CHAPTER-3

INFORMATION LITERACY IN ACADEMIC LIBRARIES (COLLEGES AND UNIVERSITIES OF INDIA)
3.1 Introduction

Over the last decade, electronic resources have become one of the most significant and effective components in the library collection. The major factor behind this demand is the continuous development of information technology and the multidimensional as well as multifarious demand of information by the user which needs to be fulfilled pin-pointedly and exhaustively in a short period of time. It is quite evident that the old ‘book centered’ concept of librarianship has been replaced by the ‘reader centered’ concept and instead of ‘Library service’, ‘Information service’ (Goswami, 2001) is emerging which emphasizes on access and use of information in an IT dominated environment.

Now-a-days, information are available in the finger tips, provided if the users are skilled enough to thrive highways and the byways of accessing diverse source of information (subject gateways, open sources, portals, etc) located in a remote host. To have the full advantage of IT in accessing information, some kind of training and awareness is desirable for the user community. In accordance to that Users’ Education is provided to the users of the library in the Indian context, which is basically consists of four components - users’ awareness, users’ orientation, interest profiling and bibliographic instruction, and seems to be obsolete/ineffective in this IT dominated information society.

In colleges, hardly any user education programme is organized. But in universities, user education programmes include a ‘library tour’ to acquaint users with different library facilities/services and sections. As a part of the program, in most of the libraries the librarian delivers an introductory lecture to fresher on library use, basically on the first day of the academic session. Furthermore, in some of the universities researchers and faculty members approaches the librarian to know about different tools and techniques. In special libraries, as the new entrant is less as compared to academic libraries, the special users are intimated about new updates as and when persist and in public libraries there is no such institutional arrangement for user education programmes. Last but not the least, in the school level libraries, except the CBSE no other schools are providing a library service in the true sense.
In this IT era, user education is not so effective and sufficient as far as empowerment of the users is concerned. Information literacy has the wider perspective than user education, as information literate person can locate, evaluate and effectively use information in the process of lifelong learning. In India, information literacy is broadly accessed in three categories- “access to government information, access to administration records and information facilitation through IT application” (Goswami, 2001, p.59). In the academic environment, information literacy deserves a special attention since well information literate student has the potential of being the successful, confident and enduring lifelong learner in this digital society.

3.2 Information Literacy and Higher Education

Many remarkable changes can be seen in the education system of our country. The fundamental driving forces contributing towards the change in the higher education are (Gaddagimath, 2006):

- **Societal Needs**: Higher education has undergone many transitions like from student to learner, from faculty centric to learner centric, from teaching to the design and management of learning experiences and eventually from the Synchronous, classroom based instruction to asynchronous computer based learning.

- **Technology Driven**: Rapid advances in ICT have influenced the every sphere of life, and it has immensely affected the education system also. Now-a-days delivering educational services to anyone, anytime, anyplace is possible with different technologies. Students demands ‘Plug and Play’ experiences and ‘Plunge in and learn’ through participation and experimentation. Therefore teachers should act more like a consultant or a coach to motivate, inspire, and manage an active learning process.

- **Emerging Research Area**: In the present time research is not confine to one discipline only rather its domain is extended to inter disciplinary, multi disciplinary, cross disciplinary and extra disciplinary research also.

- **Focus on Library**: In higher learning institutions and research, library has been given due importance as it is one of the intellectual focal point. Preservation and dissemination of knowledge is one of the important
functions of the academic libraries which are available in many forms (text, image, sound etc.) and can be distributed and shared world wide through networks.

Change is inevitable, and there is no denying the fact that the change in use of information; advent of technology; development of different information systems, networks, search engines, etc. has necessitated a new kind of literacy other than the basic literacy of reading and writing. In this electronic era the new kind of literacy is termed as the “information literacy”.

It is a continuous process of learning; it bridges the gap between the formal education and education beyond that. Many organizations and authors have defined it in many ways according to their perceptions. It is an evolving multifaceted concept. ANZIIL and ACRL argues that information literacy framework can be operated at the multiple levels: institutional level for policy development and also provides evaluation strategies; programme level to frame curriculum objectives, learning outcomes and assessment criteria; student level to raise awareness among the students and its success depends on the “level of flexibility that characterizes provision to take into account the levels of variations in the students’ information literacy skills at the point of entry” (Andretta, 2005, p.51).

Toby Bainton in 67th IFLA Council and General Conference asserts that information technology skills and information skills are the crucial constituent of information literacy. IT skills includes-basic skills (use of mouse, keyboard, printer etc.), standard software (word processor, spreadsheet, etc) and network applications (email, internet, web browsers). From the user point, it does not demand to be the expert. Whereas, information skills signifies having knowledge about different information sources, search strategies, evaluation criteria etc. Further, he highlights that information skill programmes should (Bainton, 2001,p. 9):

* Have clear aims and are based on sound pedagogical foundations;
* Have quality and feedback mechanisms built in;
* Attempt to measure initial and final competence to demonstrate impact;
* Be managed and delivered cost-effectively;
* Make valid use of new technology and other innovations.
Information literacy so to say it’s an IT and information skills/competencies, attitude and knowledge requires in access, use, evaluation and communication of the information with ethics and legalities which can be applied at different levels for different objectives. Whatever may be the case, information literacy education can be imparted successfully with the active collaboration between information specialist and the subject experts.

SCONUL assert it as “Information literacy encompasses library user education, information skills training and education, and those areas of personal, transferable or ‘key’ skills relating to the use and manipulation of information in the context of learning, teaching and research issues in higher education” (Streatfield, 2008, p. 102).

The Chartered Institute of Library and Information Professionals (CILIP) define information literacy as “knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner” (Bewick, 2010, p.99).

Edward k. Owusu-Ansah, Reference Librarian/Assistant Professor and Coordinator of Information Literacy at the college of Staten Island, City University of New York, expressed his view regarding the Information Literacy in higher education. The author opines that academic librarians are entrusted with the new and unusual role. More often librarians are responsible for providing suggestions and procedure for achieving information literacy. But the debate engulfed over the meaning of the concept perturbs in providing roadmaps. Usually it lacks institutional support/recognition which undermine in developing actual solutions at achieving information literacy in higher education (Owusu-Ansah, 2003).

Likewise, Rajesh Singh in his review of literature on information literacy describes it as the core instructional pedagogy in higher education, which induces the skill to identify information needs, seek out resources to meet those needs, analyze, evaluate, synthesize, and communicate the resulting knowledge. He further states that a person cannot be expert overnight but expertise skill can be attained with due course of time and practice. If these skills are imbibed early in the students then definitely it will
yield potential in their higher education, workplace in future and be the responsible citizen of any country (Singh, n.d).

In most of the Indian universities e-resources are mainly subscribed on individual basis through licensing or consortia through UGC-Infonet E-journal Consortium concerning to the arts, humanities, social science to computer and pure science; and INDEST- AICTE Consortium (Indian National Digital Library in Engineering Sciences and Technology- All India Council of Technical Education). Whereas some of the colleges avail the e-resource services through N-LIST (National Library and Information Services Infrastructure for Scholarly Content). Simultaneously training programmes pertaining to the use of e-resources are conducted by the producers or vendors on their products.

