



## INFORMATION LITERACY FOR LIFELONG LEARNING

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### **ABSTRACT :**

*Information Literacy has become additional soft skill in this age of information and technology. Information explosion and advancement in communication technology have generated information flood like situation. This paper discuss the capacities needs to inculcate by an information user to fulfill his information needs.*

**KEYWORDS :** *Information Literacy, Lifelong learning.*

### **INTRODUCTION :**

The American library association defined information literacy as an understanding and set of abilities enabling individual to recognize when information is needed and have the capacity to locate, evaluate, and use effectively the needed information. Information Literacy is broad concept which includes information skills, ICT skills and library skills along with the problem solving and cognitive skills and the attitude and values that enable learners to function effectively in the information land scape. These competencies that provides each with a foundation for effective job performance, active citizenship and lifelong learning. Information literacy can empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal social, occupational and educational goals. Information literate people are the people who are good to knowing when they have a need for information, indentifying needed information to address a given problem, finding needed information, evaluating the information, organizing the information and using the information effectively. In short people trained in the application of information resources to their work can be called information literate.

### **INFORMATION :**

Information is data that has given shape. It may be considered as processed data. Thus information is data plus the meaning which has to be a result of human action.

### **LITERACY :**

Literacy involves the ability to use language in its written form, a literate person is able to read, write and understand his or her native language and expresses a simple thought in writing.

### **DEFINITION OF INFORMATION LITERACY :**

Information literacy empowers people in all walk of life to seek, evaluate, use and create information effectively to achieve personal, social, occupational and educational goal. It is a basic human right in a digital world and promotes social inclusion in all nations. The following information literacy elements are consistent with the definitions of information literacy developed for use in higher education and, as argued by Campbell are applicable across all domains of human developments.

- I. Recognize information needs.
- II. Locate and evaluate the quality of information.
- III. Store and retrieve information.
- IV. Make effective and ethical use of information.
- V. Apply information to create and communicate knowledge.

The definition of Information Literacy is based on stands developed by the ALA which include the following four statements.

Information literate people are those.

- I. Who have learned how to learn
- II. Who know how to find and use information
- III. Who are prepared for lifelong learning
- IV. Who can always find appropriate information for any task or decision making.

Further the personals with information skills are defined in terms of the following capabilities.

- I. They recognize that accurate and complete information is the basis for intelligent decision making.
- II. They recognize the need for information.
- III. The develop successful search strategies.
- IV. They identify potential sources of information.
- V. The successfully access all sources of information including print, media, electronic, digital and others.
- VI. The evaluate information based on needs.
- VII. They recognize information for practical application.
- VIII. They integrate new information into an existing body of knowledge.
- IX. They use information for problem solving.
- X. They are critical thinkers.

### **LIFELONG LEARNING:**

In the 21<sup>st</sup> Century, lifelong learning has become essential quality. The researcher or students of higher education need to be educated with regards to the abilities and skills of how to learn, or learning to learn, by developing the aspects of reasoning and innovative thinking and ideas. Information Literacy is a prerequisite for lifelong learning and is common to all disciplines, to all learning environments, and to all levels of education, it enables learners to engage critically with content and extend their investigations, become more self directed and assume greater control over their own learning.

With digitization of scholarly publications and the growth in online delivery, 'fluency' with information technology requires more intellectual abilities than the routine learning of software and hardware associated with 'Computer Literacy'. The focus is still, however, on the technology itself. Information literacy, on the other hand is an intellectual framework for recognizing the need for, understanding, finding, evaluating and using information activities which may be supported in part by fluency with information technology, in part by sound investigative methods, but most importantly, through critical judgement and reasoning. Information literacy initiates, sustains and extends lifelong learning through abilities that may use technologies but are ultimately independent of them.

World initiative on lifelong Learning (WILL) 1994 defines the concept of lifelong learning as 'A continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments'.

According to Hojat et al. defines the lifelong learning as "A concept involving a set of self initiated activities (behavioral aspect) and information seeking skills (capabilities) that are activated in individuals with a sustained motivation (pre disposition) to learn and the ability to recognize their own learning skills (cognitive aspect).

### **Role of Library and Library Professionals to Promote Information Literacy for Life Long Learning :**

To access, process, storage and retrieve the information was the earlier routine work of library professionals during their earlier days, after the shift of paradigm from traditional to advanced of library work, their responsibility have changed. They have to play a significant role to promote information literacy among the aspirant of information. There exists a gap between Librarians and the users information needs. To bridge this gap they need to educate and reeducate themselves to acquire new skills and competencies for a new role and they need to cultivate the concept of lifelong learning of information literacy skills. LIS professionals need to play an important role in the education process by making people aware of a need and motivating the use of information a new knowledge and a new ability.

As information specialist, library professionals are needed to provide training and guidance to their patrons to become information literate in school, academic, public and special libraries. The need to rethink seriously about their roles as information provider to information skill developers to promote information literacy effectively, they are required to be planned to counter the following issues to empower themselves and then their users.

- I. To enlighten about the growth of digital media to bridge the gap of digital media.
- II. To encounter the complexities due to the proliferation of information.
- III. To enable users as informed citizens through ability to access and use credible information.
- IV. To encourage independent, lifelong learning by new and vast information resources in many forms and formats.
- V. To enhance employability of workforce that is increasingly information dependent.
- VI. To manage the knowledge capital.

Library professionals are also need to act as information literacy teachers and required to perform following basic function to effectively implement information literacy program in their institution.

- I. Analysis of information need of library users while designing information literacy programme.
- II. Plan the duration, activities, resource person for the information literacy programme.
- III. Prepare curriculum anticipating the output of information literacy programme.
- IV. Decide the platform to conduct the information Literacy programme.
- V. Improve the content, assignment, duration, mode etc. according to feedback received.

### **CONCLUSION :**

Shifting of paradigm towards the advanced technology generated a digital divide between the information and its users. Huge quantity information is available on a simple clicking the button of a computer and on the other side after a unorganized search strategy, user remain unsatisfied with this information needs. This situation shows that the proper procedure of searching is absent in the search strategy. This could be because of information illiteracy, absent of learning skill among the information users. In such situation it is prime duty of library and library professionals to educate their users through. Information Literacy programme. This education the skill which users will receive after going through this programme will definitely made him lifelong learner.

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