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USER PERCEPTIONS OF INFORMATION LITERACY IN PHARMACY COLLEGE LIBRARIES AFFILIATED

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ABSTRACT:

Lifelong learning relies heavily on information skills. They are the first step toward achieving objectives in education. These skills should be developed throughout a person's life, especially during their educational years, when librarians, as experts in information management and members of the learning community, play a crucial role in promoting information literacy. Librarians should actively contribute to the learning processes of students by creating curriculum-integrated programs with faculty in order to help them improve or develop the skills, knowledge, and values they need to become lifelong learners.

KEYWORDS : Lifelong learning relies heavily , achieving objectives, promoting information literacy.

INTRODUCTION:

The guidelines serve as a conceptual template for academic libraries' information literacy programs. The information in this document can help educators, librarians, and information facilitators around the world frame their efforts to promote information literacy, particularly in developing nations. It will also be useful to anyone, regardless of where they live, who needs to start an IL program and wants a general conceptual framework.

The term "information literacy" first appeared in a report written by Software and Information Industry Association president Paul G. Zurkowski1 for the National Commission on Libraries and Information Science in 1974.Zurkowski utilized the expression to depict the procedures and abilities mastered by the data educated for using the extensive variety of data devices as well as essential sources in embellishment data answers for their concerns and defined a somewhat firm boundary between the literates and data uneducated people.

In 1989, a report on the Presidential Committee2 on Information Literacy outlined the significance of information literacy, opportunities for developing it, and an Information Age School. The Presidential Committee on Information Literacy is the final name of the report.

The Presidential Committee on Information Literacy updated its Final Report in 1998 as well. The six main recommendations of the original report were outlined in this update, which also looked at areas where progress had been made and areas where more work was needed. The Seven Pillars of Information Literacy model was developed in 1999 by the Society of College National and University Libraries (SCONUL) in the United

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Kingdom to facilitate the further development of ideas among practitioners in the field and to stimulate debate about the ideas and how those ideas might be used by library and other staff in higher education concerned with the development of students' skills. The updated report supports further advocacy for information literacy and reiterates its importance. Standards for information literacy have been established in a number of other nations.

DEFINITIONS:

American Library Association   defines, "To be information literate, a person must be able to locate, evaluate and use effectively the needed information."

Association College and Research Libraries : defines,a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information."

Need for Information Literacy Today

A hybrid environment is how libraries operate. The majority of libraries offer both traditional and ICT-based services. The vast amounts of information that libraries have acquired are processed, organized, circulated, and distributed. A facility for creating and publishing information in the public domain in the form of books and journals is made available by the availability of information and communication technology. Various electronic resources are being released and acquired by libraries for obvious reasons. Users need to be made aware of this information, which can be found in electronic formats like e-journals, e-books, CD-ROMs, and other databases. They also need to be made aware of the role that e-portals and information gateways play and need special skills developed so that they can use these facilities to their full potential. Subsequently for greatest use of such tremendous and enormous data assets, the Data Proficiency Projects is the need of great importance. It equips end users with the skills they need to find accurate and timely information.

Information Literacy - Scope

In the literature, there has been a lot of discussion about the nature, content, and structure of information literacy and the programs that go along with it. Despite the extensive debates surrounding the term and its concept, there is some agreement regarding the characteristics of an information literate individual.23 simultaneously, the push of numerous data proficiency programs is on ability advancement in the space of bibliographic directions. A person who is information literate has a variety of experiences with information literacy and is able to determine the kind of experience they need to use in new situations.

The information literacy programs only teach students how to use electronic resources and provide them with bibliographic information. The user would acquire some fundamental information literacy skills in this manner. It's possible that these kinds of skills won't be able to keep up with the changes in the information society. As a result, patrons of libraries need to go through some sort of process that will link up new information with existing knowledge. This situation encourages users to take a course in information literacy so they can learn how to use the most recent information resources, especially electronic ones.

Information Literacy Standards

The ACRL has approved and translated the Information Literacy Standards for higher education for the benefit of other nations. Numerous nations also consider the SCONUL and IFLA models when developing IL standards. Some of the well-known standards are as follows:

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REVIEW OF LITERATURE
The literature review is very important for understanding the research problem. The primary purpose of a literature review is to identify previous theoretical and empirical research that contributes to the identification of a field's numerous issues. In this section a framework of the examinations done in the Data Proficiency general viewpoints, Data Education Capabilities and Abilities, Data Proficiency in Schools, Data Education in Advanced education, Data Education and Libraries, Data Proficiency Drives and Meetings, Data Education Norms and Data Education in Drug store Training and review done in India and abroad are incorporated. The reviews are arranged in ascending color order. The research area's previous studies are better understood by the researcher thanks to this chapter. The following sections present the available research that is pertinent to the study:

• General Aspects of Information Literacy
• Competencies and Skills in Information Literacy
• Information Literacy in Schools
• Information Literacy in Higher Education
• Information Literacy and Libraries
• Initiatives and Conferences
• Standards for Information Literacy
• Information Literacy in Pharmacy Education

Utilizing indexes and abstracts, being able to conduct a bibliographic search, being able to meaningfully organize the collected data, describing, critiquing, and connecting each source to the research topic, and organizing reviews in a logical manner are all necessary components of a successful literature review. The relevant articles come from back volumes of Indian and foreign journals that can be found in Dr. Andhra University's V.S. Krishna Library UGC INFONET and open access journals from the internet are consulted in this context. The gathered articles were divided into eight categories.

INFORMATION LITERACY GENERAL ASPECTS
Baykoucheva and others (2016)[1] suggested developing information literacy instruction in collaboration with the course instructors and a chemistry librarian. The model's IL instruction not only helps students locate scientific literature and chemical compound properties, but it also helps them manage the information using a bibliographic management program. The model was created with both in-person instruction and online tutorials posted on a LibGuide page for each course. Student learning was evaluated using a Survey Monkey-designed graded online assignment. The model is implemented with a sample of 40-60 undergraduate chemistry students and 380-460 undergraduate chemistry students. The University of Maryland College Park's more than 20 undergraduate and graduate courses received effective information literacy instruction as a result of the findings. It furnished in excess of 5000 understudies with adaptable abilities that they can use all through their advanced degree and, surprisingly, later in their expert life. The chemistry librarian and the instructors of the course worked closely together on the model's design and implementation.

INFORMATION LITERACY COMPETENCE AND SKILLS
Alagu and Thanukodi (2018)[26] investigated how students' information literacy abilities were assessed. Awareness of library sources and services, both for printed and electronic documents, knowledge of the online catalog, and awareness of the use of information communication technology and online databases were all covered in the study. According to the study, the majority of students use the university's central library's

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internet, and the majority of students use a variety of informational sources to improve their seminar preparation.

INFORMATION LITERACY IN HIGHER EDUCATION

Through modular courses, Das and others (2018)40 studied fundamental programs like user orientation, information literacy, and computer literacy. Emerging technologies, information literacy, and shifts in higher education and their effects on libraries were briefly discussed in the study. Aftab and Neetu (2018) 41 examined information literacy among postgraduate students and research scholars of the social science faculty at Aligarh Muslim University. The study also highlighted faculty-librarian collaboration and the proactive role of librarians in ensuring the right information is delivered to the right user at the right time. With a response rate of 83%, 125 of 150 questionnaires sent to PG students, research scholars, and social science faculty members were returned for analysis. According to the findings of the study, the majority of respondents go to the library to borrow books, which are the sources of information that students use the most.

PHARMACY EDUCATION

The health sciences and chemistry are at the heart of the well-established profession of pharmacy. People used to use leaves, clay, mud, and other materials. to treat illnesses. Observations and experiences shaped the early pharmacy. Greeks, Egyptians, Mesopotamia, and China all made significant contributions to medicine and pharmacy. It is important to note how the profession of pharmacy has changed in modern Europe and the United States. The British had a significant impact on Indian pharmacy education. The pharmacy council of India was established and the pharmacy act was enacted in 1948.Diploma in pharmacy Bachelor of pharmacy Master of pharmacy Master of science in pharmacy MS Master of technology in pharmacy M. Tech Doctor of pharmacy and Doctor of philosophy in pharmacy are the educational programs offered in Indian pharmacy education. The national institute of pharmaceutical education and research was established to oversee pharmacy education. Seven institutes were established by the NIPER throughout India.

INFORMATION LITERACY

There are many reasons why information literacy in libraries is becoming more important. According to Paul G. Zurkowski, information literacy is a method and skill that users learn to use a variety of information sources. California ICT digital literacy, the Society of College National and University Libraries, and the presidential committee all made significant contributions to the development of information literacy. The majority of libraries worldwide are hybrid in nature, acquiring and subscribing electronic resources in addition to traditional information sources. Information literacy programs aim to teach people how to use electronic resources and provide information about bibliographies. Traditional literacy, computer literacy, visual literacy, media literacy, digital literacy, tool literacy, resource literacy, social structural literacy, publishing literacy, emerging technology literacy, critical literacy, and web technology constitute the component of information skills. The following are examples and standards for information literacy:

• A New Curriculum for Information Literacy (ANCIL)
• National Information Literacy Framework (Scotland)
• National Information Literacy Framework (Wales)
• Framework for Information Literacy for Higher Education developed by the Association of College & Research Libraries in the Big6:A method for solving problems with information. The well-known IL model created by Bob
• Berkowitz and Mike Eisenberg.

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CONCLUSION:

The modern library recognizes the significance of information literacy. In order to provide potential patrons of pharmacy libraries with high-quality information, libraries are subscribing to e-Resources, which are becoming increasingly available. In contrast, information models are available to meet the needs of libraries. Guidelines for developing information literacy programs in libraries are the ACRL information literacy standards.

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