TOWARDS INFORMATION LITERACY

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ABSTRACT

This paper describes need, model and importance of Information literacy. Literacy is referred to in different terms: media literacy, reading literacy, print literacy, cultural literacy, visual literacy, computer literacy. Information literacy provides an intangible structure and broader plan which describe the information-literate student. The goals of global education are to develop student's sense. A number of countries have taken schemes in starting national as well as international programmes in this matter. India should take initiate in this issue.

Keywords: Literacy, Information Literacy.

INTRODUCTION

"Literacy" concepts related to information literacy. According to the Chambers English Dictionary (2003), defines literate as "…learned; able to read and write; having a competence in or with" (p. 1856). In education parlance, "Basic Literacy" means the classic or traditional literacies of learning how to read, to write, and to perform numeric calculations and operations; basic literacies in almost all societies are learned in basic and secondary formal education. Information literacy is linked with other types of related literacies, but it should be differentiated from them, especially from information technology, media literacy, network literacy, digital literacy, network or Internet literacy, "Computer Literacy" and "Media Literacy" Information Literacy is the very important process in the current world. The term Information Literacy was first used in 1974 by Paul Zurkowski. Doyle opined that an information literate person is one who: (i). recognizes the need for information; (ii) appreciates the importance of accurate and complete information to make intelligent decisions; (iii) formulates questions based on information needs; (iv) identifies potential sources of information; (v) develops appropriate search strategies; (vi) accesses sources of information including computer-based and other technologies; (vii) evaluates information; (viii) organises information for practical application; (ix) integrates new information into an existing body of knowledge; and (x) uses information in critical thinking and problem solving.

American Library Association stated that "to be information literate a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the information obtained and developed nine information literacy standards for student learning which are: (i) accesses information efficiently and effectively; (ii) evaluates information critically and competently; (iii) uses information accurately and creatively; (iv) pursues information related to personal interests; (v) appreciates literature and other creative expressions of information; (vi) strives for excellence in information seeking and knowledge generation; (vii) recognizes the importance of information to a democratic society; (vii) practices ethical behaviour in regard to information and information technology; (viii) participates effectively in groups to pursue and generate information. Bruce defines information literacy as a systematic information behaviour

that involves: (i) task definition; (ii) the development of information-seeking strategies; (iii) locating and accessing information; (iv) using information; and (v) synthesizing and evaluating information. Barefoot opines that to solve information-related problems, one needs to be information literate and to be information literate, one needs to learn a new set of skills, which include how to locate and use the information needed for problem solving and decision-making efficiently and effectively.[1]The United States National Forum on Information Literacy defines information literacy as " ... the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand." Other definitions incorporate aspects of "skepticism, judgement, free thinking, questioning, and understanding..." or incorporate competencies that an informed citizen of an information society ought to possess to participate intelligently and actively in that society.[4] Information literacy is defined by ACRL as a set of abilities to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. An information literate individual is able to:

- Determine the extent of information needed.
- Access the needed information and its sources critically.
- Evaluate information and its sources critically.
- Incorporate selected information into one's knowledge base.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use the information ethically and legally.[6]

The Welsh Information Literacy Project has adopted the definition of information literacy provided by the Chartered Institute of Library and Information Professionals: " 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.[7]

NEED OF INFORMATION LITERACY

The Need of Information Literacy in India
1. Internet is needed to promote IL
2. To increase information literacy skills in peoples.
3. To become independent pupils.
4. To construct the common people part of Information Technology revolt.
5. To help librarians to expand and develop their information literacy Programmes.

IMPORTANCE OF INFORMATION LITERACY MODERN SITUATION?

In ACRL's view "the modern situation is categorized by rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information sources - and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. Information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it." ACRL believes "the uncertainty and expanding quantity of information pose large challenges for society."[6]

MODELS OF INFORMATION LITERACY

There are several information literacy models. some tested and well-accepted models are:

1.   SCONUL (Society of College, National and University Libraries)

One of the most widely accepted of these in the UK is the Seven Pillars model developed by the Society of College, National and University Libraries (SCONUL) originally in 1999 and revised in 2011. 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. SCONUL identifies seven headline skills: (i) the ability to recognize a need for information; (ii) the ability to distinguish ways in which the information 'gap' may be addressed; (iii) the ability to construct strategies for locating information; (iv) the ability to locate and access information; (v) the ability to compare and evaluate information obtained from different sources; (vi) the ability to organize, apply and communicate information to others in ways appropriate to the situation; (vii) the ability to synthesize and build upon existing information, contributing to the creation of new knowledge.[1]

2.   The Big6 Skills Information Problem-Solving Approach to Information Skills Instruction

It is an information and technology literacy model and curriculum, implemented in thousands of schools – 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. This bases learning around the six steps: (i) task definition; (ii) information seeking strategies; (iii) location and access; (iv) use of information; (v) synthesis; (vi) Evaluation. [1]

INFORMATION LITERACY BENEFITS

1.   Information Literacy help to develop society
2.   It leads to improved study
3.   Students study to find, evaluate and synthesize information
4.   The skills they develop here are transferable to their eventual workplace making our students more marketable.
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SUGGESTION

•   A conference or workshop should be organized by national and regional library associations for all heads of library schools and information professionals with a view to developing or adopting an appropriate IL model for the school library.
•   In W.B there should be a model of IL education.
•   Librarian should provide training and awareness programme to users.
•   More awareness about information literacy needs to be created among the students
•   Librarian should give advanced training programmes to users.

INFORMATION LITERACY IN INDIA

Recently India has organized different Information Literacy Programmes like SSA (Sarva Shiksha Abhiyan), DPEP (District Primary Education Programme), National Literacy Mission etc. This programme is fairly modern in India. It is now used for school education. Information literacy in school library is important because new technologies appear on the library. The growing use of information technology is increasing the demand for information Literacy. Today we are bounded by a growing ocean of information. All information is not authoritative, current, and reliable. Some is biased. The significance of information literacy is to ensure that people understand how to, and why they need to study about sources in the information society. Some of these sources will be in the library, others will be in the world.

CONCLUSION

Information Literacy is the way to energetic contribution in the information-driven society. It provides learners the necessary skills and inspires lifelong and independent learning skills which are a prerequisite for problem-based and problem solving. Now a days IT change our society. People should be allowed to access the information and using it. For this, by government of India and academic institutions, organizations should conduct workshops, seminars, programmes to make more and more people IT literate. Today IL has become a worldwide matter. As a result several countries have taken initiatives in starting national as well as international programmes. India should take initiate in this matter.

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