



Government of Karnataka
Department of Collegiate Education

GOVERNMENT FIRST GRADE COLLEGE

Shiralakoppa - 577428, Shikaripura Tq, Shivamogga Dist, Karnataka
(Affiliated to Kuvempu University)
(NAAC Accredited with 'B' Grade)

One Day Multidisciplinary
National Conference Proceedings on

**“SUSTAINABLE DEVELOPMENT AND KNOWLEDGE
MANAGEMENT IN HIGHER EDUCATION”**

“ಉನ್ನತ ಶಿಕ್ಷಣದಲ್ಲಿ ಸುಸ್ಥಿರ ಬೆಳವಣಿಗೆ ಮತ್ತು ಜ್ಞಾನ ನಿರ್ವಹಣೆ”

On 19TH March, 2019




PRINCIPAL

Kanara Welfare Trust's
Divekar College of Commerce
KARWAR - 581 301

Organized by
Internal Quality Assurance Cell (IQAC)
Government First Grade College, Shiralakoppa

Chief Editor
Dr. Rajeshwari H.



Editors
Dr. Raghavendra R. H.
Dr. Asaraf Unnisa L.

Year of Publication : 1st Edition July 2019

Volume : 1

Copyright © [2019] [Chief Editor] All Rights Reserved.

No Part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system without permission in writing from the publisher.

Size : A4

Paper : 75 GSM

Binding : Paper Back

No. of Pages :600

No. of Copies : 200

ISBN :978-81-940165-1-9

Chief - Editor

Dr.Rajeshwari H.

Editor

Dr.Raghavendra R.H.

Dr.Asaraf Unnisa L.

Printed at:

Sneha Printers

G B Lane, Cottonpet,

Bangalore - 560053

Disclaimer

Although every precaution has been taken in the preparation of this book, the publisher and author assume no responsibility for errors or omissions. Nor is any liability assumed for damage resulting from the use of the information contained herein.

113. A Study of the Effectiveness of Yoga Education on Holistic Development of Student Dr. A. B. Anilkumar & Ravikumar N G	326
114. Information Literacy in Higher Education Dr. B R Tole	329
115. Role of Sports in Higher Education Issues, Challenges and Suggestions M. V. Govindaraju	331
116. Effect of yoga on self confidence Dr.Hanumanthayya Pujari	334
117. Comparative study on the selected motor fitness components between rural and urban high school boys Mr. Harish K M& Mr. Lokesh S	337
118. Teacher Adjustment as Related to Interest and Attitude Towards Teaching Jafar	341
119. Healthy Benefits of Doing Yoga Jayakeerthy H T	344
120. Physical Education as part of Sustainable Development Dr Jayaram Maraditot	347
121. Information Literacy in Higher Education Shri. K. Kaleemulla	352
122. Role of Sports in Higher Education, Issues and Challenges Shree K. Kaleemulla	354
123. The Significance of Sports and the Part of the Organizational Head Dr. Kishor .V & Mr. Thippeswamy D H	356
124. Role of Sports, Yoga and Meditation in the overall development of a student Krishnamoorthy Vaidya	360
125. Sports-Yoga-Meditation Build and Promote Moral Values Kumaraswamy .K .C	366
126. Playing Ability of Kho-Kho Players in Co-Relation with Health Fitness and Motor Fitness of Male Kho-Kho Players of Karnataka: A Study Manjunatha H S & Dr. Madialagan S	368
127. The Comparative Study of Cardio- Respiratory and Motor Fitness Ability Between Boxers and Wushu Players Dr .Mantesh Kumber & Dr. Munegowda P	371
128. Sports Injuries and Treatment Dr. Muneshwar.P. Ballary.	374
129. Physical Education as A Part of Sustainable Development P. C. Murugeshappa,	376
130. Overall Development of Students Through Sports, Yoga And Meditaious K. P. Nagabhushan Setty,	379

Information Literacy in Higher Education

Dr. B R Tole*

Abstract:

Traditionally, literacy means the ability to read and write. However, there are various types of literacy. Such as audio visual literacy, print literacy, computer literacy, media literacy, web literacy, technical literacy, library and information literacy etc. The traditional concept of literacy was primarily concerned by making people understand how to read and how to write in their day- to-day activities. Information literacy, however, is entirely different from these classical concept. It is a combination of all the aforementioned concepts but goes far beyond them. According to the American Library Association, information literacy is the ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information".

