

**කෘතවේදී : ජ්‍යෙෂ්ඨ මහාචාර්ය පියදාස රණසිංහ
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**Kritavedi : Festschrift for Senior Professor
Piyadasa Ranasinghe**

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A review of Information Literacy Initiatives in the Sri Lankan public universities

Dr. Pradeepa Wijetunge

Abstract

This paper begins with a brief discussion on user education, library orientation and information literacy and comments that many programmes are being conducted in the Sri Lankan public universities to support users, without any detailed knowledge of who is offering what. This paper is an attempt to study the different programmes offers at present. The e-mail list of the University Librarians' Association was used to contact all university librarians and a questionnaire was used to gather data. There has been 43 responses from 28 librarians from 12 universities. Findings are presented under eight sub headings; number and duration, nomenclature and number of students, course contents, assessment and credit awarding, positive effects of the programmes, support of teachers, other factors and barriers to implementation. The study concludes that there are 73 programmes of different time lengths and most of them are short traditional user education programmes. Although many are named as Information Literacy, they do not seem to have the characteristics of information literacy programmes. The same contents seem to be offered across the range of programmes, with a few exceptions in the programmes over 20 hours. Only few programmes conduct any post-programme assessment. Only six programmes are offered any credit values and all programmes are offered independent of any curriculum integration apart from the programme offered by NILIS. The librarians reported that a major problem was the inability to get a suitable time slot in the student time table to offer the library programmes.

Keywords: *Information Literacy, user education, library instruction, Sri Lanka , universities*

Preamble

I am indeed honoured to be able to submit this brief paper for the volume published to felicitate Prof. Piyadasa Ranasinghe, a stalwart of library domain in Sri Lanka, who is retiring from his formal employment in September 2014. I was fortunate enough to meet Prof. Ranasinghe during the very early days of my career, and though I did not have many opportunities to be a disciple of this leading light, I have witnessed his caring and sharing paternal qualities. It is my sincere hope that he disseminates his knowledge among the up and coming library professionals, more enthusiastically and actively, after his retirement and wish him the best of health, wealth, and strength for the future. In honour of Prof. Ranasinghe's contribution to the professional education, this short research paper on information literacy initiatives in the Sri Lankan public universities is written.

1. User education and Information Literacy

User education has been taking place in the libraries for the last 30-35 years and many papers have been published on various types of user education programme. *User education* is all the activities involved in teaching users how to make the best possible use of library resources, services, and facilities, including formal and informal instruction delivered by a librarian or other staff member on-on-one or in a group (Feather and Sturges 2003). However, careful analysis of the literature indicates that these user education programmes are evolving, from simple *library orientations* to *bibliographic instruction* and *Information Literacy*, over time. Coravu(2010)

identifies that some user education programmes are focused on the library (library education, library instruction and instruction in library use) while some are focused on the library user (user education, reader instruction, and user assistance). There is also reference to *bibliographic instruction*, which refers to user training for locating information in the library. Simultaneously, there have been references to *library literacy*, which is the acquisition of a range of skills relating to identification of and familiarity with sources and information seeking processes, usually through formal bibliographic instruction and information user education (Bell 1990). As Coravu(2010) further comments, after the spreading of Internet on a global scale, *user education*, *bibliographic instruction*, and *library literacy* are being replaced with the concept of *information literacy*. Unlike the former concepts, information literacy refers to a set of abilities, which are independent of the type of resources, or the place in which they can be found. As Coravu(2010) comments, the accent is placed on developing critical thinking skills. The library is not the only place where the users can access information now but the librarians need to help the users to find information offered in a multiplicity of formats and channels. Breivik and Gee (1985) has defined information literacy as follows;

The characteristics of information literacy are an integrated set of skills (pertaining to research strategy, and evaluation), and knowledge of tools and resources. These characteristics are developed through the acquisition of attitudes relating to persistence, attention to detail, and caution in accepting the printed word and single sources. Furthermore, the characteristics are: time and labour intensive; need-driven (that is a problem-solving activity); and distinct from but relevant to literacy and computer literacy (Breivik and Gee 1989, p.23).

