CHAPTER II

Review of Literature

Related literature were reviewed based on relevant themes. Some of the literature reviewed are provided as

2.1 Community-based Information Literacy

Maria, Correia & Associada, (2002) presented the white paper for the UNESCO by strongly emphasising that active participation of the citizens is a must for the success of democracy. Contemporary citizenship and democracy encompass a wide range of political, civil and social rights and responsibilities for both the individual and the state. She had pointed out that citizens should be vigilant regarding the responsiveness of the state towards them and the members of their community and should be motivated to participate in public life. To participate, each person needs to acquire specific skills and one such essential skill is information literacy skill which enable one to locate, access, retrieve, evaluate, interpret and act on information to be able to participate in community affairs, to develop community involvement and to have an informed opinion about problems occurring locally, nationally or internationally.

Kirton & Barham, (2005) studied the use of information in the workplace is a little studied area within library and information research. A substantial pedagogic literature of learning in the workplace exists, however, and this was critically reviewed to generate a repertoire of issues which could in turn be used to inform a research project. This repertoire was supplemented by advice from the Scottish Information Literacy Projects partners and contacts including those working in Adult Literacies. These issues were used to generate research questions for an interview-based project which, it was hoped, would
generate both action points and further research questions. With the help of partners a range of interviewees was identified, mainly in the public sector. Information usage in the workplace, as the pedagogic literature predicted, proved to be a form of social interaction with people, both within and outside the organization, being generally the prime source of information. Other sources included intranets, electronic resource data management systems, a limited range of Internet sites and a small number of printed sources. Recommendations include the need to establish contacts with chambers of commerce, skills agencies and trade unions. Public libraries should explore the possibility of developing information literacy training programmes.

Jager, Nassimbeni, Jager, & Nassimbeni, (2007) had carried out a study on Information Literacy in practice by engaging Public Library Workers in Rural South Africa. The study was conducted by organizing a workshop where public library workers having no professional qualification of librarianship were the participants. The workshop was designed to provide participants an opportunity for gaining an understanding of the role and potential of information literacy in Public libraries. The emphasis was placed on the importance of measuring and evaluating activities throughout their campaigns in order to assess the impact of their interventions. The result of the study revealed that the campaign gave public library workers the opportunity to develop their information literacy skills and to apply them in their libraries through imparting necessary training in information literacy skills.

In another study on Framework to measure Community Information Literacy (CIL) among Rural Citizens in Sri Lanka, Seneviratne, (2007) had made an attempt to come up with a model on Information Literacy for the rural communities. The study is based on a survey conducted in rural areas of Sri Lanka on information needs and the citizens ability to grasp the same. The study also attempts to identify components of Information
Literacy (IL) concept and tries to build up an Information Literacy Model relating to rural communities. It was able to derive through the survey, factors that affect the level of IL. The Prague Declaration Model was used as the theoretical base, but there were other characteristics that are essential to be incorporated into the model as the concept has different angles of interpretations when deals with different environments. However, it was revealed through the study that the Communication Information Communication (CIL) levels remarkably change upon when the nature of the information need, status, of the person and the situation in the environment he belongs at the very point of the information need has arisen. Therefore, the study established the fact that Information Literacy is a living concept.

**Partridge, Bruce, & Tilley, (2008)** had carried out a very significant study on Community Information Literacy (CIL) for developing an Australian Research Agenda. The study used three recent IL research agenda. Three observations were made about Community Information Literacy (CIL) research: (i) It is multi and inter-disciplinary (ii) It has a learning lens (iii) It has a pluralistic approach. The CIL should be seen as practical and real- it is about the real people, doing real things in real life contexts. The study revealed the variant nature of CIL research. It has noted that a number of significant factors need to be addressed to ensure continuing growth and maturity of this research field in Australia including- developing a firmer, more consolidated research agenda, fostering greater collaboration between researchers, seeking and optimising funded research opportunities and embracing the diverse research methods and theoretical frameworks.

**Partridge et al., (2008)** also carried out a study on the Information Literacy in Kenya and the use of Information Communication tools in order to propose a theoretical framework on information literacy and to understand and evaluate three Information Communication Technology (ICT) for Development Initiatives in Kenya. The data received
from different sources were crossed-checked to get good understanding of initiatives taken
regarding information literacy and the use of ICT tools. The study indicated that most
Kenyans are not aware what information literacy or information based society mean. It
also revealed that the efficient utilisation of ICT in developing countries is relatively poor
due to low level of information literacy. However, without the ability to manipulate and
use information effectively, investment in ICT for development projects may be unsuc-
cessful. The findings suggested that the parties in charge of the analysed initiatives can
enhance information literacy by communicating the importance of Information Literacy.