Information literacy is the set of skills needed to find, retrieve, locate, analyze, and use information. To put it differently, Information Literacy skills empowers individuals with set of abilities and, critical thinking skills, which will assist them in becoming independent lifelong learners. Given this information explosion, it has become increasingly obvious that students cannot learn everything they need to know in their study fields during the years at college and the university. This is why information literacy has to fill in this gap through equipping students with the necessary critical thinking for effective problem solving and becoming lifelong learners.

Key words: *Information Literacy, Information, Information Explosion, Higher Education.*

INTRODUCTION

Higher education institutions are pioneers in society to provide higher education to the people's society. They must meet society's requirements by producing highly skilled people. They act as a leader for societal change and set an example for society to follow. The educated graduate of the 21st century should be one, who must empowered with various skills and abilities such as lifelong learning skills, enquiry and research skills to carryout systematic investigation for finding solutions to complex problems, employability and career development skills to succeed in the rapidly changing working place, capacity survive in the present globalised society, communication and information literacy skills, ethical, social and professional understanding, capability to think independently, exercise personal judgment and taking initiatives and good collaboration, teamwork and leadership skills. Information Literacy (IL) plays a very significant role to produce such skilled graduates in the present rapidly changing technological era.

THE IMPORTANCE OF INFORMATION LITERACY IN HIGHER EDUCATION.

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.

SIGNIFICANCE OF INFORMATION LITERACY IN HIGHER EDUCATION ENVIRONMENT

The concept of information literacy has gained considerable attention in the higher education communities. There is a common belief that higher education's institutions should include the teaching of lifelong learning skills in their missions. Universities have the responsibility of empowering their members with necessary skills, so that they can contend with the world of information independently. Since the 1990s, higher education communities throughout the world have stressed the importance of information literacy (as shown in Figure 1) for the following reasons:

1. Information literacy is essential to successful lifelong learning. Lifelong Learning is shortly called LLL. In simple terms it means "learning that continues throughout a lifetime." Hojat defines LLL is 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.
2. Information literacy is a core competency in the information age. The arrival of information age and its rapid growth has created challenges throughout the world. It has brought an enormous increase in the quantity of information available to the public (includes students) and multiplied the media of

* Physical Education Director, Divakar College of Commerce, Karawar, Uttara Kannada Dist

- knowledge transfer such as internet, CDs and electronic databases. Students can easily acquire large amount of information but they don't know how authentic, valid and reliable the information is. This poses special challenges for students in evaluating, understanding and using information in ethical and legal manner. Information literacy as core competency helps students to locate needed information and evaluate it critically in order to face the new challenges of the information age.
3. Information literacy contributes to the improvement of learning and teaching. Information literacy rejects the traditional teacher centered learning model, rather, it is based on active learning model in which the student is at the centre of the learning environment. Information literacy programs provide learners with self-directed, independent and constructive learning opportunities. The Alexandria Proclamation on Information Literacy and Lifelong Learning recommends: "Implement active pedagogical practices such as problem-based learning, service learning and constructive learning that are both in support of and well supported by the practice of information literacy"
 4. Information literacy is one of the most critical literacy for an educated person in the 21st century. In the present 21st century information era, students are needed to develop critical thinking abilities to become skilled users of information sources available in different locations and formats for their own self-directed learning. Foundation for Critical Thinking 18 defines Critical Thinking as the "intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, experience, reflection, and reasoning or communication, as a guide to belief and action". People who think critically consistently attempt to live rationally, reasonably, empathically. IL acts as a key component in making students as critical thinkers, so that they are able to find the right information among the myriad of sources and apply it to make wise decisions.

CONCLUSION

Concluding it can be said that higher education institutions in India have an opportunity, and a challenge, to prepare students to meet the demands of the information age. Institutions need to identify what graduates should know and be able to do. Recipients of a quality education share certain attributes: critical thinking, problem solving, a global vision and a multicultural perspective, preparedness for work and good citizenship. Institutions must be accountable for how far their students go from the freshman year to graduation. The educated graduates of the 21st century should be the information literate graduates, one who should be able to find, evaluate and apply needed information. Universities and other institutions of higher learning should be responsible for producing such graduates.