Nevertheless, the concept of information literacy is also evolving according to the changing information landscape. In 2000, ACRL defined information literacy as "a set of abilities requiring of individuals and groups to recognize when information is needed in their unique contexts and have the ability to effectively and efficiently locate, evaluate and use"(ACRL 2000, p.2). After fourteen years ACRL has publicized a new definition; "Information literacy is a repertoire of understandings, practices and dispositions focused on flexible engagement with the information ecosystem, underpinned by critical self-reflection. The repertoire involves finding, evaluating, interpreting, managing and using information, to answer questions, and develop new ones; and creating new knowledge, through ethical participation in communities of learning, scholarship, and practice"(ACRL 2014a). ACRL further justifies why this radical definition was required as follows;

The new *Framework* addresses some limitations of the current standards in a number of areas that have become more important in higher education in recent years. The *Framework* moves beyond the standards' conception of information literacy, which provides a limited, almost formulaic approach to understanding a complex information ecosystem. The organization of the standards document in a hierarchy of standards, performance indicators, and learning outcomes conveys a fixed conception of how information literacy can be realized in varied curricula. The standards also focus attention on the objects of scholarship as mostly textual ones, reflecting the time in which they were written. Although the standards pay some regard to other modes of scholarship and learning (visual, data, multimedia), the explosion of these modes and the increasingly hybridized, multi-modal nature of learning and scholarship require an expanded conception of information literacy learning and pedagogy beyond the mostly text-based focus of the standards. In the proposed *Framework*, we hope to provide spaces for creative, integrative, flexible thinking about the dynamic information ecosystem in which all students live, study, and work (ACRL 2014b).

2. Methodology

It was evident that many programmes are being conducted in the Sri Lankan public universities to support users, but without any detailed knowledge of who is offering what. Therefore, it was decided to contact all senior staff of university libraries (the fifteen universities coming under the purview of the SCOLIS¹) and the e-mail list of the University Librarians' Association was used to contact them. Whether they are conducting a user orientation / user education / Information literacy or any such programme to help the students in searching, they were requested to provide the details.

A questionnaire was designed to gather data including 22 questions on the respondents' details, programme details, the credit bearing nature, support from university teachers and their perceptions towards the programme. In addition, evaluation methods of the programme by others, barriers encountered by the librarians in implementing the programme, positive effects of the programme, and support expected from bodies like SCOLIS and ULA² were queried (Appendix 1).

Data collection was carried out during the latter half of July 2014. Out of 150 email addresses (this included the alternative and inactive addresses as well) in the ULA list, 28 librarians returned 43 responses from twelve universities and three affiliated institutes. Although the respondents were requested to complete one form for each programme conducted, many have given the details of several programmes in one form. This was not a major problem in analyzing, as these covered the programmes offered to different groups using the same course contents. Data were further verified at the two-day workshop on Information Literacy organized by the ULA on 24th and 25th of July 2014. However, five responses were rejected as three of them provided details of individual topics taught by the respondents within a specific programme and one provided details of a planned programme yet to be implemented and another on a discontinued programme. Since the data were more qualitative, content analysis was used to examine the responses and MS Excel was used to summarize the quantitative details.

3. Findings

The following sections present the findings gathered from twelve universities, under eight sub headings; number and duration, nomenclature and number of students, course contents, assessment and credit awarding, positive effects of the programmes, support of teachers, other factors and barriers to implementation.

3.1 Number and duration of the programmes

After the cleaning of data, it was evident that 72 different programmes are being conducted at present and that they could be categorized into six types according to the duration of the programme, which varies from 0.5 – 2 hours to over 20 hours (Table 1 in Appendix 2). It was established that 25 programmes are offered across 2-4, while 21 programmes are offered across 0.5 – 2 hours, and 10 programmes each conducted for 5-10 hours and 10-15 hours. Seven programmes are of over 20 hours duration. Of these seven programmes, the one offered by NILIS is of 40-hours duration, but it does not cover only the library or information aspect and further details of this will be provided under course contents.

Universities of Sri Jayawardanepura, Peradeniya and Colombo offer the highest number of programmes with 17, 15, and 11 programmes, respectively, but programmes of over 20 hours are conducted only by three universities, namely Ruhuna, Colombo and Visual and Performing Arts and the National Institute of Library & Information Sciences (NILIS) of University of Colombo. Of these, University of Ruhuna offers the highest number of programmes of over 20 hours duration. Tables 2 – 6 of Appendix 2 presents the details of the programmes offered by each university responded and the faculties, departments or subjects in which the programmes are offered.

