society Development Foundation, prepared by the Torun University Institute of Information Science and run by the University of Warsaw Library.

- **Alfabetyzacj Informacyjna – Information Literacy Blog by Ewa Rozkosz**, a librarian from University of Lower Silesia Library, chairperson of Information Literacy in Polish Librarians Association and has been request to promote and coordinate the InfoLit Global database in Poland.

- **EBIB. Electronic Library – Portal for Librarians** ([http://www.nowyebib.info/en/](http://www.nowyebib.info/en/)). It was created in 1999 for the Polish librarians, but since 2002 till 2010 EBIB functioned within the structures of the Polish Librarians Association as the Commission for Electronic Publishing. And since 2010, EBIB Association is the official publisher of monthly open access journal EBIB Bulletin.

- **The EMPATIC- (Empowering Autonomous Learning Through Information Competencies)**. It is an international project consisting of five international partners- represented by Jagiellonian University Institute of Information and Library Science (Krakow) Poland, MDR Partners (UK), Istituto di Ricerca sull'Impresa e lo Sviluppo (Italy), Technical University of Crete (Greece) and Turkish Librarians Association. They jointly targeted to create framework for the effective Lifelong Learning Programme (LLP) and information literacy programmes.
Conferences or Workshops Pertaining to Information Literacy

Since 2009, Poland is represented in IFLA Standing Committee as to be a part of initiatives taken worldwide for encouraging information literacy. Some of the events organized on information literacy are (it is not a comprehensive list) (Poland, 2011):

- Under the EMPATIC project an International Workshop on Information Literacy Development in the School Sector was organized at the Jagiellonian University in 2011. During the workshop discussion is focused on strategies, models and methods of information literacy in school level throughout the European Union and Polish educational milieu.

- Library in Educational Space: Functions and Challenges in 21st Century, 2011, Conference, were organized at the Pedagogical University of Krakow.

- E-learning: A challenge for libraries, Conference was organized consecutively in Sept. 2010 and Sept. 2009. The main aim of the conference was to encourage e-learning as a modern way of teaching-learning process in the information society and which need to be adopted in the libraries.

2.9 Malaysia

Information literacy and information literate is not a recent concept for the Malaysians but it is more obvious in different forms. Previously, information literacy was usually related to information technology literacy. In Malaysia, National IT Agenda (NITA) was passed by the National IT Council (NITC) in 1996 to encourage the use of ICT (Information and Communication Technology) in the Malaysian society and change it into information society and ultimately into a value-based knowledge society. In most of the instances IT literacy is given more emphasis than information literacy, except the training programmes conducted by some Malaysian librarians. Generation of more IT literate graduates or workforce is one of the priorities of the Malaysian authorities, as it was perceived that IT enabled workforce will contribute to the information literate person. National Library of Malaysia, (Perpustakaan Negara Malaysia, PNM) is supporting the national objective (100% literacy) of Malaysia by promoting reading through Reading Promotion Policy and planning for a information literacy package for trainers at the basic, intermediate and
advanced levels that can be used in information searching workshops. Under the Reading Promotion Policy, nine programmes and a series of activities are included. Some of the activities lined up for the information literacy are (Edzan, 2008, p.267):

— develop a networking of partners in promoting information literacy;
— create and develop online information literacy programmes with a view to encourage and develop a society and a culture that is rich in knowledge and information literacy;
— organise information literacy programmes at libraries and suitable institutions;
— implement online information literacy programmes to encourage and to develop a society and a culture that is rich in knowledge and information literacy;
— create a Malaysian information literacy database of reading programmes, research, experts and reading activities carried out at the national level;
— implement online search and information skills courses and workshops.

Moreover, other public libraries are also organizing different programmes (workshops, talk) on information skills targeted for schools (both teachers and students); government and private agencies and the general publics.

**Information Literacy in School Education**

Malaysian authorities has initiated information literacy in school level, as in the 31st Annual Conference of the International Association of School Librarianship incorporating the 6th International Forum on Research in School Libraries, the then Minister of Education, Tan Sri Dato’ Musa Mohamad, has given stress on the reading culture of the students in the school level. Henceforth certain measures have been highlighted, and one of the measures is “reading and information literacy courses for state resource centre personnel to expose them to effective reading and information skills for them to carry out such courses in localized situations” (Edzan, 2008, p.267). Information literacy is not included in the curriculum of the schools but smart schools emphasizes on critical thinking, manipulation of information and use of information in various discipline and in everyday life. Specifically librarians and medium coordinators are responsible for imparting information literacy. Consciousness about
the information literacy is reflected in various events-workshops in collaboration with IFLA, UNESCO; and other Southeast Asian countries, through different initiatives, activities, and planning in the school levels.

