

Information Literacy policy in School Library: Survey

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ABSTRACT

Present society is the information society in which the information and information literacy plays a very crucial role in our day to day life to perform the task of decision making. Information literacy forms the basis for lifetime learning. Information literacy is significant because we are surrounded by an increasing sea of information. Some information is authoritative, current, reliable, but some is obsolete, confusing, and incorrect. The types of technology used to access, information will increase. Information Literacy helps user to identify what information is needed. It help to understand how the information is organized and it also identify the best sources of information for a particular need. The present paper deals a survey about the Information Literacy policy in School Library.

Keywords: Information Literacy, School library, User studies, School Libraries

Introduction

Literacy is traditionally understood as the ability to read and write. The term's meaning has been expanded to include the ability to use language, numbers, images and other means to understand and use the dominant symbol systems of a culture.²⁹ The term Information Literacy was first used in 1974 by Paul Zurkowski. According to 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.(20)

According to ODLIS "Skill in finding the information one needs, including an understanding of how libraries are organized, familiarity with the resources they provide (including information formats and automated search tools), and knowledge of commonly used research techniques. The concept also includes the skills required to critically evaluate information content and employ it effectively, as well as an understanding of the technological infrastructure on which information transmission is based, including its social, political, and cultural context and impact. (21)

Association of College and Research Libraries information literacy is 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”. 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. 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.

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; (viii) practices ethical behaviour in regard to information and information technology; (ix) participates effectively in groups to pursue and generate information. In fact there are several definitions given by the scholars in one context or the other but one thing seems to be quiet clear that information literacy is not only knowing how to use computers and access information but also evaluating the nature and impact of information in relation to its technical infrastructure and its social, cultural and philosophical context. Shapiro and Hughes have identified seven self-explanatory dimensions of information literacy such as: (i) tool literacy; (ii) resource literacy; (iii) social-structural literacy; (iv) research literacy; (v) publishing literacy; (vi) emerging technology literacy; and (vii) critical literacy. However, according to Martin and Rader⁷ information literacy includes: (i) library literacy; (ii) media literacy; (iii) computer literacy; (iv) internet literacy; (v) research literacy; and (vi) critical thinking skills.(10)

Scope

This research work is measuring Information Literacy policy in School Library in West Bengal. The present study deals with the Librarians and teachers of different schools, such as, Jyotinagar Bidyasree Niketan, Ichapur bivukinkar high school, Fatepur High (H.S) School, Paikar High School, Bediagara Monomohit Vidyapith, Naihati Narendra Vidyaniketan, Buincha Junior High School, Saraswati Vidyaniketan (J. H).

Methodology

Data was collected through questionnaire, individual discussions and interviews with school teachers and librarians. Questionnaire was revised based on the suggestions given by the experts. The present study deals with the Librarians and teachers of different schools, such as,

Jyotinagar Bidyasree Niketan, Ichapur bivukinkar high school, Fatepur High (H.S) School, Paikar High School, Bediagara Monomohit Vidyapith, Naihati Narendra Vidyanyketan, Buincha Junior High School, Saraswati Vidyamondir (J. H).

Survey

In order to capture feedback of pragmatic nature, I enlarged a survey in which the participants were teachers and librarian of schools in West Bengal. The main goal of conducting this survey was to understand the idea teachers and librarians have of their roles while teachers of information literacy in schools. I choose school teachers and school librarians because I believe this is a very essential period of their student's lifecycle, when students start being interested about the society. They have to be ready to identify how to select, deal and organize all the information they will collect.

Analysis

The objective of the survey was to get an idea of how teachers and school librarians understand their role as information literacy. In order to answer these questions, I interviewed 10 teachers and 3 school librarians from different schools in West Bengal.

Librarians View

- When in our survey we ask the school librarians about their knowledge of Information literacy. Most of the But librarians are understand the meaning of Information literacy.
- Jyotinagar Bidyasree Niketan library provide user reference books, Paikar High School library provide user lending books and Fatepur High (H.S) School library provide user lending books and reference books.
- According to Preeti Gupta (Jyotinagar Bidyasree Niketan), Subrata Das (Paikar High School), Suvra Chandra (Fatepur High (H.S) School)are the students that appear in their library are not information literates.
- Preeti Gupta is the librarian of Jyotinagar Bidyasree Niketan. According to her school library over 8 years has been involved in the Information literacy programme. Subrata Das is the librarian of Paikar High School. According to him school library 0-3 years has been involved in the Information literacy programme. Suvra Chandra is the librarian of Fatepur High (H. S) School. According to her school library 0-3 years has been involved in the Information literacy programme
- In Jyotinagar Bidyasree Niketan team composed of librarians and teacher are responsible for teaching information literacy content at their institution. In Fatepur High (H. S) School librarians are only responsible for Information literacy content at their institution.
- According to Preeti Gupta, Suvra Chandra and Subrata Das librarian designs his /her own designs Information literacy instruction programmes and services in their schools.
- We asked the librarians that what their perception about their lesson play and role on developing Information literacy on students. Many librarians said yes. That mean their lesson play important role on developing information literacy on students
- According to librarian of Jyotinagar Bidyasree Niketan there has been no cooperation between teachers and librarians in their school and in Paikar High School and Fatepur High (H.S) School there has been cooperation between teachers and librarians.
- According to librarians of Jyotinagar Bidyasree Niketan Paikar High School and Fatepur High (H.S) School a specific course should dedicated to information literacy.