3.2 Nomenclature and number of students in the programmes

Analysis of the responses established that a wide range of names are used to identify the programmes, however many could be grouped under few common names. Sixteen Orientation programmes, four information skills programmes and four information literacy programmes were evident while there were many others with specific names like *effective use of e-resources*, *accessing e-health information*, *seminar on, literature review*, *access to information* etc. Further analysis of this nomenclature indicated that the brief introductory programmes offered for new entrants are often named as library / user orientations or library / user awareness programmes. Five to ten hour and ten to fifteen hour programmes are often given a very specific title indicating the content or named as information literacy or information skills programmes. The programmes with longer durations (over 20 hours) are also named as either information literacy or information skills programmes. One programme of 40 hours duration conducted by NILIS did not have any IL or library specific name but the IL skills were integrated with a Teacher Librarianship module of a Masters programme.

The analysis indicated that the number of students in each programme vary from four to over 500. The shorter orientation programmes (up to 2 hours) are mainly offered to new intakes, and consist of large numbers in the case of undergraduates and 30-50 in the case of postgraduate students. In the more specific programmes, the student numbers vary from four at NILIS to 50+ at PGIM.

3.3 course contents

Content analysis proved that the course contents could be broadly categorized in 9 groups, introduction, information resources, information searching, evaluation of information, reading and note taking/making, literature review, referencing, ethical use of information, and other miscellaneous topics. Table 7 in Appendix 3

Introduction to the library and services, membership rules and regulations as well as library tour are covered in the shorter programmes. The programmes with longer durations do not offer such topics except introduction to the library in two types of programmes (10-15 and over 20 hours). Information resources are not covered in many shorter programmes except a few introductory topics. Information searching is covered more in shorter programmes and evaluation of information and referencing are covered in all programmes. Reading and note taking/making is covered more in programmes of longer duration than in the shorter programmes except in one case in which importance of reading is covered. Literature reviews tend to be covered in the programmes of 2-4 hours and 5-10 hours while many other specific topics are covered in the programmes of over 20 hours.

The 26- hour programme conducted by Ruhuna University expands the concept of information and knowledge and also covers eight hours of scientific communication which includes, research process, preparation of research reports, effective communication skills and scientific communication channels in addition to the more common topics like introduction to information sources and services, organisation of knowledge, information retrieval and evaluation and using information responsibly.

NILIS recorded a unique programme of 40 hours in which ICT literacy is integrated with a compulsory course module. The first module of teacher Librarianship in the Masters in teacher Librarianship programme combines Google Doc and Google Drive (two applications of Google Apps for Education). The students take notes using Google Docs during the lectures and the notes are further enhanced by them after the class using various reading material. Then these notes are evaluated by two peers with evidence of changes through Google docs and the final note is subjected to formative assessment by the teacher, and at the end of the course, an e-portfolio is submitted to NILIS for final results.

3.4 Assessment and credit value

Although 72 programmes were recorded, only eighteen programmes assess the students after the completion, in mostly the programmes of 10 or more hours of duration. The most often used method of assessment is written test combined with assignments, practical and viva (at University of Ruhuna) followed by practical tests, classroom tests, assignments, take home essay writing, assignment based literature review and pre/post programme tests. NILIS recorded a unique assessment method, which combined the assessment of content as well as process. An e-portfolio, evidence of practice like Note-taking cards and content of an essay are assessed in their Module of Teacher Librarianship.

Similarly, only six programmes are assigned any credit values. The programmes of over 20 hours duration conducted by the Universities of Colombo, Ruhuna, UVPA, and NILIS are assigned credit values. While the programme at UVPA and three programmes conducted at Faculties of Engineering and Medicine, University of Ruhuna, are assigned two credits, the programmes of Faculty of Science, University of Colombo and Faculty of Agriculture, University of Ruhuna are assigned one credit. Out of all identified programmes only one at Post Graduate Institute of Medicine, University of Colombo (a short programme for medical practitioners) is issuing a certificate of participation.