3.3 ICT (Information and Communication Technology) and Information Literacy

Information is a commercially exploitable commodity and an individual uses it for the personal development, decision making or for any other reason. Therefore, it has been produced/generated, communicated and used excessively. But in locating and communicating the required information more often some problems are confronted as (Pandey, 2011, p. 39):

- large volume of information causes overload at the processing end.
- increasing time lag between generating and publishing information.
- interdisciplinary nature of growth in science possess problems in locating the desired information.
- proliferation in the growth of primary and secondary journals presents problems in bibliographic control.
- language and other communication barriers.

Nevertheless, to store, organize and communicate the information many electronic devices have been produced. The concept of using machines for storage and processing of information can be traced back to late 1960’s as online bibliographic databases were produced as a by-product of primary printed publications. In 1961 the worlds first computer based periodical, Chemical Titles, was introduced by Chemical
Abstract Service (CAS) which is a division of American Chemical Society and is the most authoritative and comprehensive source of chemical information, covering 750 chemically oriented journals. The concept of online search came into existence when two organizations – M/s. Lockheed under M/s. Dialog Information Services in 1972 and M/s. System Development Corporation (SDC) in 1973 provided software and computing facilities to sort and search databases through telecommunication networks. Moreover, fast advancement in ICT, storage media, and software packages have made storage, processing and communication of information possible all over the world at a very fast speed. Thus this change has necessitated the adoption of information literacy education to avail the benefits of information and communication technology.

3.3.1 Issues Concerning to Use of Information and Communication Technology

Information and Communication Technology has eased the access and use of information. But this is not the end of the problem, even the development of the internet generally and the World Wide Web (WWW) in particular, which is the most heavily used tool for accessing information, also bears some problems (Cooke, 1999):

- Information overload/Information Explosion: Publishing through internet has became so simple that who so ever have minimum computing knowledge can upload any kind of information in the net, and eventually which has resulted in the unbelievable volume and array of information on the desired area of interest. Sometimes internet seems to be time-consuming effort in the search of required information.

- Availability of vast quantities of useless information: Generally, notion about the internet is that it is the panacea to all our information need. Put the keywords/search option and in no time one can have the required information. But the fact is that useless or junk type of information is always embedded with the seeking information.

- Potential for inaccurate materials: Accuracy, timeliness and reliability of information is the foremost criteria in the use of any information. Lot of information in the internet sometime doesn’t have detail about the organization or individual responsible for producing the information, which becomes difficult on the users end to rely on that particular information.
Ephemeral nature of materials disseminated via personal home pages:

Personal home pages, now-a-days is a trend to share information in the internet. These type of home pages are very temporary/short-lived in nature. Generally it happens that without the notification of removable of the site, disappearance of the site puts before the user a scenario ‘file not found’. It also happens, that even the organization or individual of repute do not maintain the up datedness of the information.

Besides, all of the above, issues which engulf internet are- a lack of a central coordinating body for the internet, cyber crime, information security, etc.

Information explosion and on other hand the various advantages, facilities of ICT has enhanced many new services through which information access, retrieval, use and dissemination has become very viable. But the very crucial question is the quality of information. Cooke explains it as “in relation to information available via internet, quality is often used to refer to sources which contain original content, or sources which are accurate and reliable.” Furthermore, he opines that “quality assessment is not a straightforward procedure involving the identification of the presence or absence of different features or facilities. Instead, quality assessment is a complex process involving consideration of a wide range of interrelated issues which are of varying importance depending upon the nature of the source and the needs of the user” (Cooke, 1999, p.16). Thus, in the electronic environment users must be information literate to use the available information.

3.3.2 Development of National Information Infrastructure and Global Information Infrastructure

It is worthwhile to mention that the development of National Information Infrastructure (NII) and Global Information Infrastructure (GII) is revolutionizing the whole society and the economy of the country by providing unbound access to digital libraries, databases, government departments, educational institutions, e-learning opportunities, e-commerce, cultural opportunities, etc. The United States Information Infrastructure Task Force (1993), considers GII more than a network of networks and opine that internet is the originator of the GII and it encompasses five vital components (Mutula, 2007, p.5):
• Communication networks, such as telephone, cellular, cable, and satellite networks;
• Information equipments/appliances, including computers, televisions and telephones;
• Information resources, including educational materials, medical databases, television programmes and commercial software;
• Applications such as telemedicine, electronic commerce and digital libraries;
• People of all skill levels and backgrounds.

All these arrangements are meant for the greater benefits of the mass as a whole. It seems like fulfilling the implications of ‘Five Laws of Library Science’ and mitigates digital divide. It is well known that every entity has different attributes and like a two sides of a coin merits/demerits or advantages/disadvantages are prominent and equally inseparable too. If there is a problem then definitely there will be a solution. To combat ever increasing problem of information storage, retrieval, use and communication of the same ICT is used. To harness the maximum benefit of it, information literacy is the only way out.

3.4 Information Literacy in Academic Libraries

Though we are concerned with knowledge society, the fact is that in the academic environment use of library and its resources by the academic community is very slim. No doubt there are some exceptions, but usually the reading habit among the pupils are deteriorating. In 1986 Carnegie Foundation Report, it was mentioned that:

“The quality of a college is measured by the resources for learning on the campus and the extent to which students become independent, self-directed learners. And yet we found that today, about one out of every four undergraduates spends no time in the library during a normal week, and 65 percent use the library four hours or less each week. The gap between the classroom and the library, reported on almost a half-century ago, still exists today” (ALA, 1989, p. 6)
There is a lot of shift like “Education for All” to “Information for All”, and ultimately to “Information Literacy for All” as Christine Susan Bruce, Queensland University of Technology explains that:

“Information literacy is a natural extension of the concept of literacy in our information society, and information literacy education is the catalyst required to transform the information society of today into the learning society of tomorrow” (Bruce, 2004, p.1).

In the academic environment the tremendous growth of the e-information resources in the form of CD-ROM Databases, Online Journals, audio and visual materials, e-books, institutional repositories etc. have a great impact and based on these many varied services are rendered by the libraries and other information centers. Libraries are epithet as the temple of knowledge which acquire and create such a vast array of heterogeneous resources for the potential users and its use, but the intruding fact is that how to make optimal utilization of all these resources. Therefore to settle the prevailing problem, information literacy in simple words fluency or set of skills are required to use these e-resources. Thus librarian should motivate the users, staff, faculties and concerned parent organization about its impact on the whole learning process and the librarian should act as the teaching librarian or the educator; and take the responsibility of designing and delivery of the Information Literacy Programmes (ILPs).

