INFORMATION LITERACYAND LIFE- LONG LEARNING

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ABSTRACT

Information plays a vital role in all spheres of life in this technological era. Information is available in different formats and from various sources. To get the right information at the right time from the abundance of unclassified data/information, the users of the libraries must be information literates. Information literacy is the basis for lifelong learning and to develop sense-making ability among the users. The ability to procure and use information effectively is a vital skill of the people. The information literates have an ability to take decisions, solve their problems and know how to learn. Therefore, students need to be trained to the information competent. The information literacy skills help the students to become lifelong learners. The paper discusses the Information Literacy for Lifelong Learning.

Key words: Information Literacy, Lifelong learning

INTRODUCTION

Information is a vital resource and valuable input for social development and is certainly the basic component of education. The importance and need for information is increasing day by day. Information is available through libraries, community centres, internet, websites, blogs, social media, mobiles and many other resources. Information comes to the users in unfiltered formats, and raising questions about its authority, accuracy and reliability. The vast amount of information available in different sources. Information literacy is concerned with teaching and learning of the complete range of information sources and formats. It allows the users of information to express, to explore, to understand and to evaluate the flow of ideas in array of individuals and groups in this changing technological environment. Information Literacy and lifelong learning have a strategic, mutually reinforcing relationship with each other. It is critical to the success of every individual, organization, and nation-state in the global information society.

Definition

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." (American Library Association. Presidential Committee on Information Literacy.

Chartered Institute of Library and Information Professionals defines "Information literacy knows when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner."

According to a presentation by Town at the first international conference on Information Technology and Information Literacy in Glasgow, in 2002, the SCONUL approach to information literacy can be described as follows:

"...information literacy is knowledge rather than simply skill, achieved by education rather than training, created through partnership between professionals and is a lifelong endeavour that is contextual in field and service access.

LIFE-LONG LEARNING:

Lifelong Learning is shortly called LLL. In simple terms it means" "learning that continues throughout a lifetime." Hojat et al., 2003 defines the lifelong learning as a concept involving a set of self-

initiated activities (behavioural aspect) and information-seeking skills (capabilities) that are activated in individuals with a sustained motivation (predisposition) to learn and the ability to recognize their own learning needs (cognitive aspect)

.IL forms the basis of lifelong learning. It helps to make the students as lifelong learners and empowers them 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. IL competencies have been identified as a crucial element to foster lifelong learning and keep up with the fast emerging world.

LEARNING PROCESSES

Information literacy facilitates learning processes. Students and researchers learner faster and better through the vehicles of information literacy. Learning mainly focuses on achieving knowledge, skills and attitudes, associated with specific subject areas. Irrespective of the disciplinary stream, each and every student or researchers should be able to access, use and communicate information in an innovative manner. The information literacy curriculum plays a major role in order to cultivate these skills among the university and Research institute student and researchers. The curriculum can be implemented by the library professionals with the help of academic and administrative staff determines the extent of information.

INFORMATION LITERACY

Information Literacy (IL) is a broad concept that embraces information skills, ICT skills and Library skills along with the problem-solving and cognitive skills and the attitudes and values that enable learners to function effectively in the information landscape. It is a set of competencies that provide each individual with a foundation for effective job performance, active citizen ship and lifelong learning.

- Information Literacy is essential to successful lifelong learning
- It is a core competency in the information age.
- It prepares people to use information effectively in any situation.
- It helps people to recognize when information is needed and develops the ability to locate, Access evaluate use information effectively for problem-solving and decision-making.

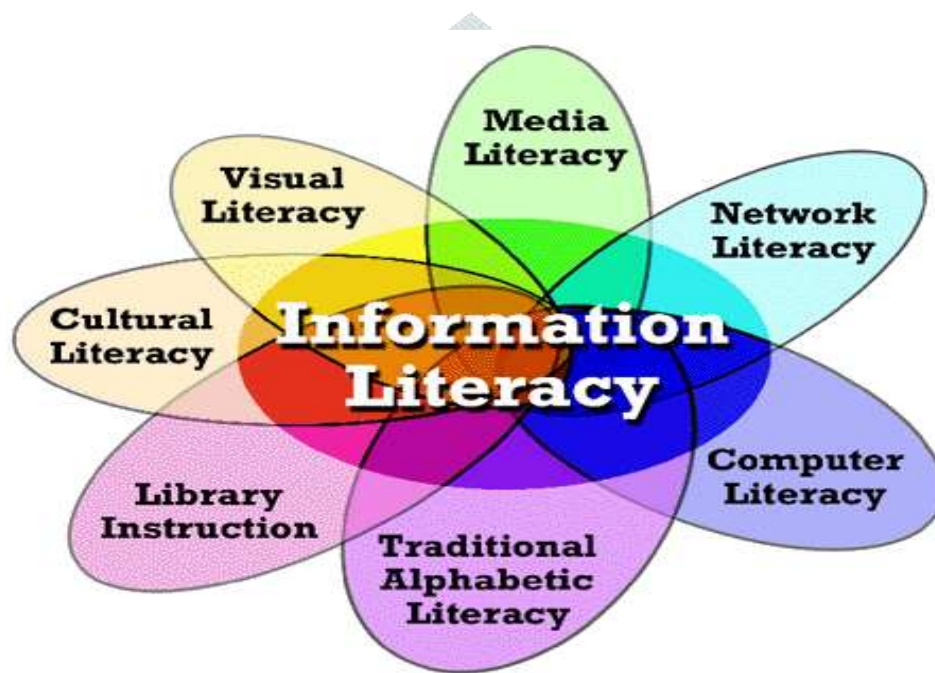## IMPORTANCE OF INFORMATION LITERACY (IL)

Information literacy stands at the core of freedom of expression and information - since it empowers citizens to understand the functions of media and other information providers, to critically evaluate their content, and to make informed decisions as users and producer of information and media content.

Information Literacy is of immense importance to institutions of higher education. One reason is that some undergraduate students acceding university have limited background of fundamental research and information competency skills. They may not have acquired the necessary skills to effectively search for information, or evaluate, synthesize and blend ideas; or may not have learned how to use information in original work or give proper citation and reference for information used. While some students may have

acquired basic computer skills to send electronic mail, navigate the web, and share files, they may not have been taught how to effectively search the Internet or effectively use library E-resources for academic research. This is where Information Literacy skills are essential and make the difference to the success of students. If these latter are given the opportunity to follow such programs, they will certainly face fewer difficulties while writing papers

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SCOPE OF INFORMATION LITERACY

Information Literacy may be presented in a number of formats. It includes a wide range of literacy beyond the basic ones of reading and writing. To negotiate from simple to complex information formats, we must be skilled in other literacy's. The following are other literacy's which implicit in information literacy.

Types of Information Literacy's

TYPES OF INFORMATION LITERACY'S:

- **Traditional Literacy**: The ability to read, write and do simple arithmetic.
- **Visual Literacy:** It is the ability to understand evaluates and express the ideas by using the images, including the ability to think, learn and express oneself in terms of images.
- **Computer Literacy**: The ability to handle and operate the system including software to retrieve information.
- **Media Literacy**: The ability of a citizen to access, analyze and produce information by using both print and non-print resources, including television, radio, newspapers, magazines, internet, etc.
- **Network Literacy:** The ability to locate access and use information in a networked environment like the World Wide Web (WWW).
- **Digital Literacy**: Considers the broad range of resources that are accessible online.

- **Library Literacy:** Gives an understanding of the different kinds of information resources housed in a library- books, magazines, encyclopaedias, reference materials, visual resources, use of OPAC, etc. It is the ability to search, locate texts and evaluate the relevance of information. It is not in the presence or absence of skills, but as progressive stage.

Role of Information Literacy in India

In the recent decades India has tried to increase the population of information literate and educated citizens through organizing different programmes like, Sarva Shiksha Abhiyan (SSA), District Primary Education Programme (DPEP), National Literacy Mission and so on and established the community information centre and village knowledge centers are the recent additions to this effort that would transform India into an information society, where information and knowledge resources are considered as critical ingredient for development. Here, information literacy can play a vital role in educating the users of libraries on various information and documentary resources, where to start searching of information, what where and how to access them, how to assess and compare retrieved information, how to communicate their information or findings to the general masses and experts, and so on. To provide right information to the users, public librarians should be trained to develop information literacy competency and should able to educate the user that will make user information literate.

National Digital Library Mission (NDLM)

Has been initiated with the vision to empower at least one person per household with crucial digital literacy skills by 2020. This is expected to touch the lives of more than 250 million individuals over the next few years. NDLM is an effort to complement government's vision to transform one from each household as digitally literate. The project aims at helping adults with low technological literacy develop the skills they need to interact in an increasingly digital world.

The National Digital Literacy Mission is a dynamic and integrated platform of digital literacy awareness, education and capacity programmes that will help rural communities fully participate in the global digital economy. Our focus is on making technology central to enabling change.

The various stakeholders for the Mission are: Government of India, working to extend the vision of a digital India by promoting e-governance and transform India into a connected knowledge economy.

Implementation partners, who are empowering communities with capacity building and training programs through digital means.

Adult Education and Lifelong learning implementation

The scheme will be implemented through volunteerism through online mode. The training, orientation, workshops of volunteers, may be organized in face-to-face mode.

All equipment and resources shall be provided digitally for easy access to registered volunteers through easily accessible digital modes, viz, TV, radio, cell phone-based free/open-source Apps/portals, etc.

CONCLUSION

Lifelong learning is the indispensable key to achieve success in the twenty-first century. It is an effective way for inventing the future of the societies. It is necessary rather than luxury to be considered. It creates the challenges to understand, explore and support new essential dimensions of learning such as self-directed learning, learning on demand, collaborative learning and organizational learning. People committed to lifelong learning can only meet the challenges faced by the communities and the nations. Information literacy is one of the key enablers of lifelong learning capability.

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