3.5 Positive effects of the courses

The librarians were asked to present their perceptions on the positive effectives of the programmes they offer on students. Eleven librarians have mentioned that the use of library resources and the use of Internet increased as an effect. Four have mentioned that faculty-library collaboration was strengthened by the programme and the use of the library by the staff was increased. When the teaching staff participated in the programme co-ordination and attended some sessions with the students, they also learned new things about the library resources. Some of the other positive effects mentioned were that; developing close contacts with the students so that they seek assistance from the librarians in their research projects, effective review of literature by the students after the sessions, developing skills in finding and using information, and improving the assignment writing of the students. As a whole, it was the perception of the librarians that the programmes support the student learning process. It was also mentioned, that the role of librarian as an academic is better understood when a programme is offered with the support of the faculty.

3.6 Support of teachers

The librarians were asked about the support they received from the teachers and their responses towards the programme. In supporting the programmes, twenty-two librarians have mentioned that understanding the significance of the programme by the faculty was very significant and supportive for them. It was encouraging that through this understanding of the faculty, a few programmes have been offered as credited programmes as part of another faculty programme or as an optional course and some have been accepted as a compulsory programme although they are not assigned any credit value. Even with difficulties, the faculty provided time to offer the programme because they understand the significance of the programmes. Sometimes faculty co-ordinating the programmes (when it is offered as part of another faculty programme), and their participation in the programmes with the students and teaching certain topics were mentioned as very encouraging. The librarians have mentioned further that, providing computer facilities, and agreeing to introduce IL as a new subject as positive support from the teachers. It was also mentioned by the librarians that some faculty have suggested that such IL programmes need to be offered for all undergraduates and postgraduates, and there should be more practical sessions.

3.7 Other factors

The major comment from the librarians responding was that the problem of getting a time in the students' time table to offer IL programmes as they are already engaged from 8.00 am to 5.00 pm often. The librarians have requested SCOLIS to intervene in this issue, but it is practically difficult for SCOLIS to address as each faculty / department should workout the time allocations within their time tables. Another request made by the majority was a common IL curricula and this proved that many are still unaware of the already available IL common curricula developed through the SCOLIS. Another request made by nearly 50% of the respondents was the support in marketing of IL programmes, which included the support for marketing skills development of librarians as well as development of suitable promotional material. The need for more training in IL was also expected from the bodies like SCOLIS and ULA.

3.8 Barriers encountered by the Librarians

The librarians were asked to state the barriers they encounter in implementing the programmes and their responses were grouped under five domains; library, parent body, teaching staff, students, and infrastructure and indicated below in no particular order of priority or significance.

Barriers imposed by the library - Inadequate staff, librarians still do not recognize their capacity, need re-training in IL, LIS curricula need to incorporate IL, negative attitudes and resistance to change, need for teaching skills, current workload, difficulty to convince others adequately and librarians not proactive in canvassing.

Barriers imposed by the parent body - No support, difficulties with allocating time, long time taken to approve programmes, absence of mechanisms to run the programmes, unsuitable pedagogical methods, ignorance of the significance of the programmes, inability to offer it for 2nd and 3rd years, no room in the curricula for IL integration, library is forgotten, inability to integrate in to curricula, resistance to change policies.

Barriers imposed by the teaching staff - Poor awareness of IL, not recognizing the significance of IL, negative attitudes, resistance to change, such programmes seen as a threat.

Barriers imposed by the students - low participation due to inconvenient time allocation, different knowledge and skill levels which makes it difficult to expect uniform learning outcomes, when offered as an optional module only few select due to ignorance, negative attitudes, variations in student numbers which makes it difficult to offer a successful programme, lack of awareness of the knowledge and skills of library staff.

Barriers imposed by the infrastructure - Lack of lecture rooms and equipment, lack of promotional material, lack of other facilities, lack of teaching aids

4. Conclusions and recommendation

The scrutiny of the programme details indicates that most of the programmes are short traditional user education programmes. As Coravu (2010) identified these are either library focused or user focused ones, and occasionally bibliographic instruction programmes are also offered. Sometimes nomenclature does not portray the nature of programme correctly. Although many are named as Information Literacy, they do not seem to have the characteristics of information literacy programmes. As Behrens (1990) distinguishes, many do not seem to cover the "broader contextual elements and the higher-level analytical skills necessary to effectively mine and utilise information in

