

Information Literacy an overview

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• Abstract

In the 21st century, the information explosion has made it a challenge to get the right information in a short time, so the information literacy skills have become important. Information literacy skills provide an individual with the ability to seek, evaluate, recognize, know and use information in legal and ethical manners. Taking into consideration the growing impact of information literacy, this paper highlights on concept of information literacy, IL model, IL standards and steps taken by the Government of India.

• **Keywords:** Information Literacy, Higher Education, College Library, I L Model, I L Standards, Digital Literacy, ICT Literacy, Traditional Literacy

• Introduction

Information technology has a great role to play in the economic, scientific, technological and industrial development of the society. Nowadays, due to technological development and the age of internet, information is available in abundance. Information literacy helps in selecting the right information from the various resources. Information literacy gives the knowledge to get the right information through various means. It is because of the information age that the 21st century has emerged as the knowledge age. People need to be information literate for effective use of information.

• Definition of Information Literacy

• **American Library Association (ALA) (1989)** defines, “information literacy is a set of abilities needed by individuals to locate, evaluate and use effectively the needed information.”

• **Chartered Institute of Library and Information Professionals (CILIP)** defines, “information literacy is the ability to think critically and make balanced judgments about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society.”

• **The Society of College and University Libraries (SCONUL)** defines, “information literate people will demonstrate an awareness of how they gather, use, manage, synthesize and create information and data in an ethical manner and will have the information skills to do so effectively.”

• Objective of the Study

- To study the Information Literacy concept
- To know about the Model and Standards of the Information Literacy
- To study the importance of the Information Literacy skills

Methodology of the study

For this paper, the literature survey has been used for this study. This survey is mainly based on secondary sources of data like books, journals, magazines, research papers used through Google Scholar.

• What is Information Literacy?

Information Literacy skills is the ability to understand what information needed, how to access information and how to use it more effectively and efficiently. Information literacy empowers people in every field to seek, evaluate, and use effectively to achieve their personal, social, professional, educational goals.

- **Importance of IL**

In daily life, human beings are faced with a large amount of published materials through various media such as web, mass media, published literatures etc. These materials are available from various sources and in different formats. Selecting the desired information and determining its quality is a big challenge. A lot of material is misleading or false sources are not necessarily reliable information in this online platform. Finding the needed and correct information is the challenge in the sea of information. Information literacy provides the ability to find, evaluate, organize, use and communicate information in all formats and helps in decision making, problem solving. So the information literacy skills are important in one's personal, professional and academic career. In academic and college life students can perform well in research paper, project, and presentation. These skills also help in social and political issues.

- **Various terms of Information Literacy**

- **Traditional Literacy:** Ability to read and write in written language.
- **Computer Literacy:** Knowledge and ability to use a computer and related technology and software to fulfill practical work.
- **ICT Literacy:** Ability of using tools of digital, information and communication technology.
- **Media Literacy:** Ability to access, analyzes, create or reflect in a variety of media messages effectively.
- **Visual Literacy:** Ability to express, interpret, negotiate, make meaning of information available in the form of images.
- **Digital Literacy:** Ability to find, use, evaluate needed information by using appropriate technology in digital environment
- **Marketing Literacy:** Ability to know the goods and services to interpret external messages having 4P's
- **Information Models**

In an around the world scientist and research scholar have presented different Information Models for guiding the students and faculties in their education to achieve and success their personal and professional goals in their life. Here some of the popular models are listed below in brief.

- **Big6 Models:**

Mike Eisenberg and Bob Berkowitz in 1987 presented Big6 model which is known as problem solver and based on a six stages as follows

1. Task Definition
2. Information
3. Seeking strategies
4. Location and Access Use of Information
5. Synthesis
6. Evaluation

- **PLUS Model**

James Herring developed PLUS model in 1991 for school teachers and students to find the needed information mainly on web. The stages are as follows Purpose

1. Purpose
2. Location
3. Use
4. Self-evaluation

- **Kuhlthau's Information Search Process Model**

Carlson Kuhlthau was developed in Information Search Process (ISP) in 1991. This model is express human's information seeking behavior like thoughts, feelings, actions and strategies through six stages.

1. Initiations
2. Selection
3. Exploration
4. Formulation
5. Collection
6. Search Closer

- **Empowering 8 Model NILIS**

This model is a extract of two workshops of NILIS, Shrilanka under the auspices of IFLA in 2004 on "Information Skills for Learning" and other in Patiala, India in 2005. This is based on problem solved approach and areas in this model are as follows -

1. Identify
2. Explore
3. Select
4. Organizing
5. Create
6. Present
7. Access
8. Apply

- **SCONUL Seven Pillars Information Literacy Model**

This model is introduced by working professionals in 1999 and since then it is famous in librarians and teachers around the globe and it is revised in 2011 and 2015. The seven pillars of this model are as follows

1. Manage 2. Evaluate 3. Present 4. Gather 5. Identify 6. Plan 7. Scope

- **Information Standards**

- ACRL Standards (2000)

In 1998 ACRL established a Task Force on Information Literacy Competency Standards to develop standards for higher education. On 18 Jan 2000, it present a draft containing 5 standards, 22 performance indicators and more than 80 outcomes showing needed skills.

- **Standard One:** determines the nature and extent of the information needed.
- **Standard Two:** accesses the needed information effectively and efficiently.
- **Standard Three:** evaluates information and its sources critically and incorporates selected information into his/her knowledge base and value system.
- **Standard Four:** uses information effectively to accomplish a specific purpose.
- **Standard Five:** understand the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

- **The ANZIL Standards**

- Recognises 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

- **IFLA Standards –**

Provide a conceptual framework for IFLA standards. These standards are based on basic three components like

- Access of information,
- Evaluation of information and
- Use of information which makes an effective learner to the individuals.

- **Information Literacy in India**

Information literacy is the main factor to increase the socio-economic level of any country. In 1988, the Government of India launched the “National Literacy Mission”. This led to the development of the Digital India concept, which has had a significant impact on higher education, libraries and their functions have played an important role in this development.

The Government of India has launched various portals to promote information literacy for this Indian authority organizing “Digital Saksharta Abhiyan” (DISHA), National Digital Literacy Mission” (NDLM), “Sarva Shiksha Abhiyan” (SSA) program, District Primary Education Programme, (DPEP) etc.

- **Swayam** – For access, equity and quality. It is beneficial for class nine to Post-graduation students. It is available free of cost for learning and very less fee for getting certificate.
- **NPTEL(National Program on Technology Enhanced Learning)** – It is coordinated by Seven IITs and Indian Institute of Science. NPTEL make available web and video courses nearly 23 disciplines and learners can get certificate from the IIT / IISc for their achievement.

- **Swayam Prabha** – It is a group of 32 DTH channels and its content are provided by NPTEL, IITs, UGC, CEC, IGNOU, NCERT, and NIOS. This course is benefitted to students from 9 class to post-graduation level students from various disciplines.
- **E-Patashala** – This is run by NCERT with audios, videos, flipbooks in Hindi, English, Urdu language. It is full of various resources and e-textbooks.
- **Diksha** – National Teacher Platform (NTP) run “Diksha”. It is an Open Educational Resources (OER) useful tools for educators and academicians.

- **Conclusion**

In the 21st century, developing information literacy skills among library users has become an imperative to meet the challenges of society. Information literacy programs should be implemented primarily by library staff. For schools, universities, public, special and other libraries need to transform their users into lifelong learners and critical thinking. Collaboration between library staff and administrative staff is essential for this program to be more successful.

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