- Librarians of Jyotinagar Bidyasree Niketan, Paikar High School and Fatepur High (H.S) School said teacher should train short term librarianship training course to help them to better prepare their students for retrieve information in libraries.
- According to Preeti Gupta librarian of Jyotinagar Bidyasree Niketan and Suvra Chandra librarian of Fatepur High (H.S) School Information literacy compared to information technology literacy. According to Subrata Das librarian of Paikar High School compared to all other subjects for General Education requirements
- Preeti Gupta, Subrata Das and Suvra Chandra said in future Information literacy programme should be available in online.
- According to Preeti Gupta librarian of Jyotinagar Bidyasree Niketan and Suvra Chandra librarian of Fatepur High (H.S) School to integrate information literacy into the curriculum, the library administrators need to plan, design and develop an effective information literacy program. According to Subrata Das librarian of Paikar High School to integrate information literacy into the curriculum, the library administrators need to prove that the information literacy program is really effective for student learning outcomes.

Teachers View

- When in our survey we ask some teachers of Jyotinagar Bidyasree Niketan, Ichapur bivukinkar high school, Fatepur High (H.S) School, Bediapara Monomohit Vidyapith, Naihati Narendra Vidyaniketan, Buincha Junior High School, Saraswati Vidyamondir (J. H) about their knowledge of Information literacy. Most of the teachers known the term Information literacy but could not define it.
- Jyotinagar Bidyasree Niketan library provide user reference books, lending books and computer facility and other services. Fatepur High (H.S) School library and Bediapara Monomohit Vidyapith provide user lending books and reference books. Buincha Junior High School, Saraswati Vidyaniketan (J. H), Ichapur bivukinkar high school library provide user lending books. Naihati Narendra Vidyamondir, library provide user lending books, reference books, other
- According to Subir Adhikary (Ichapur bivukinkar high school), Bikash Ch. Ghosh and Biswajit Dey (Fatepur High (H.S) School), Joyati Dey and Malay Kumar Hazra (Bediapara Monomohit Vidyapith), Tapasri Chakraborty (Buincha Junior High School), and Chhabi Rani Dhar (Saraswati Vidyamondir (J. H)) are the students that appear in their class are not information literates. According to Manas Banerjee and Tapan Kr. Das (Jyotinagar Bidyasree Niketan), Sastick Deb Bhattacharyya (Naihati Narendra Vidyaniketan)) are the students that appear in his class are information literates.
- According to Subir Adhikary, Bikash Ch. Ghosh, Biswajit Dey, Joyati Dey, Malay Kumar Hazra, Tapasri Chakraborty and Chhabi Rani Dhar their school library 0-3 years has been involved in the Information literacy programme. According to Sastick Deb Bhattacharyya his school library 4-7 years has been involved in the Information literacy programme. According to Manas Banerjee, Tapan Kr. Das their school library over 8 years has been involved in the Information literacy programme.
- According to Subir Adhikary computer teacher of Ichapur bivukinkar high school, Bikash Ch. Ghosh Education Teacher of Fatepur High (H. S) School, Biswajit Dey Vocational Teacher of Fatepur High (H. S) School, librarians are only responsible for Information literacy content at their institution. According Joyati Dey Bengali

Teacher of Bediagara Monomohit Vidyapith and Malay Kumar Hazra Life Science Teacher of Bediagara Monomohit Vidyapith, Tapasri Chakraborty English Teacher of Buincha Junior High School teacher only responsible for Information literacy content at their institution. According to Chhabi Rani Dhar History Teacher of Saraswati Vidyamondir (J. H) and Sastick Deb Bhattacharyya Sanskrit Teacher of Naihati Narendra Vidyaniketan, team composed of librarians and teacher should responsible for Information literacy content at their institution. According to Manas Banerjee economics teacher of Jyotinagar Bidyasree Niketan and Tapan Kr. Das english teacher of Jyotinagar Bidyasree Niketan, Instruction librarians coordinated with librarians at schools, colleges for developing IL.

- According to Bikash Ch. Ghosh and Biswajit Dey (Fatepur High (H.S) School), librarian designs his /her own designs Information literacy instruction programmes and services in their institution. According to Subir Adhikary (Ichapur bivukinkar high school), Joyati Dey and Malay Kumar Hazra (Bediagara Monomohit Vidyapith), Tapasri Chakraborty (Buincha Junior High School), Sastick Deb Bhattacharyya (Naihati Narendra Vidyaniketan) and Chhabi Rani Dhar (Saraswati Vidyamondir (J. H)) other design Information literacy instruction programmes and services in their institution. According to Manas Banerjee and Tapan Kr.Das (Jyotinagar Bidyasree Niketan), Instruction librarians with the supervision of the Head of IS Division design Information literacy instruction programmes and services in their institution.
- We asked the teachers that what their perception about their lesson play and role on developing Information literacy on students. Many teacher said yes. That mean their lesson play important role on developing information literacy on students
- According to teachers Naihati Narendra Vidyaniketan, Jyotinagar Bidyasree Niketan Ichapur bivukinkar high school, Fatepur High (H. S) School there has been cooperation between teachers and librarians.
- According to Sastick Deb Bhattacharyya, Manas Banerjee, Tapan Kr. Das, Subir Adhikary, Bikash Ch. Ghosh, Biswajit Dey, Joyati Dey, Malay Kumar Hazra, Tapasri Chakraborty and Chhabi Rani Dhar a specific course should dedicated to information literacy.
- Many teachers said teacher should train short term librarianship training course to help them to better prepare their students for retrieve information in libraries.
- According to Tapan Kr. Das english teacher of Jyotinagar Bidyasree Niketan Manas Banerjee economics teacher of Jyotinagar Bidyasree Niketan, Bikash Ch. Ghosh education teacher and Biswajit Dey Vocational Teacher of Fatepur High (H. S) School, Joyati Dey bengali teacher of Bediagara Monomohit Vidyapith and Malay Kumar Hazra life Science teacher of Bediagara Monomohit Vidyapith, Tapasri Chakraborty English Teacher of Buincha Junior High School, Sastick Deb Bhattacharyya Sanskrit teacher of Naihati Narendra Vidyaniketan, Information literacy compared to information technology. According to Chhabi Rani Dhar History Teacher of Saraswati Vidyamondir (J. H) Information literacy instruction to students compared to information literacy instruction to teacher.
- Malay Kumar Hazra, Sastick Deb Bhattacharyya said Information literacy should be as an elective course in General Education. Tapan Kr. Das Subir Adhikary, Bikash Ch. Ghosh, Biswajit Dey, Joyati Dey, Tapasri Chakraborty and Chhabi Rani Dhar,

Manas Banerjee said in future Information literacy programme should be available in online and Online information literacy instruction tutorials should be organized.

- According to Bikash Ch. Ghosh to integrate information literacy into the curriculum, it should be upgrade the professional skills of instruction, According to Biswajit Dey, Joyati Dey, Sastick Deb Bhattacharyya, Subir Adhikary, Tapasri Chakraborty, Manas Banerjee, Tapan Kr. Das, to integrate information literacy into the curriculum, librarians Plan, design and develop an effective information literacy program. According to Chhabi Rani Dhar to integrate information literacy into the curriculum, Coordinate well with different schools. According to Malay Kumar Hazra to integrate information literacy into the curriculum, prove that the information literacy program is really effective for student learning outcomes.

Recommendation

The major recommendations of this study are below:

- **Library planning**
Before initiating the proper Information Literacy programs, it was necessary for the school library to undertake several phases of planning and developments. In this context, several information technology projects were should be implemented by the library. Perhaps, one of the most important projects, which turned out to have a dramatic effect on the IL program, was the library automation system.
- **Library orientation program**
The Library Orientation program offers the students of all classes in school for an introduction to the library's resources and services.
- **Information searching skills course**
School managing committee should be decided to offer a credit course, which is devoted entirely to IL. The objective of this course should be train the students on the skills of finding and using information sources, both print and electronic.
- **Librarian and information literacy**
Librarians should have the responsibility to teach information literacy skills and that cooperation with teacher will probably give better results, as it is also documented in information science literature.

Conclusion

Literacy is significant to lifelong learning and opportunities for success. The goal of Information Literacy in school library is to make library an integral part of the cultural experience, to improvement lifelong learning for students, teachers etc. These goals can be achieved through information literacy instruction sessions, and Information searching skills course training sessions, and library orientation program session. Use of Information Communication Technology has changed the thinking of information literacy. Some institutions that are conducting information literacy programmes in India are like INFLIBNET, DRTC Bangalore, INSDOC etc. IL is the route to active participation in the information-driven society. It gives students the necessary skills and inculcates lifelong and independent learning skills which are a prerequisite for problem-based and problem solving.

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