Kasowitz and Pasqualoni describes that in higher education information literacy skills/instruction is delivered through three approaches i.e. online, formal information literacy course and across the curriculum. In the Indian context, Constantine M. Nyamboga surveyed the six university libraries in India namely Bangalore University, Cochin University of Science and Technology, Gulbarga University, University of Hyderabad, Kuvempu University and Mangalore University and he found that all the libraries provide traditional and computing library skills. Only the University of Hyderabad Library conduct training for using the OPAC throughout the year to new students as a part of orientation programme. Other Universities conduct lectures on library and information use to the fresher during the ‘library tour’ using ICT and moreover it is not compulsory. Eventually, he suggests that “all Indian universities unify and undertake a programme in information literacy and further make it
compulsory for all students whether undergraduates, postgraduates or research scholars. Facilities including computer laboratories for hands-on training should be provided and the courses should be assessed/examined with relevant credits awarded. To achieve this effectively the library and information professionals need to possess the right skills in appropriate areas, as well as having a wide range of knowledge in various sources of information and teaching skills” (Nyamboga, 2004, p.238).

Prabhjeet Kaur, et.al writes that “there is a need to develop ILP which are more suitable in Indian higher education environment keeping in view the skills and competencies of college students” (Kaur, 2009, p.557).

Bavakutty and Nasirudheen assert that “adequate measures have to be taken in higher educational and research institutions to equip the students with information literacy skills even during their graduation/post-graduation period” (Bavakutty, 2008, p. 121). Stress is given on the urgency of information literacy programme to be imparted in the universities and research institution in regular basis and suggests establishing training and research centers in universities and research centers for promoting information literacy among the user community.

Shashi P. Singh in his research paper writes that ILP is not encouraging. User education, library instruction and bibliographic instruction programmes are provided in higher learning institutions. Likewise, research methodology which also includes library research techniques are offered in universities for research degree programmes. In corporate organizations and R&D centers, the latest information resources available within and outside the organization are taught (Singh, 2009). Further the author mention that the barriers in promoting information literacy in India are due to the traditional education system, overpopulation and low literacy rate.

In Hindu, online edition of India’s national paper, highlights that the Department of library and Information science, University of Kerala has taken a positive effort to implement information literacy in affiliated colleges under the university by preparing a proposal to place it before the syndicate with an endeavor to bridge the awareness divide between the college students of urban and rural areas. In the beginning, the programmes will be conducted for undergraduate, postgraduate and research
programmes in colleges in rural areas. “The Information Literacy packages will aim to provide students the basic information about IT tools, to introduce to them electronic sources of information, train them in searching for information stored in a multi-media format, train students to use computer-aided instruction packages, introduce various online search programmes and methods to identify sources of information, including subject gateways, in the Internet and train students to use the ‘Online public Access Catalogue’ (OPAC)” (Mahadevan, 2006, p. 1).

On the basis of different findings of different scholars and authors it is quite evident that the concept of information literacy in the context of academic libraries in India is very recent and gradually it is getting ground. Rather it is better known by library orientation, library instruction and bibliographic instruction, more broadly by user education which is prevalent in most of the university libraries and in the colleges.

3.4.1 Information Literacy Programmes in University of Delhi

University of Delhi is one of the premier universities of India which came into existence in the year 1922. In an interview with Mr. Rajesh Singh, Deputy Librarian, E-Resources & Training, Central Library, University of Delhi, it was revealed that nearly 80 colleges have been affiliated under this esteemed university covering the south campus and north campus having 4 lakhs of students and 11000 faculty members. He measures the success of Information Literacy Programmes (ILP) with the amazing increase in the use of e-resources. And since 2007, 2 lakhs/year of hits on e-resources have been established which indicates the highest user and top contribution in research publications. Keeping in view the information needs and skills necessary for different categories of users, to use varied available e-resources, ILP conducted by the Delhi University Library System (DULS) seems to be a fruitful and unique venture and which has the tremendous effect on the whole academic community having the objectives as (Singh, 2009, p.433):

- To acquaint the users with the academic power of Internet;
- To provide an indication as to what is there on Internet related to the area of study and research;
To show how web resources could be of immense use in their academic pursuit and research;
To show the usefulness of various multimedia resources on web in teaching, learning and research;
To promote the use of subscribed databases in academics and research;
To describe specific features of various databases being subscribed by DULS and assessable through UGC-Infonet Digital Library Consortium;
To acquaint the users with the use of various search techniques to retrieve relevant information;
To recognize the need for information, and to evaluate, organize, interpret, and communicate information in all its formats;
To promote that Information Literacy is for participants’ academic and vocational success and for lifelong learning;
To provide research-integrated instruction in collaboration with the faculty and in alignment with research objectives;
To establish a direct interaction between users and library professionals;
To explain the necessity of bibliographical citations and its usefulness;
To promote the use of standardized citations of bibliographical references;
To find out the implications of Information Literacy Program on library services, library staff and users’ approach to the library.

As the ILPs are not so noteworthy in other Indian Universities, it is worthwhile to mention about ILPs in Delhi University Library System (DULS) as the best programs ever in the realm of information literacy.

Previously the university library was named as the Central Reference Library and now it was Delhi University Library System. The ILP was initiated in the year 2006 and for the first two years the NASSDOC (National Social Science Documentation Centre) financially supported the programmes, but the support is not sufficient for conducting the programmes and it has been stopped. In the year 2009, under the ILDD (Information Literacy and Document Delivery) budget the programmes are conducted. Till now more than 51 Information Literacy Programmes are conducted in the library and other affiliated colleges of the university. Regarding the delivery of ILP in its affiliated colleges, one college is selected as the venue and other nearby
colleges join the programmes and the college where the programme is organized arranges refreshment for the participants.

Usually the ILP is delivered to the students, faculties, research scholars and also for training the trainers which is supported by the Delhi University. Online Tutorials are supported/sponsored by the Department of Information Technology, Government of India and it has provided with 4 computers, 1 projector, 1 server, and 2 printers. Most of the programmes are delivered by DULS and some of the programmes are conducted with active collaboration of publishers, and aggregators about their products and services.

The course content for the different categories of users is almost same. However based on the users need in the present situation the course content is designed and does not follow any information literacy model. To deliver the programme effectively –PowerPoint presentation, multimedia etc are used.

**Different Information Literacy Programmes at Delhi University Library Systems (DULS)**

DULS has different valuable collections comprising- books, database, journals etc. which are listed below in Table 3.4.1 (A):

Source: (http://crl.du.ac.in)

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Collections</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>1.</td>
<td>E-Resources Databases</td>
<td>118</td>
</tr>
<tr>
<td>2.</td>
<td>Books</td>
<td>15,29,000</td>
</tr>
<tr>
<td>3.</td>
<td>Current Journals</td>
<td>1,290</td>
</tr>
<tr>
<td>4.</td>
<td>Bound Journals</td>
<td>3,66,000</td>
</tr>
<tr>
<td>5.</td>
<td>Ph.D. Theses</td>
<td>18,500</td>
</tr>
<tr>
<td>6.</td>
<td>M.Phil Dissertations</td>
<td>14,000</td>
</tr>
<tr>
<td>7.</td>
<td>Manuscript</td>
<td>700</td>
</tr>
<tr>
<td>8.</td>
<td>CD-ROM</td>
<td>2,500</td>
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</table>
To make user aware of these resources and optimize its use, basically, ILP is conducted once in a year at the beginning of the session for the students and in the individual departments with close coordination between faculties and dedicated professionals from the central library to deliver the information literacy programme with subject specifications. The different users of the library are- postgraduate students, faculty members and research scholars (MPhil, PhD, and DLitt.). Accordingly to impart different level of skills to different level of users, two levels of information literacy programmes are designed in Delhi University Library. The first level is for the researchers and the second level is subject based information literacy programmes for students and faculties. The diversified ILPs for different categories of users are:

- E-Resource Orientation Programs
- Online Searching Techniques
- Open Access Resource Orientation Programs
- Hands on Trainings
- Workshop on E-Resources and Bibliographical Citations
- Instructions for Bibliographic Citations
- Exposure to Copyright and Plagiarism Issues
- Citation Analysis
- Online Information Literacy Tutorial- it consists of 5 modules-

**Module 1:** Basic Computing- basic components of computers, use of mouse, different types of memory, computer networks etc.