a manner which will withstand appropriate scrutiny", as the information literacy programmes should do. The same contents seem to be offered across the range of programmes, with a few exceptions in the programmes over 20 hours. Only few programmes conduct any post-programme assessment. Only six programmes are offered any credit values and all programmes are offered independent of any curriculum integration apart from the programme offered by NILIS. In many aspects, this is unique and demonstrates the characteristics of an Information Literacy programme. Unlike in other programmes, the selected information skills (Using Google Docs and Google Drive) are integrated with the subject matter of Teacher Librarianship module of the Masters in Teacher Librarianship Programme, it is assessed by using several methods, and the marks are counted for the final result of the Masters programme. Librarians have mentioned that they received adequate support from the teachers where the programmes are implemented, and in some cases they reported that the teaching staff co-ordinated the programmes and participated with the students. However, the librarians reported that a major problem was the inability to get a suitable time slot in the student time table to offer the library programmes as they are already tightly scheduled. Many also pointed out the need for a common Information Literacy curriculum without the knowledge of the availability of the common curriculum developed as an initiative of SCOLIS. Librarians also identified many barriers to implement information literacy programmes including many imposed by the libraries. The success of the programme offered by NILIS indicates that, these barriers have been minimized because all the stakeholders (curriculum developers, course tutors, librarians, administrators, and policy makers at NILIS), appreciate the information literacy initiatives equally and had the required skills within the institute as a teaching body, to offer a full-fledged information literacy programme. As a result, they could integrate the required information skills into the course content by manipulating the curriculum, and devise suitable assessment methods as the decision-making authority was within the institute and also had the suitable infrastructure to deliver the module.

Nevertheless, it is commendable that many librarians have been contributing to the development of users' information skills amidst many obstacles and further enthusiastic to offer higher quality programmes. It is recommended that the librarians should continue to offer traditional library orientation programmes which will help the new intakes to get familiarized with their libraries and the services, and to offer bibliographic instruction programmes which will improve the information skills of the users so that they could use these skills, even beyond the library. However, offering typical information literacy programmes embedded in the curricula, by the libraries will not be easy. Libraries of the Sri Lankan public universities still have a long way to go in offering information literacy programmes in its true sense. In addition to overcoming the barriers identified in Section 3.8 above, the librarians need to consider formulating common information literacy standards at least for universities if not for national level and try to map these standards in to a common information literacy curriculum, so that across the universities, there will be a uniformity in the *skills* introduced. The term "skills" is used here as we have not yet adopted as radical approach to the modes of learning as the ACRL's latest definition of information literacy yet. It will be ineffective to start from a position ahead from where our university curricula are at present. Library Schools as well as librarians have a colossal responsibility in developing the necessary cognitive and attitudinal perspectives as well as re-skilling them to be able to plan and deliver information literacy programmes in its true sense.

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Appendix 1

Information Literacy Initiatives in the Sri Lankan Universities – July 2014

If you are conducting a user orientation / user education / Information literacy or any programme to help the students in searching and using information please provide the details here. If you are involved in more than one such programme please use a separate form for each programme.

<p>University and Faculty</p> <p>Name of the DL/SAL/ responding</p> <p>Name of the IL programme</p> <p>Duration (Total no. of hours covered)</p> <p>Target group (i.e. second year engineering, final year physics students etc.)</p> <p>No. of students in the group</p> <p>What are the Course Contents (please attach a copy of the syllabus if possible)</p> <p>Who was involved in the course content preparation</p> <p>Who teaches in the course</p> <p>Method of Assessment (written test/ practical etc)</p> <p>Is this IL programme awarded any credits</p> <p>Does a certificate of participation is awarded to those who complete</p> <p>Is the programme considered as part of the degree programme (Is it assessed and the grades counted towards the final results of the students?)</p> <p>When is the course conducted (Timing of the course)</p> <p>What support do you get from the university teachers for this course</p> <p>What are the perceptions of the teachers towards the course</p> <p>What are barriers you encounter in implementing the IL course</p> <p>What the positive effects of this course as you perceive</p> <p>How would you like the organizations like ULA / SCOLIS / INASP to help you to improve the course</p> <p>is the course evaluated by the students / faculty members</p> <p>What are the methods used to evaluate?</p> <p>Any other comments you have to make</p>	
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Appendix 2

Table 1 – Number and duration of programmes

Duration of the Programme	Cmb	EU	Jfn	OU	Pdn	Raj	Ruh	SAB	SEU	SJP	UVPA	Way	PGIM	IHRA	NILIS	Total
0.5-2 hours	0	3	1		8					8	1					21
2-4 hours	2		3		1	1		5		7		1	3	2		25
5-10 hours	1				6					2			1			10
10-15 hours	7			1			2		*							10
16-20 Hours																0
over 20 hours	1						4				1				1	7
Total	11	3	4	1	15	1	6	5	0	17	2	1	4	2	1	73

*South Eastern University has developed a 14-hour programme but it is yet to be started.

Table 2 – Programmes of less than two-hour duration

Faculties/Department	Cmb	EU	Jfn	OU	Pdn	Raj	Ruh	SAB	SEU	SJP	UVPA	Way	PGIM	IHRA	NILIS	Total
Agriculture					2											2
All Faculties		1									1					2
Allied Health Science.					1											1
Arts / HSS					2					1						3
Dental					1											1
Dept. of Stat										1						1
Engineering					2											2
IT										1						1
Management										4						4
General		2														2
Science			1							1						2
Total	0	3	1	0	8	0	0	0	0	8	1	0	0	0	0	21

Table 3 – Programmes of two to four hour duration

Faculties / Department	Cmb	EU	Jfn	OU	Pdn	Raj	Ruh	SAB	SEU	SJP	UVPA	Way	PGIM	IHRA	NILIS	Total
Agriculture						1						1				2
Education	1															1
Engineering					1											1
Faculty of Mgt & Commerce	1									3						4
General			1											2		3
Medical	0		1					5		3			3			12
Para medical			1													1
Science										1						1
Total	2	0	3	0	1	1	0	5	0	7	0	1	3	2	0	25

Table 6 --Programmes of over twenty hours duration

Faculty / Department	Cmb	EU	Jfn	OU	Pdn	Raj	Ruh	SAB	SEU	SJP	UVPA	Way	PGIM	IHRA	NILIS	Total
Agriculture							1									1
Open & distance Learning											1					1
Different levels																0
Fisheries and Marine Science							2									2
Medicine							1									1
Engineering							2									2
Science	1															1
Teacher Librarianship															1	1
Fac. of Applied Science																0
Total	1	0	0	0	0	0	6	0	0	0	1	0	0	0	1	9

Table 7 – Mapping of course contents covered in different programmes

Topic	0.5-2 hours	2-4 hours	5-10 hours	10-15 hours	Over 20 hours
Introduction					
Introduction to the library	■	■		■	
Introduction to the Library layout	■	■			
Introduction to the library services	■	■			
Introduction to the library structure	■	■			
Rules and Regulations and Membership	■	■			
Library website	■	■			
Library tour	■	■			
Hands-on-sessions	■	■			
Introduction to health related information			■		
Information Resources					
Accessing information resources		■	■		■
E-resources for health professionals		■	■		
Internet as an academic tool		■	■		
Introduction to databases		■	■	■	
Introduction to e-resources	■	■			
Introduction to the library resources	■	■			
Open Access resources	■	■	■		
Parts of a text book / journal	■	■	■	■	
Primary and secondary resources					■
Useful Medical websites			■		
Information searching					
Advanced searching	■	■	■		
Bibliographic organisation	■	■	■		
Cataloguing and Classification system	■	■	■		
Information retrieval	■	■	■		
Information searching	■	■	■		
Introduction to HINARI and PUBMED (Medicine)	■	■	■		
OPAC searching	■	■	■		
OPAC searching hands-on session	■	■	■		
Search strategies	■	■	■		
Use of e-journals through HINARI (Medicine)	■	■	■		
Using MESH (Medicine)	■	■	■		
Evaluation of Information					
Evaluation of information	■	■	■		

Table 7 – Mapping of course contents covered in different programmes (cont.)

Topic	0.5-2 hours	2-4 hours	5-10 hours	10-15 hours	Over 20 hours
Reading and Note taking/making					
Academic reading		■			
Effective reading skills				■	
Importance of reading	■				
Mind mapping				■	
Note taking / Note Making		■			
Literature Review					
Literature searching using PUBMED (Medicine)			■		
Steps in literature Review		■	■		
Writing literature reviews			■		
Referencing					
Referencing styles	■	■	■	■	■
Ethical use of information					
Plagiarism	■	■			
Using information ethically					■
Other					
Concept of Information & Knowledge					■
Google Docs					■
Google Drive					■
How to write successful assignments				■	
Information systems, Networks and Knowledge structures				■	
Introduction to Information Literacy					
Libraries and modern library services					
Planning library research					
Recognising information need					■
Report Writing			■		