**Information Literacy in Higher Learning Institutions**

In Malaysian universities, the most commonly used terms are: information skills/library skills/library instruction/library orientation etc rather than the information literacy. Most of the universities in Malaysia conduct library orientation programmes, library/information skills programme, and other programmes within the libraries for the users in use of information. These programmes are solely planed and delivered by the library/librarian. To bring uniformity and standardized the programmes conducted in different institutions, some information literacy model, courses and framework have been proposed. Base on the studies carried out by different authors, information literacy in higher education can be summed up as:

- In some universities information skills are introduced as the compulsory subject for the undergraduates and the course is updated regularly.
- Most of the universities, conducts library orientation/user education programme.
- In some universities provides subject related voluntary training session on request.
- Online database searching skills, research guidance service and other specialized information skills programmes are provided to the final year undergraduates and research students.
- Some universities offers compulsory credit courses for first undergraduates or as an elective course.

Trained library professionals is prerequisite for any information literacy programmes, therefore to train up professionals different training programmes have been organized by the universities, UNESCO, National Library of Malaysia and other elite organizations.
Effective implementation of information literacy is possible with well-organized Information Literacy Programme (ILP) and accepting it as one of the priority in government’s policy. Before the enactment of Right to Information Act in 2005, common citizen were not allowed to access any information under the custody of public authority. Citizens have no legal right to be acquainted with different public policies, expenditures, wage employment, basic education, health care, etc. Thus created a gap in having an active participation in the decision making process to comprehend their socio-economic development (Singh, 2012). Thereafter different e-governance services have been initiated by the government of India through G2C services (Government to Citizen) by establishing different information kiosk in its different states for the common people to serve their different information needs. These can be assumed as the one step forward towards the information literacy in India. Furthermore on the other hand for the greater cause, Government of India has formed Information Technology Task Force (1998) and subsequently in 2000 Information Technology Bill was passed to boost e-commerce in India.

**Information Literacy Initiatives at School Education**

At the school levels, public schools give more priority to library use as compared to the governmental or government aided schools. But a residential schools (6th to 12th class) established by Government of India especially for the rural children, Navodaya Vidyalayas, and Kendriya Vidyalayas has a good practice of using the library as a library hour, and the pupils are given assignment/projects to accomplish using the library resources. Experiencing the importance of information technology in all walks of life, most of the middle and high schools have started computer classes to provide the computer literacy to the pupils, which is one of the components of the information literacy.

Ghosh & Das states that most of the public, convent and government schools have library facilities with good information arrangement and provides classes and demonstration on the use of different library resources (atlas, encyclopedia, dictionaries, etc). “Indian National Scientific Documentation Centre (INSDOC) (Now
National Institute of Science Communication and Information Resources, NISCAIR) developed an audio-visual programme for junior school children about how to find information from print as well as electronic format sources” (Ghosh & Das, 2006, p. 8).

**Information Literacy in Higher Education Institutions**

It is a common phenomenon in most of the Indian universities and research institutions, as Kaur points out that:

“in India, information literacy is imparted mostly at institutions of higher learning. This includes user education, library instruction and bibliographic programmes which are not adequate enough to meet the present information requirement of the students. In universities, a course on research methodology is included where library research techniques are included, which is conducted for research degree programs. The schools of library and information science and university and college libraries also conduct the orientation programs for their faculty and students to make them aware of electronic resources and how they can use these resources” (Kaur, 2009, p. 558).

Ghosh & Das have also mentioned that “the Indian Medlars Centre of National Informatics Centre conducts a user-training programme in every four month on their information products and services, like, IndMed databases, medIND open access journal literature, OpenMED open access archive, UNCat union catalogue databases, etc., which are designed mainly for health professionals and health librarians” (Ghosh & Das, 2006, p. 9).