**Module 2:** Web Browsers- downloading files, saving files, printing a webpage, etc.

**Module 3:** Online E-Resources- categories of information on web, search techniques, etc.

**Module 4:** Web –Resources -DULS subscribed database, evaluation criterion, etc.

**Module 5:** Citations- citation analysis, etc.

DULS has taken further steps to make users aware about different changes prevailing due to technological as well as product upgradation through- DULS Websites, E-Mail Alerts for faculty members, E-referencing, and Brochures, Pamphlets even E-brochures & E-pamphlets.
Further, Workshop on Information Literacy and Competency for faculties and research scholars in the discipline of Science/Social Science and Arts & Humanities to promote the use of e-resources in teaching, learning and research is also conducted with an idea to (http://crl.du.ac.in):

- Expose the audience with the availability of electronic resources which are being subscribed by the Delhi University and can be accessed Campus wide.
- Expose to the public domain electronic resources in the field of Sciences/Social Sciences and Arts & Humanities.
- Provide a practical demonstration with the help of certain standard rules generally being followed for citation of bibliographical references, footnotes etc.
- Demonstrate various search techniques for searching precise and relevant information on the web.
- Orientation to citation and analysis databases such as Scopus

Besides, “Training for Authors” is conducted by Springer; and “Information Literacy for Research Competency”, a short term course of 60 hours for M.Phil and Ph.D students are also organized by the DULS. Furthermore, “Training the Trainers: Workshop on Information Literacy and Competency” a two days programme for University and College Library professionals are also organized with an aim “to train the library and information professionals for onward transmission of the skills to end users” for complete awareness and training on different aspects of information literacy.

All the programmes conducted by DULS have its own importance. One of the fine practices in DULS is the feedback analysis, which is collected through a specific feedback form distributed to the participants at the time of presentation of every ILPs, to assess the usefulness and hit of the programs and indeed it is the most successful one. Different feedbacks reveal that users are very much contented with the programmes which are relevant to their courses, and useful for their learning/teaching/research. Henceforth the use of different resources has increased tremendously which resulted in more research publications.
Information Literacy Courses in University of Delhi

In comparison to other universities of India, the initiatives by University of Delhi are really noteworthy. In the year 2007, the Department of Library and Information Science, University of Delhi has included a compulsory paper on information literacy at MLISc 2\textsuperscript{nd} Semester (Bhatt, 2011). In addition, according to Rajesh Singh and S. Majumdar based on the booming ILPs and feedbacks, DULS has proposed to incorporate Information Literacy Course as an elective/optional credit point course into the curriculum of the post graduate students. The course is proposed to be of one semester in the beginning of the first semester. But after a lot of deliberations, the Governing Body of DULS came to a conclusion that rather it should be initiated as the short term course, “Information Literacy for Advance Learning”, for the post graduate students and research scholars as the pilot study and accordingly it will be adopted as the regular course in the post graduate level as desired based on the outcome of the study. The details of the course content are listed below in Table 3.4.1 (B) (Singh, 2009, p.534):

Table no. 3.4.1(B): Information Literacy Course Content

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Content</th>
<th>Duration</th>
<th>Brief Description of the Content</th>
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<tbody>
<tr>
<td>1.</td>
<td>Information literacy</td>
<td>04 hrs</td>
<td>Definition, philosophy and overview, objective and purpose, standards, coverage and indicators, components, models, recent trends.</td>
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<tr>
<td>2.</td>
<td>General Computer Concepts</td>
<td>04 hrs</td>
<td>Introduction to computers, hardware, software, system software, application software, various operating systems, general purpose software suite like- MS-Office.</td>
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<td>3.</td>
<td>Hands on Practice</td>
<td>02 hrs</td>
<td>MS-Office</td>
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<td>4.</td>
<td>Basics of Networking &amp; Internet</td>
<td>03 hrs</td>
<td>Networking concepts. Introduction, history, architecture, &amp; components of Internet. www, e-mail management, etc.</td>
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<td>5.</td>
<td>Research Strategies</td>
<td>04 hrs</td>
<td>How to do a research?, research setting and design, critical thinking skills, formulation of research questions; identify research topics by</td>
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<td>applying critical thinking to research questions, identify keywords/ key ideas in the research questions.</td>
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<td>6.</td>
<td>SPSS</td>
<td>03 hrs</td>
<td>Basics of SPSS</td>
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<tr>
<td>7.</td>
<td>Hands on Practice</td>
<td>02 hrs</td>
<td>Using SPSS for data analysis</td>
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<td>8.</td>
<td>Sources &amp; Types of Information</td>
<td>04 hrs</td>
<td>Use of library, format of sources of information-print vs e-resources, and finding aids, popular vs scholarly journals. Library reference collection and services in print. Ordering materials from various sources (inter-library loan, for example) Library homepage familiarization activities (e.g., checking borrower information at the library via the homepage, asking librarians questions via virtual reference). Critical issues in scholarly communications.</td>
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<tr>
<td>10.</td>
<td>General Databases</td>
<td>02 hrs</td>
<td>Overview of databases, scope, coverage and search features, search result analysis and limiting, expanding the search results. Registering with database(s).</td>
</tr>
<tr>
<td>11.</td>
<td>Hands on Practice</td>
<td>02 hrs</td>
<td>With various general databases</td>
</tr>
<tr>
<td>12.</td>
<td>Web Resources</td>
<td>04 hrs</td>
<td>Introduction to web resources. Subject directories, search engines, meta search engines. OAI, RSS, Wikies, blogs, newsgroups and forums. Application of critical thinking skills to using web resources, evaluate web resources.</td>
</tr>
<tr>
<td>13.</td>
<td>Hands on Practice</td>
<td>02 hrs</td>
<td>Using subject directories, search engines, meta search engines.</td>
</tr>
<tr>
<td>14.</td>
<td>Online Resource</td>
<td>03 hrs</td>
<td>Features of online e-resources, Information</td>
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Such kind of course will be beneficial for the whole academic community, and for this endeavor there must be an active cooperation between the parent organization, faculties and the library professionals for the success of the programs. Indeed, the library professionals have to take every possible initiative or the leading role to raise awareness about information literacy- its need and benefits, and in designing the programmes according to the prevailing environment. For these purpose, the professionals must be competent enough to pass on the skills and knowledge to the users. It is apt to note that the different information literacy programs conducted by
DULS are really a herald of new trend and can be considered as a torch bearer for the other academic institutions.