An initiative by Nations, United, (2011) on supported training on Information Liter-
cracy for Rural Teachers from South Africa, through The Departments of Informatics
and Information Science of the University of Pretoria have organized training on Infor-
mation Literacy at Kgoro Primary School located in Zithobeni township, South Africa.
Funded by UNESCO, the training targeted to provide teachers with basic skills in ICT
and information literacy in order to enable them to help the Zithobeni community- a dis-
advantaged group in terms of social and economic life. Apart from empowering teachers
from the Zithobeni community, the training also tested some models of UNESCOs Draft
Media and Information Literacy (MIL) Curriculum to subsequently adapt it for the needs
of rural communities.

Abiola & Okere, (2012) emphasized on Environmental degradation that has become
a serious source of concern for contemporary society, giving rise to efforts in the way
of advocacies, conferences and awareness campaigns at different levels. While informa-
tion professionals in developing economies are positioned to contribute to environmental
sustainability; they need to apply creativity and innovation to overcome issues like low
literacy levels, poor infrastructures, political apathy of environmental information to
achieve the intended goal of environmental literacy. New roles are evolving beyond mere
provision of information; these include information professionals as change agents, educators, electronic experts and partners to other change agents. The paper argued that information professionals could be more relevant to the needs of sustainable environment by repositioning themselves in terms of their roles in their various communities. Some recommendations made in the paper include revitalizing public libraries, training in Information and Communication Technology skills and collaboration with interest groups. 

Islam & Ahmed, (2012) selected research studies on information needs and information-seeking behaviour of rural dwellers in several developed and developing countries with an aim to identify some of the key issues and future research directions in the field. The study reviewed were primarily identified through Google Scholar and through journals devoted to issues associated with the role of information in development such as Information Development, Libri, Rural Libraries, and International Information and Library Review. They further stated that access to information is not equal throughout society. People living in affluent urban centers can choose from abundant sources of information. In contrast people living in poor communities are frequently denied access to information which could improve their lives. This situation is particularly severe in many rural areas of the developing countries. The analysis suggests that the information needs of rural communities from all countries are very similar, although rural communities they do vary from region to region and from country to country depending on socio-economic conditions. These needs are mostly related to the daily life of rural dwellers.

Pawley, (2017) has established Information literacy as an important subfield of librarianship. Yet although librarians justify information literacy as increasing democratic participation by all citizens, their efforts to improve “quality control” of information also threaten to restrict choice in systematic ways. This contradiction results in part from the genealogy of the terms “information” and “literacy,” terms that share a relationship
traceable to an enlightenment ideology, namely, that reading could transform society by informing its people. But reading’s power to transform was also a contested issue for groups seeking political and cultural ascendancy, and reading genres that initially challenged conventional thought evolved into those that buttressed it. In the process, some groups came to be defined as information “consumers” and simultaneously excluded from the role of information “producers.” Strategies that can raise awareness of the assumptions underlying this legacy include critical analysis of language use and envisioning information use as a process that involves all users in both consumption and production. Adopting these can help librarians recognize that the tensions inherent in the discourse and practice of information literacy are not only unavoidable, but essential, if the basic condition of democracy-citizen participation is to be fulfilled.

From the findings of the above studies, it is obvious that successful dissemination of information through various sources and media including application of Information and Communication Technologies (ICTs) for rural development purposes will only be possible when rural dwellers are given proper and necessary training and guidance in this line. Further, basic infrastructure must be provided for the smooth information flow and access. Further, it has become imperative on the part of the concerned authorities to ensure that the rural dwellers are empowered with appropriate information which calls for intensive information literacy movement in the rural settings.

2.2 Information Literacy in Library and Academic Environment

Merchant & Hepworth, (2002) undertook a study to examine the information literacy of teachers and pupils in two UK single-sex selective state grammar schools, one providing education for girls and the other for boys. Qualitative research techniques were chosen to enable attitudes and ethnographic data to be captured. The research methods
used included: observation of 10 teachers and 40 pupils in the classroom, complemented by observation of pupils’ behaviour in the school library and computing facilities; individual interviews with members of the teaching staff in both schools; and group interviews with pupils from different year groups. The majority of the teachers were found to be information literate, although this was more the result of personal interest in information and the role it can play in their teaching than because of any attempts made by the schools or their training to encourage information literacy. Pupils were found to be adept at using a variety of sources to locate information, but the cognitive skills required to achieve this tended to be underdeveloped and received little attention within the schools studied. The most significant finding was that, although the teachers interviewed were information literate, their skills with and attitudes towards information were not being transferred to their pupils.

