In an ever changing information society, information is both product and commodity. Information is produced at such an enormous rate that statistical surveys cannot keep pace with the amount of information produced. The combined effect of information explosion and the technological revolution has put unprecedented volume of information at our reach, not only as print and electronic resources but also as resources on the information superhighway. In the fast changing age where ‘today’s truth become tomorrow’s outdated concepts, individuals who are unable to use pertinent information are almost as helpless as those who were unable to read and write in the past century. They have to acquire information skills and technological expertise for their professional, personal and even for their entertainment activities (Rajalakshmi, 2007). In a networked society, information available is diverse in nature and also in a variety of formats. Library and information centres are not the only storehouses of information; it is also available from a number of sources. It may be a drawing object, a film, graphic records, and even a personal computer. In the past in education, there was a reliance on one primary information resource: the textbook. But this is rapidly changing due in large part to the explosion in information technology and networked information. The same is true in public service – citizens are increasingly turning to web-based, electronic sources and services for information (Eisenberg, 2008). According to Alvin Toffler, force and wealth continue to be the property of the strong and rich. But information and knowledge have changed the scenario. In this democratic society, country’s intellectual advancements are more dependent on independent learners and critical thinkers. Information and knowledge play a vital role in creation of such intellectuals (Shah, 2009). Due to proliferation of information in varying forms and formats, people are needed to be equipped with the skills of storing, organizing and accessing the tidal wave of information. A competent user is one who has developed a set of skills that go beyond basic knowledge of how to use a computer and how to access sources of information, skills that help him decode the nature of the information and assess its scientific, social, cultural and philosophical value (Shapiro & Hughes, 1996). Information literacy is the umbrella term which encompasses all these skills and competencies.

**Information literacy: The conceptual framework**

Information literacy is the basis of lifelong learning. It is defined as a set of capabilities to select, evaluate and use the information in an efficient manner. Moreover, it also focuses on the social, ethical, and legal issues surrounding the use of information. Actually, information literacy is not
a recent concept. It has evolved from basic library education practices like user education, bibliographic instruction and library orientation. Gradually after replacing these terms, information literacy became a prime factor in attaining knowledge and developing new understanding. The concept of information literacy has become the buzzword of the modern society. It attracts the curiosity and attention of various authors. Many definitions of information literacy are available in the literature.

According to Armstrong et al. (2005) information literacy is “knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.”

According to Chowdhury & Chowdhury (2001) an information literate person “is expected to have acquired the necessary skills to retrieve information from a variety of sources, printed as well as electronic, to meet his or her information needs at any given point of time.”


According to Doyle (1992) an information literate person is one who:

- Recognizes that accurate and complete information is the basis for intelligent decision making;
- Recognizes the need for information;
- Formulates questions based on information needs;
- Identifies potential sources of information;
- Develops successful search strategies;
- Accesses sources of information including computer-based and other technologies;
- Evaluates information;
- Organizes information for practical application;
- Integrates new information into an existing body of knowledge;
- Uses information in critical thinking and problem solving.

According to Bruce (2002), information literacy is a systematic information behaviour that involves:

- Task definition;
- Development of information-seeking strategies;
- Locating and accessing information;
- Using information; and
• Synthesizing and evaluating information.

Lenox & Walker (1993) define information literacy by characterising the information literate: one who has the analytical and critical skills to formulate research questions and evaluate results, and the skills to search for and access a variety of information types in order to meet his or her information need.

Various terms related to information literacy have been used by various authors. These are media literacy, digital literacy, computer literacy, etc.

The Joint Information Services Committee (2005) uses the term i-skills to describe information literacy and IT skills. I-skills are defined as “the ability to identify, assess, retrieve, evaluate, adapt, organize and communicate information within an iterative context of review and reflection.”

The Illinois Mathematics and Science Academy (2006) defines digital information fluency (DIF) as “the ability to find, evaluate and use digital information effectively, efficiently and ethically.”

The Alexandria Proclamation (2005) on information literacy and lifelong learning proclaims that information literacy lies at the core of lifelong learning. According to it, information literacy is the ability “to seek, evaluate, use and create information effectively to achieve personal, social, occupational and educational goals.”

According to Bundy (2004), “Information literacy is the foundation for the independent learning and lifelong learning.” He graphically shows the relationship between information literacy and lifelong learning as follows:

![Figure 3.1: Relationship between information literacy and lifelong learning](image-url)
Lau (2006) shows the relationship of information literacy with other library education practices by the following figure:

![Figure 3.2: The concept of information literacy](image)

A person who is capable to select, access, evaluate, use and communicate information effectively is information literate. Information literacy means being informed. It means knowing when to find and access information, how to evaluate it, and also to understand economic, legal and social issues surrounding the use of information.

**Origin and development of information literacy instruction**

Information literacy instruction is not a recent practice. Teaching people about the use of information started as libraries evolved. User education and bibliographic instruction were the basic library education practices. Hernon (1982) found minimal evidence of any kind of library instruction until the 1870s. There was little need for instruction when library collections were small and focused on theology, the classics, philosophy and history. But as the collection grew, so also grew the need for instruction on how to use them. Once the need for assistance in using library collections had been identified, both the profession of librarianship and a specialization in library instruction began to evolve. The American Library Association was established in 1876 with Justin Winsor as its first president. Winsor supported the belief that a librarian is an educator and is needed to bring the library and its uses to the students (Salony, 1995). Historically, library instruction has focused on the undergraduate student and emphasized the development of those bibliographic skills needed to use library resources for completing class
Library instruction lost favour during the early 20th century. Hernon (1982) surveyed 17 institutions and discovered that 8 had discontinued their library instruction programs by 1903. A survey conducted by the American Library Association in 1903 determined that only eleven colleges in the United States were providing any kind of library instruction (Salony, 1995).

However, instruction in the use of information remained slow to develop until the late twentieth century. Gilton (2001) firmly states that the idea of bibliographic instruction caught fire in 1960s because of all of the events of the 1960s, and because there was a major generational shift in the American Library Association (ALA) at that time. A largely grassroots movement expanded variety in instruction, using whatever tools and methods librarians found available. The increasing availability of audiovisual materials to support instruction of all kinds meant that more students could receive library instruction and that librarians could include more illustrative materials in the instruction. By the late 1960s, computer-assisted instructional programs were in use at 40 universities in the United States (Wendt, 1967). Hardesty & Tucker (1989) also mention that young faculty with Ph. Ds unable to get teaching positions or to get tenure during the difficult early 1970s. A number of them became librarians, with strong backgrounds in their original fields, who really wanted to teach. Young librarians started teaching instructional programs in information use. The most important events in the 1970s were the formation of the Library Orientation Exchange (LOEX) and the establishment of both the Instruction Section (IS) of the Association of College and Research Libraries (ACRL) and of the Library Instruction Round Table (LIRT) within ALA. Most instruction in academic libraries at this time consisted of tours and orientations. When it was discovered that this was not enough to really teach students how to use libraries, instructors in this field started to design more detailed instruction (Gilton, 2001). Paul Zurkowski, the president of Information Industry Association, introduced the concept of information literacy for the first time in 1974. He used the term in a proposal submitted to the US National Commission on Libraries and information Science (NCLIS). In the proposal, he advocated the establishment of a national program aimed at achieving universal information literacy within ten-year time frame. The idea was to make individuals and organizations aware of how machine-aided handling systems can help to identify, access, analyse and obtain data and documents needed for problem solving and decision-making (Singh, 2009).
Throughout the 1970s and into the mid-1980s, understanding of the term continued to evolve with input from librarians, communication experts (information science and technology) and educators. Computer literacy was becoming an increasingly familiar concept. Tied to that was the idea that a critical-thinking skill should be associated with the technical skills required of an information-based society where the amount of information available was increasing exponentially (Behrens, 1994). *A Nation at Risk* was published in 1983. This work identified the management of information in electronic and digital forms as an important skill in a learning society without mentioning libraries or information resources in K-12 education. In 1987, Carol Kuhlthau published *Information Skills for an Information Society: A Review of Research*. 

A report issued in 1989 by the American Library Association’s Presidential Committee on Information Literacy provided a capstone for information-literacy efforts. The report emphasized the importance of achieving information literacy and stressed that it could be achieved only by means of a new model of resource-based learning (Behrens, 1994).

Two national organizations were created to address information literacy concerns. The National Forum on Information Literacy (NFIL) was founded in 1990, as a response to the recommendations that were in the ALA Presidential Committee Final Report. NFIL is a coalition of education, business, and governmental organizations who are working to promote awareness of the need for information literacy and who are encouraging activities leading to the adoption of the information literacy tenets. The mission of the organization and its members is to promote information literacy nationally, internationally, and within the member organizations – with no particular emphasis on educational levels. The Institute for Information Literacy (IIL) (formerly the National Information Literacy Institute), established by the American Library Association in 1998, is intended to play a leadership role in assisting individuals and institutions in integrating information literacy throughout the full spectrum of the education process. The focus of the institute is on providing educational opportunities for librarians and educational administrators and faculty in the area of information literacy (Oberman, 1998). 

Association of College and Research Libraries published *Information Competency Standards for Higher Education* is yet another landmark. It included performance indicators and learning outcomes that could be used to assess students’ progress. In 2002, the First International Conference on Information Technology and Information literacy was held in the University of Glaslow, U.K. (Rajalakshmi,
Recognizing the importance of it, several institutions and organizations started working for the development of the information literacy instruction particularly in higher education.

**Information literacy and higher education**

Information and communication technology affects every person in every possible setting; education, public service, and business. Education is fundamentally information-based. That is every aspect of learning and teaching requires the gathering, processing, and communication of information (Eisenberg, 2008). In today’s information environment, students are likely to rely more on electronic sources available over Internet rather than on the teachers and other professionals. The enormous amount of information creates challenges for the students to select chunks of information from the garbage available on Internet. Hence students should be equipped with necessary competencies of locating, evaluating, using and communicating information.

In the current century, information literacy is inevitable to education, as it is a part of and contributor to lifelong learning. In the ‘Information Literacy Competency Standards for Higher Education’ produced by ACRL, It is declared that information literacy forms the basis of lifelong learning and is common to all disciplines, to all learning environments and to all levels of education (Rajalakshmi, 2007). So the role of information literacy in higher education cannot be neglected. In an ever-changing information age, a literate person is not the one who can read or write, but the one who is able to incorporate the acquired education into his/her knowledge base.

Developing lifelong learners is central to the mission of higher educational institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning, colleges and universities should provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities (Amudhavalli, 2008). It is the responsibility of higher educational institutions to develop independent learning and critical thinking skills among the students. Therefore the students need to be educated with regard to the abilities and skills of how to learn, or learning to learn, by developing the aspects of reasoning and critical thinking. Information literacy skills will help students to achieve this target in a broader sense, in student-centred learning. Traditionally, we assume that the students will gain information literacy skills automatically by themselves. But it is not. In fact, information literacy skills need to be inculcated among the students, by the teachers and librarians (Ranaweera, 2008). In this context
inclusion of information literacy content in the curriculum requires more attention. The standard of education in higher educational institutions is not up to the mark. Our pedagogy still relies on an outdated education system that lays emphasis on ‘what to think’ rather than ‘how to think.’ As a result, mastering content takes precedence over critical thinking skills (Grewal, 2012). In this democratic society country’s intellectual advancements are more dependent on independent learners and critical thinkers. Information and knowledge play a vital role in creation of such intellectuals. In the present era information literacy programmes are not only vital but have all influence. Information literacy increases the knowledge and wealth. With the sharing of information/knowledge both (all parties) become stronger and rich. It is a win-win situation for both. There is a need to create learning society which encourages people in such a way that they are tempted to learn throughout their lives leading to independent lifelong learners. Information literacy is not only the need but important and useful requirements in the present day knowledge based economy. It is essential for social political, economical and cultural developments in all countries (Shah, 2009).

Information literacy models and standards
Various professionals and organizations have invented various models and standards that act as a step-to-step guide for achieving information literacy objectives. Several such models are given below:

Big6 Eisenberg/Berkowitz Model (http://www.big6.com/)
Invented by Mike Eisenberg and Robert B. Berkowitz, the Big6 is the most widely-known and widely-used information literacy approach to teaching information and technology skills in the world. The Big6 is an information and technology literacy model and curriculum, implemented in thousands of schools – K through higher education. Some people call the Big6 an information problem-solving strategy because with the Big6, students are able to handle any problem, assignment, decision or task. Big6 is a six-stage model to help anyone solve problems or make decisions by using information. Two sub-stages are part of each main category in the Big6 model:

1. Task Definition
   1.1 Define the information problem
   1.2 Identify information needed
2. Information Seeking Strategies
   2.1 Determine all possible sources
   2.2 Select the best sources

3. Location and Access
   3.1 Locate sources (intellectually and physically)
   3.2 Find information within sources

4. Use of Information
   4.1 Engage (e.g., read, hear, view, touch)
   4.2 Extract relevant information

5. Synthesis
   5.1 Organize from multiple sources
   5.2 Present the information

6. Evaluation
   6.1 Judge the product (effectiveness)
   6.2 Judge the process (efficiency)

The PLUS model (http://farrer.csu.edu.au/PLUS/)
Invented by James Herring, PLUS is an information literacy model which helps the school students to improve their learning by making them more information literate. PLUS incorporates the elements of Purpose, Location, Use and Self-evaluation. The PLUS model is viewed as an iterative model and not a linear model as students may need to return to an earlier stage in the model during their information definition, search and use process.

Figure 3.3: The PLUS Model

The REACTS Taxonomy developed by Barbara Stripling and Judy Pitts focuses on critical thinking in the research process. This model focuses on strategies for ensuring high level thinking and resulting quality products. The REACTS Taxonomy includes the following elements:

- Recalling
- Explaining
- Analyzing
- Challenging
- Transforming
- Synthesizing

Along with the teaching strategies associated with the REACTS Taxonomy, Stripling and Pitts designed a 10-step process to help students develop their term paper from topic selection to final product. Each step includes reflective questions to help the student focus their activities.

1. Choose a broad topic
2. Get an overview
3. Narrow the topic
4. Develop thesis statement
5. Formulate questions
6. Plan for research
7. Find, analyze, evaluate
8. Evaluate evidence
9. Establish conclusions
10. Create and present final product

Information Search Process-Kuhlthau
(http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm)

The Information Search Process (ISP) presents a holistic view of information seeking from the user’s perspective in six stages: task initiation, selection, exploration, focus formulation, collection and presentation. The six stage model of the ISP incorporates three realms of experience: the affective (feelings) the cognitive (thoughts) and the physical (actions) common to each stage. The ISP describes common experiences in the process of information seeking for a
complex task that has a discrete beginning and ending and that requires considerable construction and learning to be accomplished. The model reveals a search process in which a person is seeking meaning in the course of seeking information. From the user’s perspective the primary objective of information seeking is to accomplish the task that initiated the search, not merely the collection of information as an end in itself. The ISP presents seeking information as a means to accomplish a goal. The model of the ISP is articulated in a holistic view of information seeking from the user’s perspective in six stages:

- **Initiation:** when a person first becomes aware of a lack of knowledge or understanding, feelings of uncertainty and apprehension are common.
- **Selection:** when a general area, topic, or problem is identified, initial uncertainty often gives way to a brief sense of optimism and a readiness to begin the search.
- **Exploration:** when inconsistent, incompatible information is encountered, uncertainty, confusion, and doubt frequently increase and people find themselves “in the dip” of confidence.
- **Formulation:** when a focused perspective is formed, uncertainty diminishes as confidence begins to increase.
- **Collection:** when information pertinent to the focused perspective is gathered, uncertainty subsides as interest and involvement deepens.
- **Presentation:** when the search is completed with a new understanding enabling the person to explain his or her learning to others or in someway put the learning to use.

**Pathways to Knowledge Information Skills Model - Pappas and Tepe** *(http://virtualinquiry.com/inquiry/pathways.htm)*

The Pathways to Knowledge model sponsored by Follett was developed by Marjorie L. Pappas and Ann E. Tepe. Designed for children and young adults, the authors stress the importance of questioning and authentic learning. Their focus is on a nonlinear process for finding, using, and evaluating information. The model includes the following stages:

- **Appreciation and Enjoyment** *(Examine the word)*
- **Presearch** *(Develop an overview; explore relationships)*
- **Search** *(Identify information providers; select information resources; seek relevant information)*
- **Interpretation** *(Interpret information)*
- **Communication** *(Apply information; share new knowledge)*
Evaluation (Evaluate process and product)

INFOhio DIALOGUE Model for Information Literacy
(http://virtualinquiry.com/inquiry/dialogue.htm)

The DIALOGUE model involves the following areas that spell DIALOGUE:

- **Define** - Explore/Identify the need for the information; Determine the basic question
- **Initiate** - "Distressing ignorance"
- **Assess** - Identify keywords, concepts, and possible resources; Consider information literacy skills; "Tapping prior knowledge" and "Building background"
- **Locate** - Identify possible sources of information; Develop a search strategy; Locate and retrieve available resources
- **Organize** - Identify the best and most useful information sources; Evaluate the information retrieved
- **Guide** - Search log or journal; Student assistance and review; Educator assistance and review
- **Use** - Determine presentation format; Present results; Communicate information
- **Evaluate** - Evaluate the project/results; Evaluate the process; Assess the teaching and learning

The Seven Pillars of Information Literacy: Core Model for Higher Education
(www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf)

In 1999, The SCONUL Working Group on Information Literacy published “Information skills in higher education: a SCONUL position paper” (SCONUL, 1999), introducing the Seven Pillars of Information Skills model. Since then, the model has been adopted by librarians and teachers around the world as a means of helping them to deliver information skills to their learners. However, in 2011 it was felt that the model needed to be updated and expanded to reflect more clearly the range of different terminologies and concepts which we now understand as “Information Literacy”.
In order for the model to be relevant to different user communities and ages, the new model is presented as a generic “core” model for Higher Education, to which a series of “lenses”, representing the different groups of learners, can be applied.

Figure 3.4: The Seven Pillars of Information Literacy

The core model describes a set of generic skills and understandings; for different user communities a “lens” can be developed which highlights different attributes, adds in more complex or simpler statements and uses language recognized by the specific community which it represents. In this way, it is hoped that the model can be used flexibly by individuals and teachers; they can adapt it as appropriate to personal circumstances.

The 8Ws Model for Information Literacy (virtualinquiry.com/inquiry/8ws.htm)

This model was developed by Annette Lamb in the early 1990s. The model is similar to the work of Eisenberg, McKenzie, Kuhlthau, Pappas and Tepe. However, a fun alliteration was used to stimulate student interest and focus on the student's perspective. The students are probably familiar with the 5Ws (who, what, when, where, and why), here are 8 new ones.
Empowering 8-NILIS

National Institute of Library and Information Sciences (NILIS) of Sri Lanka under the auspices of IFLA/ALP in 2004 organized an international workshop on ‘Information Skills for Learning’ which gave birth to Empowering-8, an information literacy model. Empowering-8 can be defined as a model which can be used to solve any information problem effectively using eight stages with several sub-stages under each component. It is not necessary to complete these stages in a linear order, but one can enter the cycle from any point and proceed in a cyclical manner. However, one is taken through all stages in a successful information problem solving situation. (Wijetunge, 2008)
However various library and information science professional bodies worldwide have produced standards and guidelines for information literacy. Along with competencies, various strategies have also been made by which these competencies can be achieved. Information Literacy Competency Standards for Higher Education and Australian and New Zealand Information Literacy Framework are the major standards adopted worldwide.

**Information Literacy Competency Standards for Higher Education** ([http://www.ala.org/acrl/standards/informationliteracycompetency](http://www.ala.org/acrl/standards/informationliteracycompetency))

Information Literacy Competency Standards for Higher Education provide a framework for assessing the information literate individual. It also extends the work of the American Association of School Librarians Task Force on Information Literacy Standards, thereby providing higher education an opportunity to articulate its information literacy competencies with those of K-12 so that a continuum of expectations develops for students at all levels. There are five standards and twenty-two performance indicators. The standards focus upon the needs of students in higher education at all levels. The standards also list a range of outcomes for assessing student progress toward information literacy. These outcomes serve as guidelines for
faculty, librarians, and others in developing local methods for measuring student learning in the context of an institution’s unique mission.

**Australian and New Zealand Information Literacy Framework**

The second edition of the 2001 Information literacy standards is entitled the Australian and New Zealand information literacy framework: principles, standards and practice to reflect the ways academics and librarians have used the first edition. It incorporates changes developed at a workshop in Sydney in January 2003. Prior to the workshop, input was received from university, technical and further education and other librarians from around Australia and New Zealand. The Australian and New Zealand information literacy framework is derived, with permission, from the Association of College and Research Libraries’ (ACRL) Information literacy competency standards for higher education. The Framework provides the principles, standards and practice that can support information literacy education in all education sectors. The Framework incorporates standards and learning outcomes that consist of the characteristics, attributes, processes, knowledge, skills, attitudes, beliefs and aspirations associated with the information literate person. The standards are grounded in generic skills, information skills and values and beliefs. The Framework provides institutions with guidance for policy development within disciplines and professions, and a basis for whole of institution evaluation of the effectiveness of strategies to implement institutional policies. The Framework also provides a structure for students to have an awareness and understanding of their interaction with information. The Australian and New Zealand information literacy framework is based on four overarching principles. These are, that information literate people:

- Engage in independent learning through constructing new meaning, understanding and knowledge
- Derive satisfaction and personal fulfillment from using information wisely
- Individually and collectively search for and use information for decision making and problem solving in order to address personal, professional and societal issues
- Demonstrate social responsibility through a commitment to lifelong learning and community participation.
The principles frame six core standards which underpin information literacy acquisition, understanding and application by an individual. These standards identify that the information-literate person:

- Recognizes the need for information and determines the nature and extent of the information needed
- Finds needed information effectively and efficiently
- Critically evaluates information and the information seeking process
- Manages information collected or generated
- Applies prior and new information to construct new concepts or create new understandings
- Uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information

The Nine Information Literacy Standards for Student Learning (umanitoba.ca/libraries/units/.../InformationLiteracyStandards_final.pdf)

Information Literacy Standards for Student Learning provide a conceptual framework and broad guidelines for describing the information-literate student. The standards consist of three categories, nine standards, and twenty-nine indicators. The core learning outcomes that are most directly related to the services provided by school library media programs are found in the three standards and thirteen indicators in the “information literacy” category. The other two categories—three standards and seven indicators for “independent learning” and three standards and nine indicators for “social responsibility”—are grounded in information literacy but describe more general aspects of student learning to which school library media programs also make important contributions. Taken together, the categories, standards, and indicators describe the content and processes related to information that students must master to be considered information literate. The standards and indicators are written at a general level so that library media specialists and others in individual states, districts, and sites can tailor the statements to meet local needs. These educators are the ones who know their student populations; their role is to apply these general statements in light of the developmental, cultural, and learning needs of all the students they serve. By offering broad guidelines for describing the information-literate student, Information Literacy Standards for Student Learning provide a conceptual framework and supporting material for local efforts.
Initiatives taken for the promotion of information literacy

The concept of information literacy has become the global concern worldwide from the last two decades. Several national and international organizations and associations have taken initiatives for promoting information literacy. The significant efforts taken at national and international levels are given below:

International level

American Library Association (http://www.ala.org/)
ALA is the one of the premier associations which worked for the promotion of information literacy worldwide. ALA Presidential Committee on Information Literacy (1987), US Forum on Information Literacy (1989), Association of College and Research Libraries Institute for Information Literacy (1997) and Information Literacy Competency Standards for Higher Education (2000) are some of the major contributions of ALA in the field of information literacy.

International Federation of Library Associations and Institutions (http://www.ifla.org/)
International Federation of Library Associations and Institutions (IFLA) has developed various plans and strategies for promoting information literacy. IFLA has included information literacy statements in many of its policy documents, including The IFLA Internet Manifesto, and The UNESCO Public Library Manifesto. More recently, one can see the impact of IFLA’s activities in section C4 of the World Summit of the Information Society Plan of Action, which reads, “Everyone should have the necessary skills to benefit from the Information Society” and goes to refer to ICT literacy and later e-literacy (Babu, 2008). IFLA has created a Section on Information Literacy which in 2004 issued International Guidelines on Information Literacy. These guidelines help the libraries to meet current information needs of those who are engaged in educational programs, that is school and higher education. IFLA Information Literacy Standards are the worth mentioning contribution of IFLA for the promotion of information literacy.

UNESCO (http://www.unesco.org)
UNESCO has played a historically pivotal role of promoting education and libraries, but it only recently began working, through IFAP, to tackle the global challenges of information literacy. A number of activities have been undertaken, including the drafting of the Declaration of Principles of the World Summit on the Information Society, and the Alexandria Proclamation on Information Literacy and Lifelong Learning “Beacons of the Information Society”, as well as the publishing of the monograph Towards Information Literacy Indicators. The creation of
information society is the key point discussed in the International Meeting of Experts in 2003, organized by the US National Commission on Library and Information Science and the National Forum on Information Literacy, with the support of UNESCO. Information literacy is the integral part of the Information for All Programme of UNESCO. Along with Commonwealth Broadcasting Association, UNESCO has recently published guidelines for broadcasters on promoting user-generated content (UGC) and media and information literacy (MIL).