3.4.2 Information Literacy in Other Academic Libraries of India

University Libraries of Orissa

B.K. Choudhury and Bipin Bihari Sethi considers Information literacy as knowing information about information. It refers to the combination of skills which is concentrated on the information research and use. To assess the level of information literacy among the library professionals of three academic libraries of Orissa, India namely Parija Library, Utkal University, Vanivihar (PL, UU); Prof. Bhubaneswar Behera Central Library, Sambalpur University, Jyotivihar (PBBCL, S.U) and R.P. Padhy Library, Berhampur University, Bhanjavihar (RPPL, B.U) different aspects of information literacy have been taken by the authors and found that (Choudhury & Sethi, 2009):

- The professionals of PBBCL are more computer literate than the other two university libraries.
- The library professionals of PBBCL have undergone different courses like PGDCA (44.45%), DCA (33.33%) and (11.11%) each short term and informal course. Moreover the professionals (75%) of RPPL have done informal courses and (44.44%) of PL have done short term courses.
- The professionals of PBBCL and PL are having more skill in computer fundamentals, programming, internet & multimedia. But the professionals of RPPL have only computer fundamentals skill.
- A pride position of most prominence goes to PBBCL for offering ‘training/orientation’ to its professionals and more than half (55.55%) of the professionals of this library have undergone training provided by the library. But the (22.22%) professionals of PL have taken the training from computer institute and outside agency. While the professionals of RPPL have not undergone any training except (50%) who have acquired through the self study method.
Almost all the three universities have interest in orientation for use of electronic resources, online catalogue, operation of library management software’s, and use of OPAC and Web OPAC.

All the professionals of PBBCL use online information resources whereas the professionals of other two libraries rarely use online information resources as their library lacks such facilities.

50% of professionals of RPPL are aware of Copy Right and Intellectual Property Right, which is highest in comparison to other two libraries.

It is found that (55.56%) & (22.22%) professionals of PBBCL and PL respectively can evaluate web resources; while the professionals of RPPL don’t have the skill to evaluate web resources.

77.78% professionals of PBBCL uses search engines. Out of different search engines Google is highly used, which is highest as compared to other two libraries.

88.89% of professionals of PBBCL, possess skills to use OPAC and Web OPAC, while the professionals of other two university lack these skills.

Eventually they summed up that the professionals of PBBCL are more efficient than the professionals of other two libraries and suggested that they should be more aware about copyright/IPR, and different consortiums.

Shreemati Nathibai Damodar Thackersey (SNDT) University Library-User Education Programme

SNDT (Shreemati Nathibai Damodar Thackersey) Women’s University was set up in 1916 and in its Branch Library, Pune, User Orientation Programme is carried out every year for the new students at the beginning of the academic session and also for the faculty members. In the programme, users are acquainted about membership procedure, library rules, timings, various services, basic knowledge of classification scheme, technique of using catalogue, art of reading books and preparing bibliographies etc.

Kailas Pawar, et.al describes that depending upon the level of readers/users i.e. from class XIth to PhD, the programmes are arranged. For the Junior college students, brief
library tour is organized which includes basic information about the library and the use of basic reference sources like dictionaries and encyclopedias. For undergraduates, along with the library tour and basic information, the use of periodical literature, searching through the recent periodicals, surfing Internet, use of online databases, CD-ROM databases, information retrieval using search engines are also taught. For the post graduate students, other than basic information, intensive subject wise library instructions are also given and demonstrate them how to search literature by selecting a term from particular subject using various sources like dictionaries, encyclopedias, textbooks, periodicals etc. Moreover, the library has prepared ‘Bibliographic Pathfinders’ which includes list of class numbers useful for the subject along with its alphabetical subject index under sought headings; annotated list of periodicals; annotated list of reference and bibliographic sources. Pathfinders provides guidelines to the students in their subject of interest and it is updated regularly to accommodate new sources, changes in curriculum, progress in the subject and many other changes. Instruction on the preparation of reference list and bibliography as per APA or other standards are also taught. (Pawar, et.al., 2006).

Moreover network connectivity in the library permits user to access electronic products, services and databases such as J-Stor. In the university, every year “Granthotsav” is celebrated to promote reading habits among the students and book exhibition, different competition for the students are the part of the celebration (Pawar, et.al., 2006).

Shrimati Manjulabai Raojisa Kshatriya (SMRK) Library- User Education Programme

S.M.R.K.,B.K.,A.K., (Shrimati Manjulabai Raojisa Kshatriya Arts and Fine Arts, Shriman Babubhai Kapadia, Commerce & Athawali Kulkarni Home Science ) Mahila Mahavidyalaya was established in the year 1985 and it has the permanent affiliation to SNDT (Shreemati Nathibai Damodar Thackersey) Women’s University (1916). The college was started by the Gokhale Education Society, Nashik, Mararastra, which was established on Feb. 1918 by Prin.T.A. Kulkarni. It is worthwhile to mention that since 1977 the SNDT Women’s University library, is conducting User Education Programmes (UEP) for staff, students & for 225 affiliated college students. In the
university level, “Library skills and methods” was offered as the elective course in university curricula but unfortunately this course is discarded from the new course.

The S.M.R.K., B.K., A.K., college library has the sufficient number of book collection and facilities also. Under the extension service the college arranges Library Orientation Programmes and extension lectures under User Education Programme. Further the library adopts some crucial steps in designing and its implementation of User Education Programme.

First step: Identifying the Users- Most of the users/target group are the newly admitted students of Junior College, Senior College as well as P.G Diploma First year students.

Second step: Identifying the Goals- ‘Empowerment of women through quality education’ is a mission of the college. Therefore to carry out this sublime causes the college feels that simply providing UEP by instructions to carry out specific task but also to develop a range of skills.

Third step: Identifying the objectives- The College has set up the following objectives:

- To communicate an atmosphere of helpfulness and friendliness.
- To motivate users to come back and make use of the resources.
- To introduce the organization of the collection with specific goal of reducing user anxiety about trying to locate materials.
- Library policies-rules, regulations, Advance Learner Policy.
- Specific services such as library loan, computer search.
- The library sections and appropriate staff members.
- The physical facilities of the building itself.
- To find books on specific subject through list catalogue and using subject heading, guide list, stack arrangement plan.
- To use CD’s and audio cassettes through appropriate channels.
- To use reference tools.
- To conduct a search in an indexing service.

Fourth step: Resources for UEP- Inspite of inadequate staff and limited resources, existing staffs’ enthusiastic and supportive attitude as well as the competent assistants
has overcome the limitations. And the college arranges good instructional material and maintains it.

**Fifth step: Formulation of Course Content**- Depending on the different literature available in the library and facilities of the library the course content of the UEP is prepared.

**Sixth step: Choosing Methods & Media**- The College is using Orientation Lecture as the direct method and organizes exhibition, extension lectures, display, documentation lists, and charts as the indirect methods.