Another study on Information Literacy (IL) and action research by Vezzosi Monica, (2006) to assess on the impact of Information Literacy Programme on a homogeneous group of students at the University of Parma, Italy. The study consisted of a cycle of four stages: observing, planning, acting, evaluating. Peer observation was adopted both as a validation method and as a support for the reflection on the research process. The study revealed that action research is a suitable approach for teaching librarians, as it allows them to experience the role of teacher, researcher and reflective practitioner all together, thus favouring reflection on the complex, multitask role that they are playing today.

Williams Wavell, (2007) examined secondary school teachers conceptions of information literacy and reflect on the implications for developing information literacy in students. Information literacy as both term and theory has been the subject of much debate since its inception in 1974 by Zurkowski. There have been many attempts by the library and information profession to define information literacy, all variations on the
ability to engage effectively in a process of defining information need, evaluating, selecting and synthesizing information from a range of sources, and applying the information to the task or problem in hand. As outlined by other researchers variations on this theme tend to reflect differing contexts and priorities of those describing them.

**Lwehabura & Stilwell, (2008)** undertaken a study in four Tanzanian universities to investigate the status and practice of information literacy (IL) so as to determine the best ways of introducing or improving IL programmes. The article reported on the findings related to challenges and opportunities that could influence the effective implementation and introduction of IL programmes in Tanzanian universities. Data for the study was collected using a questionnaire-based survey administered to teaching staff, librarians and undergraduate students. Semi-structured interviews collected data from Deputy Vice Chancellors (DVCs) for academic affairs, Faculty Deans, Library Directors and a Library Head. The findings of the study showed that IL was new in the university curricula although some IL rubrics were being practiced. Lack of adequate resources, lack of an IL policy, and lack of proactive solutions among librarians coupled with the need for adequate library staffing and training, and collaboration between librarians and teaching staff in IL activities were all identified as challenges facing IL effectiveness. Also identified were potential opportunities such as the support by the majority of university stakeholders to mainstream IL and make it a compulsory course. These opportunities would allow the introduction of effective and sustainable IL programmes. The article concludes that librarians should seize the opportunities that are available to spearhead IL while at the same time making sure they tackle the identified challenges.

The study by **Azura, Majid, & Foo, (2008)** on Information Literacy (IL) education research in four secondary schools in Singapore has shown that mastering Information Literacy (IL) competencies helps students perform better academically or otherwise. The
study investigated the impact of IL teaching that incorporates appropriate pedagogical approaches on students applicability of IL competencies. Students were organized into groups of five and were assigned a group project. Those in the experimental sub-cluster were exposed to various intervention approaches, while those in the other sub-cluster were left on their own to carry out their project. Three independent neutral teacher-examiners evaluated the results of the group reports and projects. The result showed significant differences in the achievements of students in the experimental group that underwent both interventions as compared to the other group.

Sangeeta Sharma, (2008) conducted a study on Information Literacy (IL) and Library Education in Sardar Vallabh Bhai Patel Agriculture and Technology University, Modipuram, Meerut. The study was an attempt to understand how information literacy and library user education were changing and increasingly demanding in the age of World Wide Web and electronic collection. The study had depicted the existing information networking practices in education centers. It has prominently indicated the important role of the Librarian and Library Staff as intermediary and facilitator in the perspectives of information literacy.

A study by Luo, (2009) on Web 2.0 Integration in Information Literacy Instruction using survey method revealed that Web 2.0 technology has been actively used by the librarians in teaching Information Literacy Courses. Their adoption of Web 2.0 tools was manifested in a three-level hierarchy. At the first level, librarians use Web 2.0 tools for their own purposes without engaging students. The second level, librarian use Web 2.0 tools to facilitate the delivery of content to students by involving them using the tool to complete course work collaboratively or to enhance information literacy level. At the third level, librarians draw upon certain features of the Web 2.0 technology to better illustrate Information Literacy Concept. The results revealed that the second level
of Web 2.0 is the most popular among librarians and it has overall positive impact on teaching and learning.

**Ormsby & Williams**, (2010) traced the development of information literacy standards for a librarian and a professor who work at the Baruch College, The City University of New York. These standards were applied retrospectively to a graduate course that the professor teaches; the librarian was one of his students at that time. The article offered suggestions for guiding students on how to use and evaluate information resources, in order to complete a term-long research project. It also addresses librarians efforts in educating both students and other faculty on information literacy.

**Islam & Tsuji**, (2010) conducted a study to assess the information literacy competency of Information Science and Library Management (ISLM) graduate students at the University of Dhaka, Bangladesh. The objective of the study was to discuss different information literacy measurement tools, assess the information literacy competency of the students, and identify the weak areas in the information literacy course of the Information Science and Library Management department and to identify the problems and formulate proposals for developing the information literacy curriculum to enhance the students information literacy competency. In order to assess their information literacy competency an open and closed-ended questionnaire was designed comprising 20 questions in the English language. In general it was found that students had limited skills in the area of information literacy, as it is not discussed extensively in their academic course curriculum. The study urges the incorporation of an information literacy programme in the course curriculum, and more writing, discussion and other relevant issues that will make the students more information literate.
In another significant study on Information Capability Building on the role of Information Literacy study, Sasikala, (2011) tried to explore about the opportunities for implementing Information Literacy Programmes in public libraries. The study reviews the status of information literacy programmes in three public libraries in Visakhapatnam, India and also analysed user feedback. Suggestions have been made for making information literacy programmes more effective in a developing country like India.

In yet another study by Matoush, (2014) on new forms of Information Literacy had provided an overview of Innovative Information Literacy Programs at San Jose State University King Library which may serve as models for future academic library information literacy programs. The study served as a guide for both academic and joint-use of academic and public libraries interested in assessing or expanding their information literacy programs.

Fielding et al., (2017) emphasized Information literacy that has become widely established as an assessed and reportable student learning outcome in higher education, yet it is often poorly integrated into the undergraduate curriculum at points where applied knowledge in particular is measured. The current study discusses a collaboration between a librarian and several English Studies faculty to integrate information literacy content more thoroughly into an undergraduate foundational writing course and to assess information literacy outcomes in student artifacts from a pilot group versus a control group using an information literacy rubric. The results indicate that significant gains occurred in all aspects of information literacy when these concepts were broadly integrated into course content and reinforced at multiple points in the course.

Caravello, Kain, & Weiss, (2017) discussed a joint project of the American Library Association and the American Sociological Association. The goal of the collaboration
is to guarantee that students of sociology, particularly sociology majors, develop strong information literacy skills during their undergraduate experience. The article talks about national standards for information literacy and how they relate to the sociology major. It also presented examples for applying the sociology information literacy standards to course assignments and the sociology curriculum. They also provide suggestions for building linkages between sociology faculty members and social science librarians, as well as ways in which information literacy outcomes might be assessed in the sociology curriculum.

Caravello et al., (2017) proposed a course-integrated, across-the-curriculum model for information literacy to enhance the curricular and educational mission of institutions of higher education to college students who will become lifelong learners. They examine the issues and obstacles involved in establishing such a program, getting faculty and administrative support, and working toward curricular change. The roles of faculty and librarians, as well as the importance of their collaboration and cooperation in achieving a common goal, are discussed. Although many agendas in higher education compete with information literacy, the authors suggested ways that obstacles to an across-the-curriculum information literacy program can be overcome to ensure that students become capable users of information.

From the above studies, it may be summed up that Information Literacy is an essential part of the library systems and also for faculty and administrative staff to ensure that organisational goals are effectively achieved. Here emphasis was the active participation of library staff and the teaching faculty in developing independent learning skills of the students. In other words, information literacy education is the shared responsibility of all educators and information providers. Information literacy is not just a library issue but an issue of all higher education and society as well.
2.3 Information Literacy in Government establishment

In another study Jake Wallis, (2005) focused on the need for Information Literacy (IL) skills for the citizens of the United Kingdom in today’s information society and the role of library and information professionals from intermediaries to felicitators and trainers. The findings of the study revealed that citizens of information societies have direct access to a bewildering range of digital information resources. The traditional role of the librarians and information professionals were found to have less demand as intermediaries. It was found that information literacy skills have become very essential for the citizens of information societies. It was suggested that librarians and information professionals must ensure to equip themselves with necessary information literacy skills to better serve the citizens of the information societies at all levels.

Anjali Gulati & Seema Dogra, (2006) in their study on interdependence of Right to Information and Information Literacy had pointed out that India stood at the uppermost belt of all developing countries with its blooming technology sector. The study also assessed the initiatives of Information Literacy by various Information Kiosks in India such as Village Knowledge Center Project by Swaminathan Foundation, Tarahat, etcetera and initiatives by various Information Literacy Programmes taken by Government of India. The study further discussed Public Library Systems in India and the role of Raja Ram Mohan Roy Library Foundation. The authors found interdependence between Right to Information and Information Literacy and concluded with the recommendations that rural community must be facilitated with the right to access to information on matters ranging from education, health care, welfare programmes, political issues, economical issues and so on. In this regard, Public Libraries were identified as the main agencies for safeguarding the public right to information.
In yet another significant study, Gedam & Agashe, (2009) on Information Literacy Competencies and Programmes in India tried to assess the Information Literacy (IL) Programmes in the National level, State level and E-Governance Initiatives. The study revealed that in the recent decades India has tried to increase the population of information literates and educated citizens by launching different programmes- Sarva Shiksha Abhiyan (SSA), District Primary Education Programme (DPEP), National Literacy Mission were some of the prominent examples. Setting up of Community Information Centres and Village Knowledge Kiosks were also the recent additions to this effort of transforming India into an information society. In this respect, it was found that people need information literacy skills in every spheres of life. Therefore, it was recommended that librarians, teachers, technologists, media experts and policy makers must play their role as in making all possible efforts in enhancing the information literacy level among the citizens.

Foreman & Professionals, (2009) had carried out a study on the Scottish Government Information Literacy in the workplace. Using interview based research and an online survey, the Scottish Information Literacy Project and the Scottish Government Library Services sought to provide a picture of information literacy in the Scottish Government where information literacy was identified as an essential workplace decision-making-skill for Scottish Government staff. It was found that the Government Staff lack in the awareness of the need for access to a wide range of information sources, critical thinking and evaluation skills to support high quality decision making. As a result of the research findings, the authors have developed and have rolled out an information literacy programme across the Scottish Government. The authors have also suggested for stronger internal partnerships within the Scottish Government with those areas engaging in training and skills.
From the above studies it may be summed up that information literacy has become an indispensable factor in every human activity. Emphasis was given that library and information centres must play a significant role in imparting information literacy. It is also emphasised that the concerned governments need to give the required support in spreading information literacy in the work places apart from academic institutions and public libraries, etc.

2.4 Information on Rural Development Programmes

**Gedam & Agashe**, (2009) conducted a national survey on the citizenship information needs of 898 members of the United Kingdom public through personal interview. It was found that most of the respondents had encountered problems in relation to employment, education, housing or welfare benefits due to lack of access to information. Many were poorly informed about legal rights, welfare benefits and local politics. 91.7% believed that freedom of information was important for exercising their rights as citizens. The respondents preferred public libraries as a source of government information and were seen as appropriate locations for a range of other types of citizenship information.

**Uhegbu, A.N.** (2001) explored the deterrents to information service for community development in Nigeria by finding the way how to energise and facilitate community improvement in the third world country through effective information communication. The study discussed the impediments to rural information services for community development. It also highlighted the nature and characteristics of a community as well as community information needs and services. Four components of community information were identified. They were information itself, the sender, the medium of channel of communication and the final consumer. Poor perception and deep-seated scepticism of the ruralities towards information, the deplorable state of rural roads, nonchalant of govern-
ment officials, rivalry among the inhabitants of the communities were major obstacles to community information service. It was recommended that the government agencies and non-governmental organisations must give all possible efforts in facilitating proper community development process by providing relevant information through appropriate communication channels.

Rajendran, (2002) had carried out an evaluative study on the rural development programmes in Indigo Mannar Thirumalai District. The study was confined to evaluating the Integrated Rural Development Programme (IRDP) and its impact on the beneficiaries of sheep unit, plough-bullock and bullock cart and the impact of Indira Awaas Yojana (IAY) on the scheduled caste beneficiaries who have been benefited under the scheme. For the study 305 beneficiaries were selected. The study covered one block out of the 14 blocks in the sample district. Primary data were collected from the selected beneficiaries by interviewing them using structured scheduled. It was found that most of beneficiaries had low level of awareness of the objectives of various development programmes. It was also found that the impact of IRDP varies across socio-economic variables such as age, caste, religion, level of income and literacy.

