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INFORMATION LITERACY PROGRAMMES IN SELECT UNIVERSITY LIBRARIES IN DELHI: A STUDY

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ABSTRACT

This paper describes the implementation of Information Literacy Programmes (ILP) and discusses the different IL methods, content, barriers, and evaluation in six university libraries in Delhi. The findings shed light on the implementation of IL both the time tested methods and novel web-based instruction for IL delivery. A lack of skilled manpower and shortage of funds and facilities were identified as major problems. The libraries in Delhi were found to be lagging behind in terms of mechanisms for measuring the effectiveness of ILP. The study focuses on the evaluation mechanisms and also the impact of Web 2.0 tools on ILP in these libraries. Recommendations are made on the best use of the library's e-resources and develop policies concerning partnerships with faculty members, database vendors to support the development of library staff in India. One purpose of this work was to develop strategies that could also be applied elsewhere in India.

Keywords: *Information Literacy, Role of Libraries, Higher Education, India.*

INTRODUCTION

Today University libraries in India are functioning in hybrid (paper and electronic) environment and are active partners in the UGC-Infonet Digital Library Consortia and other Consortiums. However, lack of appropriate training to the users to access e-resources is considered as one of the major constraints in effective use of e-resources (Sethi and Panda, 2012). Furthermore, there is a perception that the Internet is the library of world and Wikipedia the encyclopedia of choice, library users bypass their library preferring Google (Loertscher and Woolls, 2012). In addition, many universities in Delhi are offering inter disciplinary courses and the opportunity to select a course from other faculty/department outside a student's defined subject area. Research on complex and interdisciplinary courses needs information literacy skills to take logical path in

the search and application of information. These courses provide the opportunity to embed IL skills in the curriculum highlight the value of transferable IL skills within the curriculum (Howard, 2012).

Information literacy is now the domain and responsibility of all educators and it is applicable to all disciplines. IL is increasingly recognized as important and "forms the basis for lifelong learning" (ACRL, 2000), IL enables the learner to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. Library and information services need to be, and be seen to be, the driving force behind new and collaborative approaches to curriculum delivery in order to retain a key role in providing information skills training to students. They need to change attitudes towards the library and show that they have more to offer

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than bibliographic instruction (Big blue, 2006, Li 2006). Bearing this context in mind, a study was conducted to evaluate progress among university libraries in Delhi in developing and implementing IL programmes.

2 University Libraries

This study was focused on the following six universities libraries in Delhi:

University of Delhi (DU)

The University of Delhi (popularly known as Delhi University) is the premier university of India, established in 1922 (<http://www.du.ac.in/index.php?id=505>). The University Library, known as Delhi University Library System (DULS) is one of the oldest university library systems in India comprising of 15 libraries. DU has become the trend setter in university libraries in Delhi and country in the field of IL implementation. It imparts information literacy programmes at different levels with students, research scholars and faculty members regularly. It provides IL online tutorials (Figure 1a) and multimedia tutorial (Figure 1b) for research scholars of the university. DU also introduced a separate core paper on Information Literacy at Master's level (2nd Semester) of the Department of Library and Information Science, since 2007 (<http://dlis.du.ac.in/Download/M-109.pdf>).

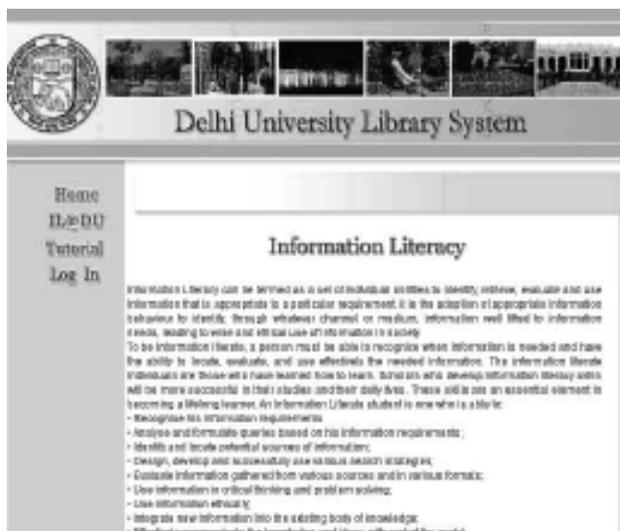


Figure 1b: ILP@DU Multimedia Tutorial (Source: <http://crl.du.ac.in/ilmtutorial/>)

Jamia Hamdard University (JHU)

Established in 1960 (<http://www.jamiahamdard.ac.in>). Jamia Hamdard Library System comprises of Central library and six faculty libraries. The Central Library of the university was named as Hakim Mohammed Said (HMS) Central Library in 1992. Library Orientation Programmes were organized for the benefit of teachers and research scholars to introduce them to the online journals and databases subscribed to by the HMS Central library, through the UGC-Infonet Digital Library Consortia. (<http://www.jamiahamdard.ac.in/LibraryInformationSystem/news.html>).

Jawaharlal Nehru University (JNU)

Established in 1969 (<http://www.jnu.ac.in>), the Central Library, knowledge hub of JNU provides comprehensive access to books, journals, theses and dissertations, reports, surveys covering diverse disciplines with the objectives of (i) to procure, organize and disseminate information in different formats, (ii) to support and promote the use of rich and diverse collection among the users, and (iii) to enhance and support the academic environment by providing seamless access to information resources (<http://www.jnu.ac.in/library/Intro.htm>). As the part of ILP, the Central Library is organizing orientation programmes for faculty/researchers/students in collaboration with various academic publishers and database producers in JNU.

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JamiaMilliaIslamia (JMI)

JamiaMilliaIslamia, an institution originally established at Aligarh in United Provinces, India in 1920 became a Central University by an act of the Indian Parliament in 1988 (http://jmi.ac.in/aboutjamia/profile/history/historical_note-13). The University Library, known as Dr.Zakir Husain Library, is the Central library of Jamia Library System, which includes the Faculty and Center Libraries. The library has a dedicated Internet Area where students are encouraged to make use of e-journals, with regular Orientation Programmes (<http://jmi.ac.in/studyatjamia/library/zhl/introduction>).

Guru Gobind Singh Indraprastha University (GGSIPU)

Established in 1998 (<http://www.ipu.ac.in>), Guru Gobind Singh Indraprastha University (GGSIPU) has a University Library, re-christened as University Information Resources Centre (UIRC), initially established at its Kashmere Gate Campus (in September 1999), but, now relocated to its Dwarka campus with the prime responsibility to supplement the educational and knowledge needs of the students, researchers and its faculty members.

Delhi Technological University (DTU)

Previously known as Delhi College of Engineering (DCE) (initially established with the name – Delhi Polytechnic) came into existence in the year 1941 (<http://www.dce.edu/web/Sections/About/history.php>) to cater the needs of Indian industries for trained technical manpower. From July 2009, the DCE has become Delhi Technological University (DTU). The Central Library, DTU caters the information needs of the students of various branches of engineering. Library has prepared a manual for exposing the library activities to the new comers. This manual is provided at the time of enrollment as member of the library. This is also available on the digital library for reference. Library organizes information literacy programmes under the title “explore the library” for users. These programmes consist of hands on knowledge to the participants on searching the engineering and technology literature and the facilities available in the library (<http://library.dce.edu/about-us/librarian-message>) and providing online tutorial for specific e-resources (Figure 2).

TUTORIAL ON SPECIFIC E-RESOURCES

1. SCITATION

A sample search is given for accessing ASME and ASCE full text journals.

Accessing ASME and ASCE Journals

In an example given below, a search is conducted on "Journal of Aerospace Engineering" ASCE. The procedure for accessing full text article is same for ASME.

Steps by step:

1. Log on to the home page <http://scitation.aip.org>, the interface will display

Figure 2: Online tutorial on specific e-resources @DTU Library
(Source: <http://library.dce.edu/pdf/how-to-access-ejournals.pdf>)

3 Review of related literature

A review of recent literature on the scope and nature of IL revealed that interpretations of ILP have broadened significantly to include a wider set of IL skills, as follows: Information literacy means a mastery of the processes of becoming informed (Dervin, 1977; Dervin, 1983; Moore, 2002). On the other hand, IL is “the set of skills needed to find, retrieve, analyse, and use information” (Association of College and Research Libraries (ACRL), 2011). A new definition for IL was put forth by Swan (2011) as the ability “to find, retrieve, analyse, synthesize, share and use information from a variety of media sources”. Building on Swan’s definition, Favaro (2012) redefined IL as “to find, retrieve, synthesize, organize and manage information, collaborate, share, and use information from a variety of media sources ethically”.

Many universities provide invaluable IL instruction to their students through lectures, seminar presentations, workshops and programs. However, the approaches followed and skills taught by many of these programs are often not applicable outside the walls of the university. Librarians have been heavily engaged in IL instruction since decades, but, as Sundin (2008) notes, this practice has been concentrated within academia. There is an imperative need for libraries to exercise proper awareness, “necessary orientation and training of such newly introduced services in order to create a positive environment for change (Syed, 2002). Howard (2012) outlines the development of a new strategy to deliver IL teaching and support to students. It describes the process of developing an academic skills strategy, which places IL within a broader range of academic skills, with the aim of contributing to the

overall learning development of students. Ubogu (2006) asserts that the mission of academic libraries includes helping students who are information literate and prepared for lifelong learning. Hoyer (2011) suggests IL instruction within academia does not go far enough in preparing students for the information society beyond university. Pawley (2003) suggests librarians should continue to teach skills and tools, but that they should also include instruction about context and shape of information. It makes perfect sense that these skills would be taught within an educational context; information use is key to success in academia. Zhang (2002) asserts, by focusing on IL skills and developing independent learners through effective use of web-based technologies. Emmons and Martin (2002) examine the impact of library instruction on assignments completed by university students. Humbert and Tilley (2006) advise the need for library website redesign where an underlying goal for improving users' information literacy is a key factor. Fang (2006) profiled a project to expand the IL tutorial into WebCT for students taking online courses with a grasp of information competencies.

Evaluation is an essential part of any ILP and librarians concentrate their efforts on teaching students to evaluate sources and replicate information practices most commonly used in academia (Toledano O'Farrill, 2008). Students are deemed "information literate" when they have mastered a set of tools and skills (Limberg and Sundin, 2006; Sundin, 2008; Marcum, 2002). As Poyner (2005) states, evaluation of information skills training can be regarded as a form of two-way communication. It can help to assess library performance, redesigning training materials and make to think about training methods. It can also demonstrate whether or not end-users are making the best use of the available resources. Malliari and Nitsos (2008) highlight the need for developing and evaluating ILP as a means of reinforcing information literacy. These evaluation criteria are entirely appropriate for library instruction programs designed to help students succeed in their university careers. Studies by Haraldstad (2002) sets out the new plan for the library's curriculum integrated ILP and stress the importance of testing the students' mastery of the skills taught and evaluating the impact of the instruction. Anderson and May (2010) and Kraemer, Lombardo & Lepkowski (2007) specifically investigate the effectiveness of library instruction in online, blended and face-to-face settings.

As new technologies, media, and tools emerge, concerns of their conversion with existing tools and the needs to incorporate them in current literacy education have been discussed by Jones-Kavalier and Flannigan (2006); Craig (2011); Weiner (2010); and Lippincott (2007). Discussion on specific digital and media literacy includes visual literacy (Bleed, 2005; Metros and Wollsey, 2006); mobile literacy (Yarmey, 2011; Futhey, 2011; Parry, 2011); and social media literacy (Rheingold, 2010). Academic libraries are quickly becoming the major players in adopting and incorporating Web 2.0 applications into their services compared with other types of libraries (Xu, Ouyang and Chu, 2009). Elmborg (2003) also said IL can be a vibrant and interesting subject if it emphasizes the process of searching and researching, "undoubtedly been greatly enriched by the availability of Web 2.0 new participatory tools" (O'Connell and Groom, 2010). Librarians will be exploring the potential for communication, promotion, text responses and catalogue access via mobile technology.

There have been several studies on IL in the realm of ILP in India. Information literacy is a constellation of skills revolving around information research and use (Hileima Devi & Devi, 2006). Chauhan, Chand and Murthy (2006) reports ILP to make literate users to use optimum level of e-resources available through UGC-Infonet: Digital Library Consortium and also "a tool for capability building" (Karisidappa, 2004). Varalakshmi (2007) advocates effective implementation of ILP is possible with efficient models of IL and developing critical thinking skills (Mashroofa, 2009). Singh and Majumdar (2009) describe the ILPs and activities organised by DULS. Singh (2010) evaluates IL courses and the course curriculum blends research and technical writing skills effectively. Bhatt (2011) reviews the literature related to IL models, standards, ILPs and initiatives taken in India. Pattar, et al (2012) have tried to identify the barriers in implementing the ILP and revealed that the availability of e-resources has increased the necessity of ILPs.

4 Research objectives

The main objective of the study was to examine the various information literacy programmes being conducted by the university libraries in Delhi. In particular to:

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- to review the implementation of information literacy programmes in university libraries in Delhi;
- identify the different methods of delivering ILP;
- determine the barriers to implementing ILP;
- identify the methods used to evaluate ILP, and
- determine the impact of Web 2.0 tools on ILP.

The present study is confined to six universities of Delhi, viz. (i) University of Delhi (DU), (ii) Jawaharlal Nehru University (JNU), (iii) Jamia Millia Islamia (JMI), (iv) G.G.S. Indraprastha University (GGSIPU), (v) Jamia Hamdard (JH); and (vi) Delhi Technological University (DTU). The selection of university libraries were based on active implementation of Information Literacy Programmes to their clientele during the survey period.

Survey method followed for this study with the help of structured questionnaire, designed keeping in view of the stated objectives and scope of the study, comprising of dichotomous, multiple choice, rating, and opinion questions. However, a few open-ended questions were also included in order to gather qualitative data relating to the subject. Total 16 questions were included in the questionnaire. The questionnaire was circulated among the six study university librarians in Delhi during the survey period i.e. 18-28 July 2012. All filled-in questionnaires were collected personally so the response rate is 100 percent. The responses received from the respondents to 16 questions are presented in four main sections in the form of tables and figures and analysed by using a simple method of calculation.

5 Data analysis and interpretation

The first section examines the ILP implementation. The second section deals with methods and contents of ILP. The third section focuses on the barriers for implementation of ILP, and the last section elaborates the findings of the evaluation and their implications on the ILP.

5.1 ILP Implementation

The data on the provision of IL programmes reveal that all the study university libraries for their users to support the teaching and learning mission of the university and

application of skills needed to find, evaluate, and use information that will contribute to their academic success and lifelong learning.

Frequency of ILP

ILPs have always been present in the universities in India, but, in different forms and referred to differently, such as: library orientation, user education, bibliographic instruction, library instruction, library research, and recently the use of the term “information literacy” instead of “bibliographic instruction” to describe what librarians teach. Leaving apart the frequency of conducting the ILPs in universities, it is also necessary to find out how frequently the students make use of ILPs, so as to assess their alertness and opportunistic caliber. Figure 3 shows that 50 per cent libraries indicated that ILPs are being provided at the beginning of the academic year, followed by 33.33 per cent study libraries are providing such programmes as and when required. Interestingly, only one library indicated that it provides such programs twice in a year i.e. beginning of each semester. Besides above, special programmes are organised for research scholars who are embarking on research projects or academic exercises with the aim of preparing them for their research. Further, the libraries organise other programmes with the aim of familiarising the students with the various tools available within the libraries throughout the year. Madhusudhan and Nagabhushanam (2012) found in their recent research that there is an urgent need for web-based information literacy programs for effective use of web-based library services.

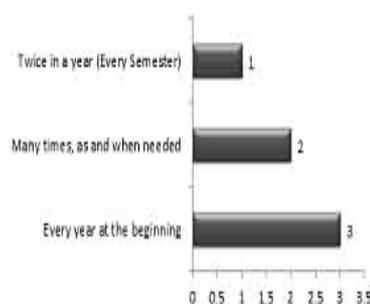
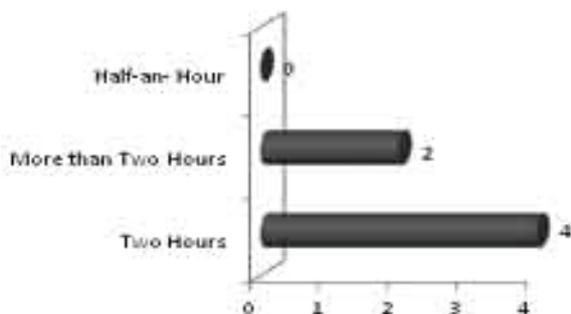


Figure 3: Frequency of ILP (n=6)

Duration of ILP

This is the most important and basic aspect related to

the appraisal of the usefulness of ILP and extent of ILP in study libraries varies from one to another. Figure 4 clearly indicates that 66.67 per cent of libraries provide ILP duration of two hours and rest 33.33 per cent provides more than two hours. Interestingly, none of the study libraries provide IL programmes less than half-an-hour.



Provision of User Study

Users are the ultimate target and consumer of everything which is provided by the libraries. Literature generated on library effectiveness show that user satisfaction is main determinant of library effectiveness and provision of user study is an essential component for any ILP. Figure 5 reveals that 83.33 per cent libraries conducting the user studies while designing and developing ILP and only 16.67 per cent did not conduct any studies. It is clearly evident that provision of user study is very much taken into consideration while designing ILP and success of such programmes depends on the satisfaction of users. It is worth mentioning here that majority of authors take the view that it is ultimately the user satisfaction and the quality of services that will indicate the effectiveness of the libraries.



Figure 5: Provision of User Study (n=6)

5.2 Methods and Contents of ILP

Delivery Methods of ILP

Information literacy is considered as a powerful weapon for lifelong learning because it recognizes the impact of the speed of change and the penetration of new knowledge and technologies. The central mission of higher education is to develop lifelong skills and provide the continued growth in the later career of the students. Different methods and instruction modes are advisable for different learning styles and for different resources. Since one method does not fit in all cases. So the IL method should be chosen after assessing the resources of the library and evaluation of the methods. Delivery methods of ILP in study libraries comprising of introductory briefing in the orientation program, Library tour, Library guides/handbooks, Individualized instructions, Small group interaction, Demonstration, CD-ROM instructions, Audio/video lectures, Online instructions, Web-based instructions, and Scheduled workshops in the Library. Figure 6 depicts that four out of six libraries used the methods such as: introductory briefing in the orientation program, library tour, small group interaction, and demonstration, followed by library guides/handbooks, online instructions, and scheduled workshops in the Library with 83.33 per cent; individualized instructions and web-based instructions with 66.67 per cent; Audio/video lectures with 33.33 per cent. Only 16.76 per cent libraries are using CD-ROM instructions as a delivery method of ILP. Surprisingly, many study libraries are sound in delivery methods of ILP.

Note: Multiple answers are permitted.

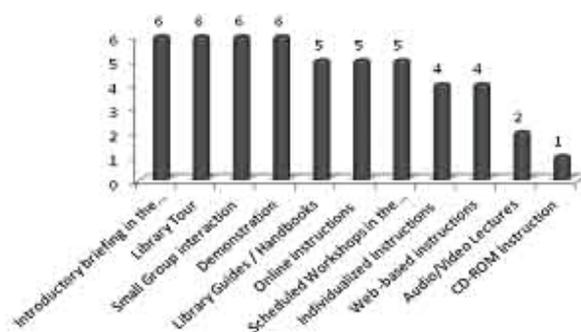
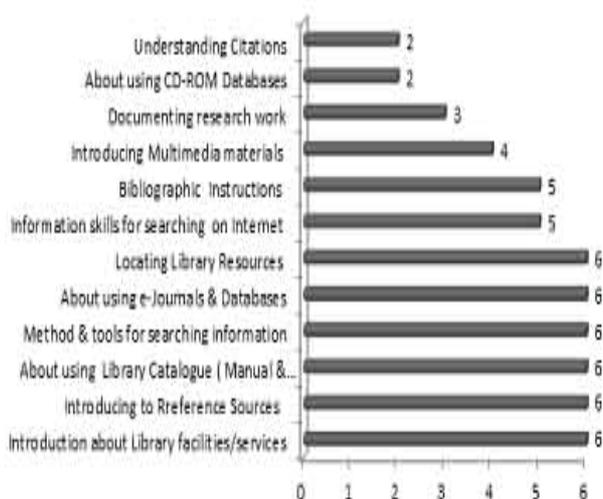


Figure 6: Delivery Methods of ILP (n=6)

Contents of ILP

Content is the primary consideration of any programme and no exception to ILP. Figure 7 reveals that the contents of the ILP i.e. type of information imparted in the ILP by the study libraries, out of 12 content options as provided by the questionnaire, fifty per cent of them are incorporated by the study libraries i.e. introduction about library facilities/services, introducing to reference sources, about using library catalogue (manual and OPAC), method and tools for searching information, and about using e-journals and databases. Interestingly, 83.33 per cent study libraries were incorporated the content features such as: information skills for searching on Internet and bibliographic instructions, followed by multimedia materials with 66.67 per cent and documenting research work with 50 per cent. In contrast, CD-ROM databases and understanding citations content is used very meagre in the ILPs with 33.33 per cent.



Note: Multiple answers are permitted.

Figure 7: Content of ILP (n=6)

Impact of ICT on ILP

The technology is now quickly and certainly there, but it seems the skills necessary to use it most effectively and more important-critically are not, but, skills needed to use information technology at a level appropriate to a person's position, work environment and discipline

and the ability to continue to develop them into the future (Winship, 2001). Librarians have traditionally seen their instructional role as one of teaching informational processes, not technological skills. However, in order for students to successfully complete the research process, they must first understand and be able to effectively use technology (Warnken, 2004). In view of the above, two questions viz. methods of ILP and contents of ILP were asked the respondents in order to ascertain the impact of ICT on ILP.

Extent of Impact	Impact of ICT on	
	Methods of ILP	Contents of ILP
No influence	00(0)	00(0)
Not sure	01(16.66)	01(16.66)
Quiet a bit	01(16.66)	01(16.66)
A great Deal	04(66.67)	04(66.67)

Table 1: Impact of ICT on ILP (n=6)

It is evident from Table 1, the views of majority of librarians (66.67 per cent) concur on the significant impact of ICT on both contents and methods of ILP, followed by not sure and quite a bit ICT with 16.67 per cent each, whereas, none of the respondents mentioned no influence of ICT on ILP methods and contents of ILP.

Satisfaction with the ILP

This question aimed to investigate the University librarians' satisfaction with regards to goals of ILPs being conducted by study libraries. The degree of respondent on trends towards the achievement goals of offered ILP. If a goal gains more rating over the average, it is considered to have high achievement. But, if a goal gains fewer rating than the average, it is considered to have lower achievement. Figure 8 shows that 66.67 per cent of the respondents agreed that the users are satisfied with the ILP conducted by respective libraries and rest 33.33 per cent are strongly agree with such programmes. Interestingly, no study library was found that uncertain, disagree and strongly disagree with ILP being conducted in respective study libraries. The findings clearly show that the study libraries achieved their higher ILP contentment goals.

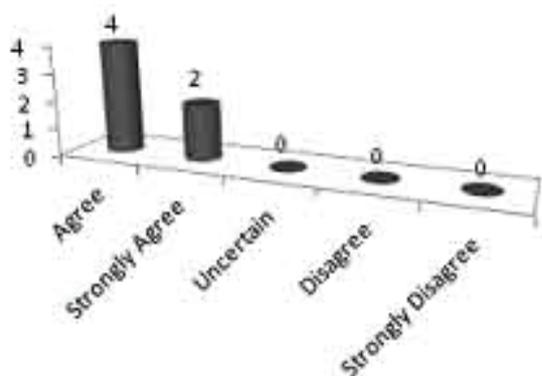


Figure 8: Satisfaction with the ILP (n=6)

5.3 Barriers for Implementation of ILP

Barriers faced

Information literacy is emerging as one of the most critical literacy for an educated person who will be living and working in the twenty-first century. There are many barriers in implementation of ILP in university libraries, such as: library collection, support from authorities, funds, facilities, skilled manpower, etc. In other words, access to library e-resources, sophisticated information tools without a conceptual base for use will not result in the diffusion of meaningful research abilities among the students. There is a need for systematic approach to teaching students the ability to know when and how to find and convert useful and relevant facts and opinions to new ideas and knowledge. Such an approach requires a university campus wide effort, in which support from university authorities, collaboration between library staff and teaching faculty, sufficient funds and facilities for efficient implementation of ILP.

In view of the above, a question was asked the Librarians to present the barriers they face when providing IL programmes in their universities. Implementation of ILP requires collaboration between faculty members, librarian and university authorities, and success of an information literacy programme could be the perceptions and understanding of teaching faculty of their role, and the role of librarians as teachers. Figure 9 clearly shows that 83.33 per cent of the study librarians have faced problems such as the lack of interest in IL programmes, and faculty nonchalance towards IL were mentioned by five respondents. Only 16.67 per cent librarians did not

face any problems in the implementation of such programs in their libraries.

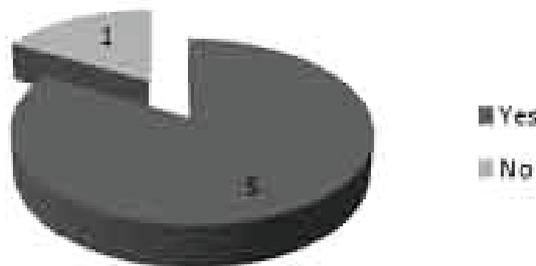


Figure 9: Barriers faced (n=6)

Type of barriers in ILP

An ineffective ILP should not compete with the use of class time, but, instead complement it and help the students to respond successfully to more challenging assignments. Another factor contributing to this barrier is the degree to which faculty define the challenge of developing IL for students as a problem belonging exclusively to librarians. A supplementary question was asked to Librarians to elaborate the type of barriers in implementation of ILP in their libraries and provided seven notable barriers in the questionnaire. Figure 10 indicates that 50 per cent respondents are facing the problems like ‘lack of curriculum for ILP’ (integration of information literacy into the curriculum requires collaboration among faculty members, librarian and university authorities and half of the study libraries do not have a proper curriculum for ILP), ‘lack of skilled manpower’ (many professional library staff posts are vacant and unable to implement proper ILP) and ‘shortage of funds & facilities’ (many study university libraries are facing shortage of funds and facilities), followed by 33.33 per cent librarians stated that they face the problems like ‘lacking consensus within the library’, ‘low learning motivation of students’, and ‘little support from university authorities’. These findings are consistent with those of Baro and Zuokemefa (2011), Dadzie (2007), Idiodi (2005) and Pattar, et al (2012). They found out that absence of properly designed curriculum on information literacy, lack of skilled manpower, and low learning motivation of the students are notable barriers in ILP implementation.

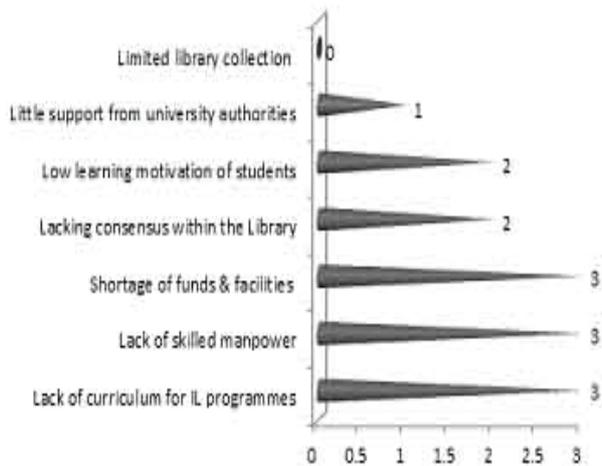


Figure 10: Type of barriers in ILP

5.4 Evaluation of IL Programs

Evaluation of ILP

Evaluation as a process of improvement and betterment must be linked to quality (Marzal, 2010). In view of the above a question was asked the Librarians, whether they conducted any evaluation of the IL programmes provided by them. Attaching quality and evaluative scope to an information literacy programme as a service raises the question as to whether or not accreditation or certification is worthwhile, even though it is a well-refined process in libraries, which have their own methods, ways and documents (Jorge, 2007, as quoted by Marzal, 2010). Figure 11 indicated that only 66.7 per cent libraries conduct any evaluation of ILP, but, 33.3 per cent libraries do conduct some form of evaluation, it varies from library to library.

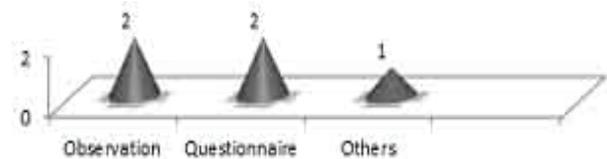


Figure 11: Evaluation of ILP (n=6)

Approaches to Evaluation

The study also sought to identify the evaluation approaches that were employed in the study university

libraries for ILP. A question was asked the Librarians about various approaches to evaluation of ILP. Figure 12 clearly indicates that the observation and questionnaire based approaches to evaluation was the most favoured and generated two responses. The last one was the interview approach which was geared towards making the evaluation process all inclusive in order to promote acceptability of the programme. However, the respondents were unable to give elaborate reasons why they choose any of the above approaches and web-based tools/surveys.



Note: Multiple answers are permitted.

Figure 12: Approaches to evaluation

Sharing Experiences

A question was put to the librarians to elucidate the value of the ILP and to share any other information/experiences about the increasing need of IL/information skills in this digital environment. Out of six libraries, only three responded to this column. They feel that there is a need of ILP on regular basis and for handling electronic environment skilled staff is required in the libraries.

Most of the study libraries want to run ILPs for their users, but are held back by constraints, for example, limited collaboration between library staff and teaching faculty and university authorities and they are looking at other methods of delivery. Currently, some of the universities in Delhi are designing online tutorials and flash-based IL presentations for their ILP. For example, University of Delhi is leading in this direction and designed Multimedia-based ILP <<http://crl.du.ac.in/ilm/tutorial/>>.

Information Literacy Plan

Information literacy plan establishes a model for embedding information literacy into the academic curriculum of the University, articulates the role and responsibilities of the University's key contributors to the development of information literate students and

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research scholars, and also establishes review and reporting mechanisms for stakeholders. An open-ended question was asked the respondents regarding existing IL plan of the library. Figure 13 clearly indicates that majority, five out of six university libraries do not have IL plan and only University of Delhi (DULS) having IL Plan. i.e. Information Literacy and Competency Development Program (Figure 14). It is clear that the task of IL plan is of great utility and significance. However, there is still a set of issues which act as obstacles in the way. This study has taken a complete stock of all those including the barriers of IL, and evaluation of ILP, even though IL plan do not exists in majority of study libraries.

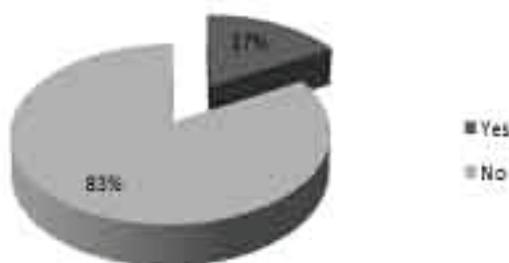


Figure 13: Information Literacy Plan (n=6)



Figure 14: IL and Competency Development Program @ DU

(Source: <http://crli.du.ac.in/Information%20Literacy%20and%20Competency%20Development%20Programme.htm>)

The priority in recent years has been on developing e-strategies and infrastructure to underpin electronic access and services and to deliver those benefits. However, any long-term access and future benefit may be heavily dependent on IL policy strategies being in place and underpinned by relevant policy and procedures. The effectiveness of this IL policy will be

measured by, the development by the university library and the other departments of a sustainable model for supporting academic staff in the development of IL; the inclusion of IL objectives into course curriculum; Faculty and university librarians working together to develop IL training programs, to support teaching and learning, and Faculty teaching and learning committees including statements on information literacy initiatives into annual course reports.

Impact of Web 2.0 tools on ILP

Information literacy makes independent learners for lifelong. The birth of the Web made it necessary for Librarians to shift towards search strategies and evaluation of sources. The tool focused ‘bibliographic instruction’ and later shift to Information Literacy and now with the growth of Web 2.0 it is termed as Information Literacy 2.0. In the higher education arena, today’s net-generation students were weaned on multimedia, regularly viewing, sharing and loading video with YouTube and other social networking sites. With constantly evolving technologies and new tools as well as overflows of information presented in various formats, higher education institutions are in an exciting and challenging era to work with the new generation of learners.

The new thread of Web 2.0 is dynamic and information literacy is a sturdy fibre. If we accept this underpinning and interweaving, then this can be an exciting time for IL teachers (Godwin and Parker, 2008) and customized information delivery, reading list services (an aid for subject-topic-specific learning and teaching), and tailor-made information followed on a specific university course or module in an academic environment and “keep libraries and its client in close proximity in providing new ways to connect and support them in their academic and research activities” (Ram, Anbu, Kataria, 2011). In view of the above changes in web technologies, an open-ended question was put to the respondents to state as to Web 2.0 tools in ILP revealed that the respondents lacked knowledge of Web 2.0 tools and familiarity with social networking sites. From the above analysis it is evident that respondents were not using Web 2.0 tools for ILP in study libraries, but, the respondents made it clear that their institutions will have to develop an ILP incorporating the Web 2.0 tools in future. Beeson (2006) puts the emphasis on the need to inculcate in student’s critical and reflective attitude to information, as they

read and write it, keeping their search object under review, knowing they 'have to steer through vast seas of information and will have to change course several times on their journey, without losing sight of their overall purpose or interests.

6 Conclusion

The findings of the study revealed that majority of university librarians strongly agree and delivering IL programmes for their users at the beginning of the academic year. Majority of the study libraries are conducting user studies while designing and developing their information literacy programmes. As far as content of IL is concerned, it was noted that besides regular information search skills, libraries did not give much emphasis on skills like using CD-ROM databases, understanding citations, documenting research work, plagiarism, etc. These skills are essential for students and research scholars in their academic and research work and become an important element in lifelong learning. Most having sound delivery methods of ILP with significant impact of ICT on both the contents of ILP and methods of ILP. Lack of curriculum for ILP, lack of skilled manpower, shortage of funds and facilities, and also faculty nonchalance towards IL are major barriers faced by majority study libraries. The survey has also revealed that majority (66.7 percent) of study libraries are not conducting any kind evaluation for measuring the effectiveness of ILP and five out of six university libraries do not have information literacy plan. Majority of study libraries are not using Web 2.0 tools for ILP, but, in the process of designing online tutorials and flash-based IL presentations.

It is suggested that instead of making IL programmes once a year/semester, study libraries must make it a continuous process by designing skill specific and course specific literacy programmes for greater acceptance. It is useful to point out that relevancy of contents of IL programmes used is somewhat influenced by the typologies of the library. For example, of the twelve options listed for contents in the ILP, the study libraries accepted only six content options fully and remaining partially. Study libraries may design online tutorials and web-based instructions for students' convenient time and use Web 2.0 tools, where they fit in relation to IL teaching. There are those that increase the subject content available to students (e.g. Wikipedia), those that can be used to deliver IL (e.g. blogs, YouTube) and those

that will help students to become more proficient learners. Study libraries must have a IL plan for effective implementation of ILP.

It is hoped that the study libraries will attend the lacunae and evaluate the ILPs in light of media and IL. Regular feedback systems are necessary for understanding the expectations, strengths and weakness of ILP. One successful method for developing IL skills is through resource based learning which involves students to assume more responsibility for locating the very materials from which to learn. This approach develops lifelong skills because students are learning from the same sources which they will come to use in their daily lives. In the absence of such feedback and evaluation of the quality of IL Programmes may lead to obsolescence and there is an urgent need to develop a set of "best evaluation practices" for effective implementation of ILP. For the good of the academic community and nation, university libraries in Delhi have to strive hard to acknowledge and affirms its role in advocating, developing and supporting IL skills throughout the whole University community as an essential element of the Library's mission.

Further, study libraries must partnership and collaboration with Faculty members who act as advocates for lifelong learning and encouraging students to do their own research. Study libraries must recognize the faculty members skills in the curricula and instigate awarding "best IL teacher certificates and gifts" during the Library Week celebrations for their outstanding services in effective implementation of ILP in their respective courses. Engaging database vendors, aggregators to create awareness about the search skills and product specific features is also worth exploring and must incorporate IL course in post-graduation and research programmes as a compulsory course. An ideal university library is, as Kope (2006) suggests, a learning centre combining learning, writing, research and technology. To achieve this end requires not just a change in the facilities of the library, but, an even bigger change in librarians' minds, concepts, and relationships with students (Chen, Lin, and Chang, 2011). Lastly, it should also be noted that this research has some limitations. Since it surveyed, only six universities in Delhi, the librarians may not accurately represent the whole population. For future research, a broad study should include more university libraries in India and report the problems faced by users in ILP, as well as

expanding the study to other libraries in order to gain a broader perspective on the development of innovative and creative ILP.

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