**Seventh step: Implementation of UEP**- Library Orientation Programme is conducted for the 1st year students of each faculty at the starting of the academic year. And to support this programme different other programmes are arranged like- extension lectures on “Obligations Of borrowers”, “How to use the library resources for research”, “Knowing the book”, demonstration on Library Software”, “Talking Dictionary in Marathi: a software and arranges exhibition on “New references” in specific subject area.

**Eighth step: Evaluation of UEP**- UEP is evaluated in an informal way through suggestion box and student’s feedback form and the programme is revised accordingly.

The authors conclude that they achieved success in creating library culture in the college among students and staff. But due to the examination oriented pattern of the Junior College, students are not so aware about the reference books and periodicals. Therefore to develop a reading skill among the students of this group special effort and redesigning of UEP is required.

**National Academy of Agricultural Research Management (NAARM) - Training Programme**

R.B. Gaddagimath has developed a package ‘Scientific Information Management’ for the Scientist of Indian Council of Agricultural Research and faculty of State Agricultural Universities at National Academy of Agricultural Research Management (NAARM), Hyderabad. The objectives of the programme are (Gaddagimath, 2006, p.304):
To impart knowledge on various aspects of information generation and transfer.
To provide the scientists with basic skills for information collection.
To expose different methods of storing scientific information.
To make the scientists aware of the different information handling agencies.
To provide techniques for information search from the secondary periodicals, reference sources and other databases (online, CD-ROM etc.)
Research Communication through Scientific papers, Review papers, Technical reports, Poster presentation etc.
To provide skills for editing and proof reading.
Basic skills for Rapid Reading, Comprehension, etc.

Based on the objectives and target group, different topics were developed to serve the purpose (Gaddagimath, 2006, p.304-05):

- Generation and transfer of scientific information.
- Scientific paper writing.
- Citation indexing and SCI (Emphasis on project Management).
- Personal documentation.
- Frontiers in agricultural information services at national and international level.
- Review paper writing and Index to Scientific Review.
- Proof reading and editing.
- Speed reading skills.
- Technical report writing.
- Poster sessions as a medium of research communication.
- Research front specialties, ISI atlases in the sciences.
- Information technologies and access to scientific information.
- Online information accesses Networking and CD-ROM in agricultural sciences.
- Science mapping and structuring the developing specialized areas/subjects.
- Scientific information management tools for curriculum design and development.
- Book reviewing and art of scientific book writing and reviewing.
- Citation analysis and productivity and impact of research.
- Notes making and notes taking.
- Use and evaluation of secondary periodicals and reference sources in agricultural sciences.
- In-house publishing and running a refereeing system.

**Information Literacy Programmes in Academic Libraries of Navi Mumbai**

Vijay Pattar and Satish Kanamadi have conducted a survey to study the content and delivery methods of information literacy programmes in academic libraries of Navi Mumbai which has been limited to 12 engineering colleges out of 157 engineering colleges in Maharashtra. Different findings of the study are (Pattar, 2010):

- Most of the engineering college libraries are conducting ILP for the students and the faculty members.
- In these colleges, librarians are the key person who conducts the ILPs.
- The foremost methods of delivering ILPs are the ‘Introductory briefing in the orientation program’ and ‘library tour’. The college libraries never used the ‘library guide’ and ‘online and web-based instructions’.
- Regarding the content of the ILPs, most of the college libraries includes general introduction about library facilities and services and reference sources. Less importance is given to ‘Bibliographic instruction’ and ‘Documentation research work’.
- Most of the college libraries do not have any evaluating process for the ILPs conducted.

**Information Literacy among Students of Guru Nanak Dev University**

To commemorate the 500th birth anniversary of Sri Guru Nanak Dev, Guru Nanak Dev University was established at Amritsar in 1969. The objective of the University is to impart education and support research activities in the humanities, learned professions, sciences and technology. 37 academic departments exist in the University along with 2 regional campuses at Jalandhar and Gurdaspur and 3 constituent colleges at Jalandhar, Niari (Gurdaspur) and Mukandpur (Nawanshahr). The university library (Bhai Gurdas Library) was established in 1970. The library has rich collection of 4 lac documents (printed and electronic journals) and it is the member of INFLIBNET UGC-Infonet e-journals Consortium Programme and
DELNET (Developing Library Network). To access the information literacy skills and ability of the students in acquiring, organizing, evaluating and use of information Amritpal Kaur, Sarman and Sarita Rani carried out a study consisting of post graduate and Ph.D. scholars of the University. The major findings are (Kaur, 2012):

- Most of the respondents from both the categories –post-graduates and research scholars use MS-office, social networking sites and electronic mails.
- Both the category of respondents, post-graduates as well as research scholars, use information to update knowledge in their respective subject area. Further, research scholar use information to carry out their research work.
- Out of different searching tools, search engines are the most frequently used. Most of the respondents are comfortable with Boolean operators and they are not aware of wildcards/truncations searching techniques.
- Respondents from both the categories can not identify citations.
- To some extent respondents make fair use of information and request consent from the copyright holders. But these legal aspects are not known to some of the respondents.
- Most of the respondents suggested to take some initiative in the university library to start ILPs and incorporate in the curriculum of all the streams.

Assessment of Information Literacy Skills among Science Students of Andhra University

Prof. C. Sasikala and V.Dhanraju carried out a study to assess the information literacy skills among the science students of Andhra University, Visakhapatnam and the study has been confined to Botany, Physics, Chemistry and Environmental Science covering 141 students (respondents). To collect the relevant data, the authors have used questionnaire method which consist of 31 questions under seven sections. Accordingly, based on the responses received from the students, authors summed up the findings as (Sasikala, 2011):

- Other than the university library, students visit college libraries and public libraries too.
- Most of the students visits library many times regularly. The main purpose is reading textbooks followed by consulting reference books, for
competitive examination and for recreational (newspaper, magazines etc.) reading. Moreover, students use periodicals followed by internet, e-journals, online databases and library OPAC.

- Students uses ICT particularly internet for mailing purpose followed by seeking jobs, for further studies, to access online databases, and for chatting.

- Regarding the reliability and authenticity of the information available in the net, most of the students have fine awareness about the web resources as they prefer those information which are ‘offered by a recognized authority on the subject or that can be verified using other sources.’

- Websites are highly accessed by the students for the information which is followed by search engines. Other web tools are not so popular among the students; the reason may be students are not so aware about those tools. Moreover most of the students use ‘simple key words’ other than Boolean operators and truncation.

- Most of the students are aware about copyright and plagiarism and interested to learn more about information literacy.

- Majority of the students prefer information literacy instruction which need to be included in the ‘course curriculum’ followed by ‘printed information instruction’ and ‘online information literacy instruction via college websites’.