Another study carried out by Majinder, (2003) on peoples participation in rural development programmes in Sadiya Block of the Tinsukia District, Assam. Two villages were selected for the study where 100 respondents were interviewed. It was found that out of the 100 respondents only 46% expressed their participation in rural development programmes. Most of the respondents were not satisfied with the activities of the rural development authorities since no significant development have been made in the field of roads and communication, agriculture, public health, etc. Another important finding of the study was that rural development processes suffer due to low level of education, lack of awareness and participation, and there are hardly any interaction between the officials
and the rural people.

In a study by Okiy & Okiy, (2006) it was found that majority of the population in Nigeria lives in rural areas who were either non-literate or semi-literate where the need to involve them in national development process cannot be overemphasized. It was also found that the information need of the community included primary rural occupations, secondary rural occupation, modern crafts and Government information provided as a social service. A properly organised rural public library was found to be very essential. One prominent recommendation was repackaging of information by redesigning, remodeling, restructuring, reorganization and restructuring and dissemination of information to a distinct group of people.

Patil & Ambekar, 2006) conducted a study on the Information Communication Technology (ICT) and rural development. Primary data were collected from Warana Wired Village Project (Maharashtra). Further, a few ICT initiatives in India were studied in the field of agriculture, livestock, health, Panchayati Raj, womens empowerment and co-operative development. The study found that through ICT enabled services, the rural people were benefited in terms of reduction in transaction cost and time saving and thus, ICT plays an important role in the development process though sustaining them was a major problem. Other prominent hurdles include insufficient information and inadequate internet/phone connectivity. It was suggested that in order to make ICT initiatives successful and sustainable, apart from the government agencies, NGOs and other civil societies should take active part in the process.

In yet another significant attempt, Shimray (2006) carried out a study on Rural Development and Social Change in Ukhrul District of Manipur. Observation method, participants method and interview method were used for the study. One among the major
findings has been that mass participation in the planning process was totally ignored. Further, it was very disheartening to find that most of the rural people under study were not aware of the development programmes. Illiteracy was found to be one major hurdle among the women. It was, therefore, suggested that proper public awareness campaigns be conducted and vocational training institutes set up at appropriate places to educate the rural masses about the development programmes.

In a case study conducted by Shome Shetty et al., (2012) on the impact of workforce programmes on quality of life in Anekal Taluk of Bangalore District. In their study data were collected from a sample of 200 households randomly from four Panchayats of the four villages. The study found that it has a significant impact in the village level and the quality of life of household. . But it was also found that there were some flaws in implication like lack of systematic work schedule, deficiency in understanding the importance of (National Rural Employment Guaranteed Act (NREGA) among villagers.

Shanti & Geetha, (2013) conducted a study an assessment study on the benefits and problems of Mahatma Gandhi Rural Employment Guaranteed Act (MGNREGA) in Coimbatore District. The study found that the act lacks social security and corrupt. Therefore, it was recommended that action plan should be formulated, Job Cards should be issued on the basis of economic status and there should be intensive awareness about the programme to the rural people.

In another study Ganie (2014) conducted a study on MGNREGA B based on secondary data on the impact of development to rebuild rural life and livelihood. Two villages was taken up as the primary source of information. The study found that the programme has benefited the rural poor. But it was suggested the community participation should be taken into consideration for the successful implementation of the programme.
Kumunda (2014) conducted a comparative study on the performance of Indiar Awaas Yojana (IAY) between rural and urban housing. The study found that the urban housing were more than that of the rural. It was suggested that the government should give more emphasis on rural housing. Housing system has impacted the rural population in terms of social status in the community.

Rajamohan & Sundar (2015) conducted a study on Indira Awaas Yojana (IAY) about the fund allocation by the Central and the State Government from 2004-2005 to 2013-2014. The study found that the growth rate had increased gradually by 43.75% from 2004-2005 to 2010-2011. But the growth rate had declined by -11.56% from 2011-2012 to 2013-2014. But it was concluded that IAY is a boon to the rural people.

From the above studies, it may be summed up that though the rural development programmes were launched by the successive governments, there were various impediments involved when it comes to the implementation and utilisation of those programmes in which lack of proper information communication in the rural settings was a major issue. Some other prominent issues were low level of literacy, lack of proper information and telecommunication infrastructure, nonchalant attitude of the government officials and the deplorable state of rural roads and so on. The unavailability of proper public library system and other information systems in the rural areas is another barrier towards active participation of the rural folks in the rural development programmes.