**Information Literacy Programmes for Library and Information Science Professionals**

For the effective information literacy programmes, trained library professionals are prerequisite. But no denying the fact that to reap the fruitful information literacy programme assistance/support of different experts is solicited.
To make Library and Information Science teachers and professionals capable of adapting to the new emerging technologies, orientation/refresher courses are conducted in academic staff colleges of the universities. “At the school level the organizations like National Council of Education Research and Training (NCERT) and State Council of Education Research Council (SCERT) conduct regular orientation programme/refresher courses for the school librarians” (Ghosh & Das, 2006, p.9). On the other hand since 2001 NIITs (National Institute of Information Technology), to some extent, are also contributing to lessen the digital divide. Moreover “UGC (University Grants Commission) and ICAR (Indian Council of Agricultural Research) together organize training programmes for the agricultural librarians in searching information in digital environment” (Senthilkumaran, 2011, p.360). Besides, there are several institutions or organization which provides many professional development courses and programmes for library and information professionals.

**Documentation Research and Training Centre (DRTC)**

The DRTC (http://drtc.isibang.ac.in/DRTC/), Bangalore of the Indian Statistical Institute organizes different training programmes in various areas for the library and information professionals. “In December 2003 a workshop was run, in conjunction with colleagues from the University of Hyderabad and Dalhousie University in Canada, on the Semantic Web with topics including metadata, Resource Description Framework, retrieval in Indian languages, web ontology and taxonomy and XML” (Nyamboga, 2004, p. 234).

**Information and Library Network (INFLIBNET)**

INFLIBNET (www.inflibnet.ac.in/index.jsp) was established in1991, which provides training to university library professionals in the use of network for rendering many services to the users which includes (Nyamboga, 2004, p. 234):

- Computer Application to Library and Information Services (CALIS) - a four-week intensive training programme focusing on the practical aspects in the use of computers in libraries.
• Workshop on Automation and Networking of University Libraries (WANULIP).
• Onsite training in various topics.
• Training in library management systems for university library staff.
• Convention on Automation of Libraries in Education and Research Institute is held annually.

Other Organizations

Indian library Association (ILA), the Indian Association of Special Libraries and Information Centers (IASLIC- www.iaslic.org/), National Institution of Science Communication and Information Resources (NISCAIR), National Social Science Documentation Centre (NASSDOC), Society of Information Sciences (SIS ) and Developing Library Network (DELNET- http://delnet.nic.in/ ) all plays a significant role in orienting library and information science professionals of the country to acquire the skills of access to information. In December 2005, ILA organized 51st All India Conference with focus on “libraries, information literacy, and life long learning”. In this conference it recommended to form a National Information Literacy Mission and the National Information Literacy Task Force to implement information literacy competency development programmes throughout the country. In October 2005 an international information literacy workshop was also held at the Punjabi University, Patiala to promote information literacy in South and South East Asia.

Information Literacy Programmes by National Institutions/Organizations

Other than the professional organizations, different national institutes/organizations are also providing information literacy programmes. Some of the programmes are listed below (Gedam & Agashe, p. 2009):

• Information Literacy Programme in Colleges The Hindu (e-newspaper) Oct 04, 2006: The programme aims at bridging the awareness divide between colleges in the urban and rural areas and to enable students in the rural colleges to access subject-related information across a variety of formats including access to subject gateways in the internet and to train students to
use the OPAC (Online Public Access Catalogue), to provide Information Technology skills, searching electronic sources, and storing the information.

- **Central Library. IIT, Madras**: Realizing the importance of information literacy, it has brought out different brochures, pamphlets, tutorials, conferences, invited talks, specialized presentations for the faculty, students, industries, library staff and librarians. Some of the information literacy programmes conducted by the Central Library are (http://www.cenlib.iitm.ac.in): Springer Link Database, JCCC, Science Direct and Scopus by Elsevier India, National Workshop on E-Resources Management for Excellence, Web Resources and Services available at the Central Library of IIT Madras, Half-Day Workshop on Information handling in Digital Era, Role of Electronic Databases in R&D Excellence by Edutech India Pvt.Ltd and many more other programmes.

- **Right To Information (RTI) India**: The RTI literacy programme being conducted in the district with the objective of spreading information among the different sections of the society www.rtiindia.org/.../15883-right-information-literacy-programme.html.

- **SALIS (Society for the Advancement of Library and Information Science)**: The current focus is to reach the unreached LIS professionals to minimize the digital divide. It provides need-based service to the profession and for the advancement of the Library and Information Science. In collaboration with UNESCO and Madras School of Social Work (MSSW), SALIS is organizing a Workshop on Information Literacy Competency Development for Library and Information Science professionals and special educators at MSSW.