**ICT Skills among the Internees of Rural Medical College in Tamilnadu**

Murugan and others surveyed IRT-Perundurai Medical College in Tamilnadu which covers 80 internees and out of which 70 (87.5%) has responded the questionnaire. The study was carried out to find the use of library resources and services by the rural medical college internees during their study period and the level of computer literacy. The major findings of the study are (Murugan, 2012):

- Most of the internees use library and spend 2-4 hours in the library every time they visit.
• During their study period, most of the internees use reference books followed by textbooks, current journals and back-volumes. Whereas digital resources are rarely accessed by the internees.
• It is quite surprising that internees use reprographic service of the library rather than the MEDLARS service.
• All the internees (100%) are interested to pay to learn ‘computer applications’.

**Information Literacy through Web 2.0 in Jaypee Group of Institutes**

Jaypee group is one of the expanded multinational companies in India with its guiding philosophy “Growth with a Human Face”, prevailing as the leader in the area of Engineering and Construction, Cement, Private Hydropower, Hospitality, Real Estate Development, Expressways and Highways. Under the strong hold up of Jaypee Group of Institutions-3 state-of-the-art technical universities and institutions (Jaypee University of Information Technology, Solan, Himachal Pradesh; Jaypee Institute of Information Technology University, Noida, Uttar Pradesh; and Jaypee Institute of Engineering Technology, Guna, Madhya Pradesh), 1 college of education, 1 post graduate college, 1 diploma college, 2 industrial training institute and 16 schools were set up.

To support the very mission of the institutions, Learning Resource Centers are well set with modern library technology. International standard library automation software is used with internet based WebOPAC and Web 2.0 technology for resource sharing and communication of information among the institutions. “Alice for Windows” Library Management Software is used in all the institutional libraries under the group and it has been upgraded to “Liberty”, which is web-enabled library management software. For the maximum utilization of the resources available in different institution, centralized cataloguing and metadata with images of the document is created. Through Library Toolbar, users are linked to different subscription –e-journals (DELNET, Springer etc.), RSS Feeds, and many more. Coming across the surpass benefits of the Web 2.0 enabled Web-OPAC; Jaypee Education System used Web 2.0 tools for the users (Ram, 2010, p.49):
• YouTube for library publicity about different recent library activities with multimedia document creation and linking to Educational Radio channels and Video Programs like National Program on Technology Enhanced Learning (NPTEL) by IIT Madras and Kharagpur.
• Flicker to send pictures and resource navigation about the new arrivals, most read, etc.
• Podcasts for providing information about different declaration and educational promos on different subject by agencies.
• FaceBook is used for reference service and document feedback.
• E-Surveys for analysis the user satisfaction of Web 2.0.
• LinkedIn/Plaxo to extend library services.
• RSS and Blogs for content alerts.

Information and Communication Technology Literacy in Calicut University

The University of Calicut, Kerala, which was established in the year 1968 is located at Tenhipalam in Malappuram district, 24 km south of Calicut city. The university existed with an aim to develop workforce by providing higher education in the northern district of Kerala and promote research in many areas with specific prominence on technology, art, and culture of Kerala. The university has 31 post-graduate departments and 304 affiliated colleges. 3 years later, university library was established in the year 1971 which was named as the C. H. Mohammed Koya Library. The central library is fully computerized whereas 28 departmental libraries are partially automated. To cater the needs of the students, faculties, and research scholars the library holds variety of collections- books, Journals, Microfiche, Theses, Dissertation, etc. It has nearly 95,000 books, 218 Journals (subscribed) and nearly 2500 back volumes. The library has an exclusive UGC-INFONET centre, 50 computers with high bandwidth Leased Line connectivity which is provided to the students, research scholars and faculty members.

Haneefa and Shukkoor (2010) carried out a study confining to the library professionals of central and departmental library of Calicut University to find out the ICT literacy among the professionals. To disclose the actual situation the authors distributed structured questionnaire to 69 library professionals out of which 68
responses were received which includes- 42 professional Assistants, 10 Junior Librarians, and 16 Assistant Librarians. The questions pertain to – computer education, use/frequency of ICT-based Resources/Services/Tools, use of general purpose application software, confidence in handling -ICT tasks, internet task, high-level ICT tasks, etc. By analyzing the different data the authors concluded that –

- Professional Assistants holds both formal and informal computer education than Junior Librarians and Assistant Librarians. Most of the Junior Librarians and Assistant Librarians have informal computer education. Frequency of use of different ICT-based resources and services by the professionals are very stumpy and need to improve their knowledge and skill in the use of those resources, services and tools.

- There is a inadequate state-of-the-art ICT infrastructure in the library

- Majority of the library professionals are confident in handling ICT and internet tasks. But in handling high-level ICT tasks, they need more efforts.

- Open-source-software should be encouraged by the University for library automation, digital libraries and institutional repositories.

- The orientation and ICT training given by the University library are not sufficient for the professionals. Therefore, to have more confident ICT literate professionals more formal training should be provided to the professionals.

**Use of CD-ROMs and Internet Resources by Students in Jawaharlal Nehru National College of Engineering (JNNC), Shimoga, Karnataka**

Jawaharlal Nehru National College of Engineering (JNNC) Shimoga, Karnataka was established in the year 1980. The college offers 8 undergraduate and 4 postgraduate programmes and providing education to nearly 2000 students with 126 faculty strength. To study the impact and problem faced by the students in the use of CD-ROMS and Internet resources, Lohar and Kumbar (2008) surveyed the college and collected data by distributing questionnaire to 150 selected students out of which 110 responses have been received. The major findings of the study are:

- Most of the students use library regularly, and access CD-ROMS and internet for latest information in their concern subject and for career development respectively. Whereas some student prefer to use printed reading material and considers it as the time consuming process.
• Lack of time, knowledge, training, and inadequate number of computer terminals are the barriers in using the digital resources.
• Majority of the students opine that CDs and internet are ‘more useful’ for their academic work/study.

Use of Internet Resources in Sri Venkateswara University (SVU) Digital Library

Babu, etal. (2010) also surveyed Sri Venkateswara University (SVU),Trupati to look into the use of internet resources by the students, faculties and research scholars. The college was established in 1954 and one year later, 1955, library was set up. It is a member of UGC-INFONET Programme and has also created digital library for the benefits of the user community. The authors concludes that due to various facilities available in the library it provides different internet services-Digital Library, Harvesters, Online Journals, etc., but the fact is that in the use of these resources users are confronted with varied problems- slow internet access/downloads, information overload in the internet, problem in finding relevant information. Therefore, for the optimum utilization of the services and resources extensive training for the users should be conducted on the regular basis.

Use of E-Resources in C.V.Raman College of Engineering (CVRCE), Bhubaneswar

Satpathy and Rout (2010) conducted a survey in C.V Raman College of Engineering (CVRCE), Bhubaneswar to appraise the use of e-resources by the faculty members which includes Lecturers, Assistant Professors, Senior Lecturers and Professors of the college. To meet the various information needs of the users, the Central Library of CVRCE has subscribed to many online databases other than the INDEST Consortium. Further the library is also a member of DELNET and British Council Division, Kolkata. Based on the study the authors arrived at different findings that:
• Majority of the faculties have the computer knowledge and use internet in the department followed by ‘at home’, ‘at cyber café’ and lastly ‘at central library’.
Significantly the faculties are aware of e-resources and they highly access ‘e-databases’ followed by ‘e-journals’ and ‘e-books’ for different purposes basically for the ‘study and teaching’.