**National level**

In India, the concept of information literacy is very recent although information literacy related programmes in the form of user education, bibliographic instruction and library orientation existed in various libraries and information centres. A study of information literacy initiatives reveals that major initiatives were taken by government at primary and secondary school level. Sarva Shiksha Abhiyan (SSA), District Primary Education Programme (DPEP) and National Literacy Mission are some of them.

**Table 3.1: Information literacy programmes conducted by Government of India**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Information Literacy Programmes</th>
<th>Date Held/ lunched</th>
<th>Government Projects Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sarva Shiksha Abhiyan (SSA)</td>
<td>2001-2010</td>
<td>India’s flagship Programme to the achievement of Universal Elementary Education in India, Department of Elementary Education and Literacy, MHRD, Government of India, New Delhi. &lt;www.educationforallinindia.com/ssa.htm&gt;</td>
</tr>
<tr>
<td>4.</td>
<td>TARA Akshar</td>
<td>2005-06</td>
<td>Developed its own Hindi literacy programme that would take a very short time with minimal dropout rates. &lt;www.tarahaat.com/Literacy.aspx&gt;</td>
</tr>
<tr>
<td>5.</td>
<td>CBFL ‘computer-based functional literacy’</td>
<td></td>
<td>Making this possible is a remarkable initiative from the Tata Group that has changed the lives</td>
</tr>
</tbody>
</table>
of thousands of adults in different parts of India. Born of the Tata Group’s ever-enduring commitment to community causes and bred by its expertise in information technology, this is a project as novel in methodology as it is ambitious in scope.

<www.tataliteracy.com/index.htm>

| 6. | Portal of Government of India | This section introduces you to the Government of India, its origin, and the governance process being followed in the Country. <http://ngo.india.gov.in> |

Source: Gedam&Agashe, 2009

### Table 3.2: Information literacy programmes conducted by National Institutions/Organizations in India

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Information Literacy Programmes</th>
<th>Date Held/ lunched</th>
<th>Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Information Literacy Programme in colleges The Hindu (e-newspaper)</td>
<td>Oct 04, 2006</td>
<td>The programme aims at bridging the awareness divide between colleges in the urban and rural areas and to enable students in the latter category of colleges access subject-related information across a variety of formats. The Information Literacy package aims 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. <a href="http://www.hindu.com/2006/10/04/stories/2006100409900400.htm">http://www.hindu.com/2006/10/04/stories/2006100409900400.htm</a></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16-11-2005</td>
<td>9. Presentation on Web of Science and J-Gate by Informatics India, Bangalore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07-03-2005</td>
<td>10. Role of Knowledge Centre in 21st Century, Director DELNET</td>
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<td>09-08-2005</td>
<td>11. Convincing Multi Faculty Users in a Modern Learning Resources Center, Bhopal Noida, Campus</td>
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<td>23-08-2004</td>
<td>14. Web of Science, Informatics India</td>
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<td>21-01-2004</td>
<td>15. Tutorial on Development and Management of Digital Resources</td>
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<td>24-09-2003</td>
<td>17. Presentation on Web Searching Techniques</td>
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<td>01-04-2003</td>
<td>18. Presentation on Web of Science</td>
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3. **RTI India**

   The complete Online Portal for Right to Information in India. The RTI literacy programme being conducted in the district with the objective of spreading information among the sections &lt;www.rtiindia.org/.../15883-right-information-literacy-programme.html&gt;

4. **‘SALIS’ (Society for the Advancement of Library and Information Science)**

   6-10 Nov. 2006

   1. The primary focus was to provide need-based service to the profession and to work for the advancement of Library and Information Science (LIS). The current focus of SALIS is to reach the unreached LIS professionals with rural settings in order to minimize the digital divide.
   
   2. The Society for the Advancement of Library and Information Science (SALIS), in collaboration with UNESCO and the Madras School of Social Work (MSSW), is organizing a Workshop on Information Literacy Competency Development for Library and Information Science Professionals and Special Educators at MSSW &lt;lists.spc.int/pipermail/piala_lists.spc.int/2006/000121.html&gt;

5. **International Information Literacy Workshop in India (New Delhi)**

   06-10-2005

   An international workshop to promote information literacy in South and South East Asia presently working in Panjabi University Patiala in India with the support of UNESCO and other participants.