**Information Literacy Programmes Conducted by Government of India**

Government of India has also initiated many information literacy programmes as a project; some of the programmes are given below (Gedam & Agashe, 2009):

- **Sarva Shiksha Abhiyan (SSA)**: Launched for 2001-2010, for Universal Elementary Education in India, by the Department of Elementary Education
and Literacy, MHRD, Govt. of India, New Delhi. (www.educationforallinindia.com/ssa.htm)

- **District Primary Education Programme (DPEP):** Initiated in 1994 for universalisation of upper primary education in some states of India- Assam, Haryana, Karnataka, Kerala, M.P, Maharashtra, Tamilnadu, Gujrat, Andra Pradesh, Himachal Pradesh, Orrisa, West Bengal, Uttar Pradesh, Rajasthan (www.educationforallinindia.compage81.html).

- **National Literacy Mission (NLM):** Initiated in 1988 to make 80 million adults in the age group of 15-35 literate.

- **Tara Akshar (2005-2006):** To develop Hindi literacy program (www.tarahaat.com/Literacy.aspx).

- **CBFL (Computer-Based Functional Literacy) an outstanding initiative from the Tata Group** (www.tataliteracy.com/index.htm).

- **National Portal of India:** It is a project under the National e-Governance Plan, Department of IT, Ministry of Communication & IT. It is an aggregator of all Indian Government websites to provide single window access to different information and services provided by different departments of Indian Government and other stakeholders (http://india.gov.in).

### Information Literacy-Government Policies

Some of the polices which are adopted by the Government of India are (Deshpande & Dakhole, 2011):

- **The National e-Governance Plan (NeGP):** The main objective is to bring public services closer to citizens. Therefore, accordingly the infrastructure is evolving even to the remotest of villages, and digitization of records is undertaken to make easy, reliable access over the internet.

- **Department of Information Technology, Govt. of India:** Its policy objectives are-
  
  - e-Industry: Promotion of electronics hardware manufacturing and IT-ITeS industry.
e-Innovation/R&D: Providing support for creation of innovation infrastructure in emerging areas of technology.

e-Education: Providing support for development of e-skills and knowledge network.

e-Security: Securing India’s cyber crime.


**Information Literacy and Government Initiatives**

In a knowledge society, knowledge is a super power which has tremendous effect on the social, economic, professional development of a person in particular and a country in general. To sustain economic growth, employment generation and to strengthen the information infrastructure of the country, Government of India and the state Governments has undertaken different initiatives and e-governance projects. Some of the programmes/projects are given below (Deshpande & Dakhole, 2011):

- **National Knowledge Commission of India:** In June 2005, the Govt. of India has established National Knowledge Commission of India to establish a knowledge-oriented paradigm of development and to address the digital divide in India. Their focus areas are: Access to Knowledge, Knowledge Concepts, Knowledge Creation, Knowledge Application, and Knowledge Services.

- **Rashtriya Computer Literacy Drive:** This is initiated by Sunita Infotech, to make “India 100% computer literate” and spread the Quality Education on IT by providing knowledge, skills, solution and services through pioneering efforts and usage of appropriate technology at a very affordable cost.

- **National Knowledge Network (NKN):** This particular network is designed to provide high speed connectivity with best bandwidth capacity to all knowledge related institutions in the country. Till now 774 institutes have
been connected in the network and 66 virtual classrooms have also been set up.

- **National Digital Library:** It is an initiative taken by Govt. of India to establish the Digital library of India. The project is going on and the prominent activities under this project is to set up Mega Centers and Scanning Centers in collaboration with IIS, Bangalore and Carnegie Melon University, USA. (http://www.new.dli.ernet.in)

- **Public Information Kiosks (PIKs):** This is an action research project of National Institute of Rural Development (NIRD) which works as an information cum communication centre.

- **Village Knowledge Center (VKC):** It serves as an information dissemination center providing instant access to farmers to latest information/ knowledge available in the field of agriculture, starting from crop production to marketing. The knowledge centre will be connected to a central studio using technology viz. WiMax/VSAT/leased line.

- **Swift Jyoti:** To bridge the digital divide, under the NIIT SWIFT programs, SWIFT Jyoti has been effectively used to proliferate computer literacy among the masses. It has targeted broadest section of the society from six-sixty years old, and the duration of the SWIFT Jyoti programs is 18 hours.

- **e-Choupal:** Through this web portal farmers can access latest local and global information on weather, scientific, farming practices as well as market prices at the village in regional languages. Besides, the farmers are provided information, products and services they need to enhance farm, productivity, improve farm-gate price realization and cut transaction costs. It also facilitates supply of high quality farm inputs as well as purchase of commodities at their door step.