Faculties are well acquainted with the legal issues concerning to the use of information and most of them gives preference to those information which are evaluated on the basis of ‘reliability’, ‘usability’ and ‘currency’ consequently.

Most of the faculty members recognize the usefulness and advantages of e-resources and admit that ‘e-resources are not as per need’.

So far the search strategy is concern, most of the faculties use Google/other search engine followed by ‘as per the instruction of the library staff’ and ‘website of concerned e-resources’. This indicates that the user needs more different orientation and training programmes to optimize its use.

Information Literacy Programmes in Some Selected Libraries and Information Centers in Bangalore

Karisiddappa and Rajgoli, both jointly carried out a case study on the selected libraries and information centers of higher learning and research institutions located in the Bangalore city with various purposeful objectives pertaining to ICT infrastructure; implementation of ILPs; planning, designing and deliverance of ILPs; impact of ILPs in the use of library resources and the intellectual output of the organization. To serve the purpose questionnaire was distributed among the Head/librarians of the 31 selected libraries and unfortunately 6 libraries does not offer any ILP and in totality 23 responses have been received. On the basis of collected data the authors have observed that (Karisiddappa, 2008):

- Regarding the frequency of ILPs conducted by the libraries, most of the libraries offers it ‘for the new users’ followed by ‘annually’ and ‘when requested’.
- Librarians are the key person behind the ILPs and some of the library invites ‘library staff and guest professionals’ followed by demonstration and presentations by ‘publishers/representatives/agents’.
- Staffs also need some training to keep themselves up-to-date with the new technologies and other related developments. Even though they does not get
any such kind of training, good thing about them is that majority of the respondents were the self learner and keep themselves up to date with new technological knowledge and skills. Some of the respondent gets training from ‘product vendor’ followed by ‘outside trainer/consultant’. Moreover they also participates in different workshops, seminars, training programmes organized by professional organizations.

- Most of the libraries have prepared ‘resource help sheets, guides, and manuals’ about the resources available in the library for the better use of it followed by development of ‘WebPages and intranet portals’, ‘instructional materials including tutorials or modules’.
- Based on the different categories of users, varied ILPs are designed. However, only 10 libraries has separate ILPs for ‘scientists/engineers’, followed by ‘students’, ‘faculty’ and ‘administrative staff’.
- Most of the libraries gives ‘guidelines for searching effectively different search engines and databases’, followed by ‘guides for citing electronic information’, ‘organizing expert lectures on information literacy’ and ‘interactive tutorials to teach the users how to evaluate the quality of information on the internet’.
- ILPs are basically designed by ‘in-house by team of library professionals as part of a range of duties’ followed by ‘mixed team of library professionals, IT staff and administrative people’, and ‘external provider briefed by the information literacy programme development team’.
- One of the important aspects of ILPs is the mode and aids used for the purpose. In this regard most of the libraries are using different audio-visual aids, multimedia etc.

The authors summed up that the overall outcome of the study is good as all the respondents of the concern libraries are interested in ILPs and possess sufficient knowledge about ILPs- its importance and advantages which is a good sign for the academic community. Further the authors acknowledge that ILP promotes use of resources, enhances research outputs, develops skills and make the users aware about legal issues pertaining to the use of information from various domains.

The motive behind highlighting all these case studies and surveys is to draw a picture of level of information literacy practices existing in the Indian colleges and
universities. Most of the colleges and universities are confined to library orientation only, a few colleges are conducting ILP for different categories of user using various methods and audio-visual aids and there are also some colleges where even library orientation is not practiced. Here we come across the urgent need of information literacy to be imparted/implemented in different higher education of India.

The need and urgency of information literacy is felt by all the library professionals and in pursuance to that in CALIBER-2011, some strategic plan has been recommended for the successful implementation of information literacy in India which are given below: (Hemavathi, 2011, p.10-11):

- Need to be enacted ‘Information Act of India’ or need to be establishing National Information Literacy Mission.
- This is high time, the library associations of all kind propagate and advocate the significance of information literacy programmes for the progress of the society.
- There is an ongoing need for clear, coherent and authoritative documents that define information literacy and provide a rationale for its implementation. If it is to be effective, national document or policy statement of this kind will also need to be followed up with an ongoing process of monitoring at a national level.
- In addition to broad statements of purpose, there is a need for more specific documentation outlining frameworks for curriculum development and practice. A document of this kind would need to include: a clear model of learning progression, details of specific learning outcomes, expressed in terms of competencies; and criteria and procedures for evaluation and assessment.
- Well-intended documents and frameworks are worthless without trained staff to implement them. Elements of training in information literacy should be included in initial and in-service training programmes, and be available as part of ‘teachers ongoing professional development’. Distance and Open University learning may be appropriate in many circumstances, but this should be complemented by sustained opportunities for face-to-face tuition and through EDUSAT programme.
Despite the changing and sometimes ephemeral nature of the content of media education, teaching materials can have a long shelf life if they are carefully and professionally produced. Information literacy does not by any means have to be a ‘high tech’ enterprise, but it should at least reflect the levels of access that students and teachers have to technology outside the campus/school environment.

Information literacy practice should obviously reflect current theoretical advances in our understanding of people’s relationships with media, and of pedagogy. In terms of pedagogy, issues that are in need of more systematic and sustained research might include: the nature of student learning about the course; the relations between ‘conceptual’ and ‘affective’ dimensions of course education; and the relations between ‘theory’ and ‘practice’.

There is a need for international dialogues and exchanges to be sustained, rather than merely in the form of one-off conferences taking place every year. International exchange will be much less superficial if practitioners have more sustained opportunities to visit each other’s countries, for example through a system of longer-term internships.

All the above elements are inter-related. If any one of these is absent or weakened, it puts the entire construction at risk. For instance, policy documentation or curriculum frameworks in the absence of professional development can be merely a matter of empty rhetoric. Professional development and self-organization by teachers is fairly meaningless if there are no clear curriculum frameworks for them to work within. Policy, teaching and research should be interconnected: development in each area should support development in the others.

### 3.5 Conclusion

There are many case studies and surveys, focusing on the lack of awareness about the e-resources which are available inside and outside the library setting and the various services related to the e-resources. Therefore there is a need to keep user abreast of the various additions of the library. It is evident from the various surveys that the proliferation of e-resources and other online databases engulfing diversified benefits
has changed the attitude of the libraries to provide quality and valuable service to the users. It is a matter of concern for the libraries and also occupies an important activity in the libraries. Though it is a good sign, but the underlying fact about the use of these resources is that users are not aware and lacks proper orientation and training. Thus this is one of the main barriers between users and the resources which lie idly because of lack of knowledge about these resources. To diminish the gap between the user and the different information resources, Information Literacy can be used as the perfect match maker between them.

Understanding the information literacy trends and developments in the academic libraries both at international and national level, the scholar has made a special study in the next chapter entitled “Information Literacy Scenario in College Libraries of Lower Assam”.
References:


