Information Literacy

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Abstract: - *Now a days information Literacy has become a watchword. Everyone should have the skills to utilize knowledge in right way. The paper provides an introduction to Information literacy.*

Keywords: Information, literacy, ICT.

1.   Introduction

The word *information literacy* first appeared in print in a 1974 report by Paul G. Zurkowski (n.d.) written on behalf of the National Commission on Libraries and Information Science. Zurkowski (n.d.) used the word to describe the "Techniques and Skills" learned by the information literate "for utilizing the wide range of information tools as well as primary sources in moulding information solutions to their problems" and drew a relatively firm line between the "literates" and "information illiterate's. Information competencies are a key factor in lifelong learning. They are the first step in achieving educational goals. The development of such competencies should take place throughout citizens' lives, especially during their educational years, where librarians, as a part of the learning community and, as experts in information management, have or should assume the key role of facilitating information literacy. Through the creation, with faculty, of curriculum-integrated programs, librarians should actively contribute to the students' learning processes in their search to enhance or develop the skills, knowledge and values needed to become lifelong learners.

At the present time literacy means not only reading and writing but also you need many types of skills e.g. water literacy, law literacy, environmental literacy, economics literacy, diet literacy and technology literacy are different types of literacy. Today in the age of information ICT (Information Communication Technology) is most important.

In the era of ICT there is huge information flow, internet, T. V. Channels, Social Media are different ways to receive information. We receive information but some questions come into mind – is it truthful, how is it utilized and where it can be used, when it is validated. It is necessary to solve the questions when out mind is obstructed by the huge bombardment of acquired information. To solve the all these problems information literacy is truly needed.

What is meant by information literacy exactly? We want to understand necessity of information, to search, and evaluate it and ensure this information is not prejudicial to others, acquire this ability to use information – this is called information literacy. In brief, combined effect of different abilities means information literacy. More information is available than we need. Sometimes information is available but we do not need it.

At that time, we think how to use available information. It is problematic how to get exact information from available information.

We utilize information on different levels. For example, to choose our aim in education, at the place of service, in personal life. We acquire information through newspapers, radio, television and internet etc. This information is not filtered, therefore this information is filled with raw items. This information is available in various audio-visual media, so, it takes more time to understand. Further it is difficult to evaluate information. According to thinkers "It is a challenge to use information with quality and quality, because of

huge information supply. So, we have to ability to use effective information. So, we must have ability to use effective information. This ability comes from Information Literacy.

We need to understand information, acquir information we want and use it effectively, evaluate information and sources of information. The acquired information adds to our knowledge. To understand and utilize information information literacy is effective for society on a large scale. To search information, understand it, communicate and explain it etc. is not easy. It has need of high level intelligent ability.

Library actions that contribute to information literacy - There are several terms that are part of or contribute to the information literacy (IL) concept. They each have their own semantic content in addition to differences characterized by the type of skills, level, the categories of learning, and instructional facilitating methods. Comprising many different concepts, IL has evolved beyond early library instruction and information skills-focused programs to the current concept of information literacy. While library instruction emphasizes the location of library materials, another IL concept focuses on information strategies, and in yet another concept, IL is used to describe the process of information-seeking and information use competencies. To reiterate, information literacy focuses on information use rather than on bibliographic skills, that is, students must develop information competencies to become effective learners. Some of the IL-related terms are:

•   Information fluency – Capability or mastering of information competencies

•   User education – Global approach to teach information access to users

•   Library instruction – Focuses on library skills

•   Bibliographic instruction – User training on information search and retrieval

•   Information competencies – Compound skills and goals of information literacy

•   Information skills – Focuses on information abilities

Development of information skills – Process of facilitating information skills

Constructivist approach- The library skills of locating and accessing information are not the same as the higher thinking competencies of knowing how to evaluate, interpret, and use information. Lifelong learning instructional methods and education theories have influenced information literacy instruction. A constructivist approach focuses on students engaging with information to solve a problem and thereby creating new understanding through active investigation and thought, instead of memorizing facts presented in class lectures. Such a pedagogical approach, where information literacy is needed, enables students to become qualified learners. Information literacy is or should be based, on the other hand, on resource-based-learning, information discovery, and inquiry- and problem-based-instruction. The fundamental issue is to attempt to become "pedagogically sophisticated" using a number of appropriate approaches to enable the intended learning outcomes to be realized, enable students to do the assessment and recognize as many learning styles and approaches as is realistically possible (Walton, 2004). This "triangulated" approach is mentioned by Bligh (1998, 5p.).

Recently in India government decided different programmed to make people information literal. For example, Serva Shiksha Abhiyan, District primary education programme, national Literacy abhiyan etc.

In this chain group information centre activate by government. New changes in modern technology at the last mans of chain. Not only government responsible for this but also education institute public Libraries, various newspapers, new channels are responsible. The chief of the society should be needed to think arrange the programme of information literacy.

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