- **FRIENDS Model (Fast, Reliable, Instant, Effective Network for Distribution of Services):** It is a successful initiative of the Kerala state. The aim of the project is to create single window, enabling the citizen to pay taxes and other utility payments. FRIENDS counter handles bill payment of seven departments: revenue, motor vehicles, civil supplies, local bodies, universities, electricity, water, and telephone. Initially, it was conceived as a
multi purpose service centre but now it also acts as a information kioskas on Govt. activities.

- **The Akshaya Project**: Akshaya was started as a e-literacy project in 2002 in Malappuram district of Kerala to bridge the digital divide and it aims at achieving 100% literacy. The project has helped in taking IT to the remotest part of Kerala.

- **MKCL (Maharashtra Knowledge Corporation Ltd.)**: MKCL is a major initiative of Maharashtra Govt. to make the citizens an IT literate. MS-CIT is an IT literacy course started by MKCL in the year 2002.

- **Bhoomi Project**: This project is jointly sponsored by Ministry of Rural Development, Govt. of India and State Govt. of Karnataka, for computerization of land records. The system works with the software called Bhoomi designed by National Informatic Centre, Bangalore.

- **Gyandoot**: It is a sincere effort of the rural-oriented ICT applications in India. In Dhar district of Madhya Pradesh, in 30 places computer are installed connected through an intranet Gyandoot, which provides information in the vegetable market for product prices and access to land record. The Gyandoot intranet project has won the CSI TCS Award for Best IT Usage and has been awarded Stockholm Challenge IT award.

- **Community Information Center**: Dedicated to eight North-Eastern states of India and Jammu & Kashmir. Through this CICs the people of the locality can access internet and can do e-mail, printing, data entry and word processing. Training to the users are also provided.

- **Bharat Nirman Plan**: Under this plan the Department of Telecommunications has the responsibility of providing telecom connectivity to the villages, which are not covered under Village Public Telephones (VPTs). It also provides knowledge centers to each and every panchayat & village, in the area of irrigation, roads, health care, etc.

Besides, there are many other initiatives (e-courts, e-districts, e-office, e-hospital, etc.) which are undertaken by the Government for the citizens to bridge the digital divide, to reach the unreached and for the better social inclusion. But in the academic
milieu there must be some initiatives regarding IL policies, guidelines, standards, projects reviewing the existing education policies.

**National Knowledge Commission (NKC) and Libraries.**

Library and Information System and services (LIS) is one of the major concerns of National Knowledge Commission (NKC). Therefore NKC has taken initiative to review the present scenario of LIS in India and to set up a roadmap to provide an appropriate and need base library services to the citizens. To accomplish the task, Working Group on Libraries (WGL) was formed and which includes senior library professionals, technical experts and bureaucrats. The group was anticipated to recommend some major changes needed for the libraries and information professionals to become a driving force to bring about a knowledge economy. The key objective was to overcome “information poverty” and recommended the following (Dasgupta, 2007):

- To set up a National Commission on Libraries.
- To prepare a National Census of all Libraries
- To revamp Library and Information Science education, training and research facilities.
- To re-assess staffing of libraries.
- To set up a Central Library Fund.
- To modernize library management.
- To encourage greater community participation in library management.
- To promote Information Communication Technology (ICT) applications in all libraries.
- To facilitate donation and maintenance of private collections.
- To encourage public-private partnerships in development of library and information services.

In August 2006, the recommendations were submitted to the NKC and approved for the implementation. It is encouraging that if the recommendations are followed in a definite way then it will be a turning point for the library and information professionals in rendering the quality services to the society.
2.11 Conclusion

In countries like USA and Australia information literacy is recognized as one of the national agenda. Therefore the development of information literacy is really remarkable in those countries. Information literacy education will flourish in right perspective if it is considered seriously by the government through different policies and initiatives for better implementation in all sectors leading to an ultimate goal of lifelong learning. Though the development of information literacy is not even, it is getting momentum worldwide. In most of the countries, user orientation, user education and other similar programmes are conducted in the academic libraries but to develop information literacy in a standardized way some countries has proposed some agendas and framework suitable for the particular country or to meet the localized needs. It is a good omen to be in an information society. The next chapter elaborates the information literacy initiatives undertaken by different academic libraries of India.
References:


Millennium Summit