Source: Gedam&Agashe, 2009

Government agencies at state and national levels are working continuously to move information literate society forward. Besides the above mentioned programmes, government has launched
various schemes for empowerment of people of the country. Some of which are worth mentioning:

**Jan Shikshan Sansthan** ([http://nlm.nic.in/jss.htm](http://nlm.nic.in/jss.htm))

The scheme of Jan Shikshan Sansthan (JSS) is a unique scheme crafted by the Government of India. JSSs are institutes of Peoples Education focusing on the poor, the illiterates, the neo-literates, the under-privileged and the un-reached. The Jan Shikshan Sansthans are unique in that they do not provide just skill development, but link literacy with vocational skills and provide large doses of Life Enrichment Education (LEE) to the people. They do not work in isolation but aim for convergence with other stakeholders in society. It is their endeavour to shape their beneficiaries into self reliant and self-assured employees and entrepreneurs. The Jan Shikshan Sansthans are unique also because they offer quality vocational skills and technical knowledge at a very low cost; offer a multi-faceted skill-knowledge-awareness enhancement and outlook formation trainings and inputs and empowerment-oriented interventions in respect of social, economic and health status improvement of women and adolescent girls. The Jan Shikshan Sansthans offer a large number (371) of vocational training programmes from candle making to computer courses.

**InfoLit India** ([http://infolitindia.org/](http://infolitindia.org/))

InfoLit India, the school information literacy project launched by the Library Media Centre of Kendriya Vidyalaya in April 2012, is a pilot project on information literacy for the new generation learners to make them effective users of information available in any format. The project is aimed at developing the essential 21st century literacy skills (Information, Media and Library) in the students of Kendriya Vidyalaya Pattom, Thiruvananthapuram, Kerala (India) through instruction, training and research. The project has three main components.

1. Internet Literacy (“Web Challenge”)
2. Media literacy (“Media matters”)
3. Library Literacy (“Face-a-book”)

The project aims at selecting a group of students and carrying out a planned information literacy programme for the coming one year. This is the first school in India launching this project on information literacy. The project is conceived on a basic information literacy curriculum developed according to the needs of students in an Indian education environment.
Several efforts have been made by institutions and organizations for promoting information literacy in India. National Institute of Science Communication and Information Research (NISCAIR) organizes various information literacy programmes. In addition to an advanced two years Associateship in Information Science, it conducts a few short-term training courses on the topics such as e-commerce fundamentals, bibliometrics, e-publishing, Internet access, online information retrieval, library automation, resource sharing, and use of Microsoft Office software. Documentation Research and Training Centre (DRTC), Bangalore has been conducting several information literacy programmes for library and information professionals in different areas such as library automation and Internet for librarians. Information and Library Network (INFLIBNET) of the University Grants Commission (UGC), India is conducting several programmes to create awareness and develop e-resource use capabilities among the users for the use of UGC-INFONET Digital Library Consortium. In addition, it promotes the information literacy through 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, and Convention on Automation of Libraries in Education and Research Institutions (CALIBER). Professional bodies, such as the Indian Library Association (ILA), the Indian Association of Special Libraries and Information Centres (IASLIC), the Society for Information Science and Developing Library Network (DELNET) are also involved in continuing professional development in this area through their several periodical activities (Bhatt, 2011). The study of information literacy programmes in India reveals that major initiatives have been taken by the government at school level. However for higher education in India, no tested model and standards for information literacy have been initiated. In the institutions of higher learning in India, user education, library instruction and bibliographic instruction programmes are provided. In universities for research degree programmes, a course on research methodology is offered, in which library research techniques are also included. Some universities and research institutions subscribe to the electronic resources on consortium basis or individual basis. The producers or vendors of these electronic resources conduct user training programmes for use of those resources. Some orientation programmes and refresher courses also impart information literacy competency to the learners. In the corporate organizations and corporate R&D centres, information literacy competency is an essential trait of the researchers and knowledge workers. The researchers and knowledge workers are being taught about latest discipline oriented
information resources available within the organizations and outside the organizations (Ghosh & Das, 2006). A number of seminars, conferences and discussions are being organized by various universities in India but these are more focused on the need and importance of information literacy than on practically implementing it. The need of the hour is to integrate the information literacy content in the academic curriculum of higher educational institutions which should be practical-based and learner-centred. Teacher-librarian collaboration is required while designing information literacy content.

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