

The Information Literacy Education Readiness of Central Public Library (CPL) in Dhaka of Bangladesh

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Abstract

Knowledge-based society is already established in some developed countries which are not far away from Bangladesh. In the transition to the knowledge/information based society, information literacy is essential for the effective and widespread use of information. It is used today to describe a set of skills and competencies, processes and actions, and attitudes that lead one to be a wise information consumer. This study observes information literacy concepts, standard indicators, and readiness of Central Public Library (CPL) and examines whether the CPL is ready to assume an enhanced responsibility for information literacy education. This study finds that the CPL in Bangladesh has shortcomings in information literacy education programmes due to lack of physical facilities, absence of information retrieval tools and low level of professional education of public library staff. However, recognition that present approaches are not meeting the requirements of users and more effective system with experienced educator is required. This study also emphasizes and suggests that without a push of external help through finance, professional expertise, facilities, and patronizations the CPL would not be able to properly address information literacy issues.

Keywords: Information Literacy, Central Public Library, Dhaka, Bangladesh.

Introduction

The vast development gap between developed and developing countries and countries in transition (less developed countries) has been particularly striking in the asymmetry in the access to and the use of the vast repositories of information and knowledge in the world. Despite the widely spread use of information and communication technologies in these countries, it seems that the situation has not significantly improved. These countries

continue to suffer from general very low utilization of the most important resources of the present time: information and knowledge. In the transition of the information/knowledge based society, two aspects are important – development of ICT infrastructure for information accessibility and information literate citizen (Ghosh & Das, 2006). For facilitating educated citizens with adequate documentary and knowledge resources, government and other agencies have established different information resource centers and public libraries. The Community Information Centers (CIC) and various Rural Information Resource Centers (RIRC) are the recent additions to this effort that would transform Bangladesh into an information society. In this regard, the effective and efficient use, consumption and evaluation of information resources are the main problems. As public library is the people's university, information literacy through public library can play a vital role in educating the user of libraries on various information and documentary resources, where to start searching of information, how to access and compare retrieved information, how to communicate and so on. Information seekers may want consolidated or exhaustive information. To provide right information to the right users, the information professionals of public library should be trained to develop information literacy competency and then they are able to educate the user that will make user information literate. Let the public libraries choose information literacy as a library service response for their communities. The Information Literacy service response helps to address the need for skills related finding, evaluating, and using information effectively. The library will provide training and instruction in skills related to locating, evaluating, and using all sorts of information resources. Teaching the public to find and evaluate information will be stressed over simply providing answers to questions (Nelson, 2001). If the large number of citizens becomes information literate, they will be able to utilize a considerable amount of information resources for the development of the community and welfare for the country.

Objectives of the Study

The purpose of this study is to acquaint with the information literacy concept and its implication through public libraries. The word “readiness” refers to the “capacity” which has two layers of meaning: the infrastructural facilities of public libraries to serve users and to perform advanced responsibility in these issues. However, it is specially focused on the following issues:

I. To introduce the theoretical concept, nature of information literacy and its impact on information world.

II. To identify the present situation and existing scenario of IL education in the CPL.

III. This study investigates the readiness of CPL in Bangladesh to take on an enhanced role in information literacy education. In order to justify the readiness of CPL, three categories of research questions emerge from the problems: firstly, the issue of physical

capacity (Does the library has the physical facilities and resources required to run effective information literacy programmes? These include space, staff and retrieval tools). Secondly, these are those questions that examine existing information literacy education. Thirdly, the attributes of public library staff in terms of their experience and attitudes towards information literacy, information literacy education. (What are their perceptions of information literacy and information literacy education, what are then attitudes of public library staff towards an enhanced academic role?).

IV. Identifies the problems and suggests a series of recommendations to enhance information literacy through public libraries in Bangladesh.

Review of Literature

Not much work has been done and reported on information literacy in public libraries. A report on a bibliographic survey revealed that there are only three papers dealing with information literacy in public libraries in 2003 and four in 2004. This is compared to the 148 papers in 2003 and 159 in 2004 dealing with academic libraries, and the 98 papers in 2003 and 69 in 2004 discussing school libraries (Johnson & Jent, 2005). Most of the papers dealing with this topic in public libraries in the last decade relate to interventions focused on ICTs. Johnson writes an article entitled *Library instruction and information literacy-2000* where he includes a bibliography on various aspects of library instruction and information literacy (Johnson, 2001). The themes of all articles were standards for information literacy and assessment. Perhaps the most influential theoretician in the field of information literacy education at school level is Carole Kuhlthau. To Kuhlthau, information literacy is the ability for lifelong learning, involving the use of information independently to build personal knowledge. The major outcome of Kuhlthau's research is her Information Search Process (ISP) model, which identifies seven phases in the information-seeking process and depicts its interaction between cognitive processes, affective factors and behavior (Kuhlthau, 1993). The goal of information literacy education is not to teach information resources in the library only, nor is it the sole responsibility of librarians. Following the ISP, several rather similar so-called process models have been appeared in the professional literature, which offer frameworks for information literacy programmes (Loertscher & Wools, 1999). An article written by Julien & Reegan entitled *The role of public library in developing Canadians: Information literacy skills* where the authors report on a national survey of information literacy instruction in urban and rural public libraries, and public librarians attitude towards these services. The survey is the first phase of a study exploring the actual and potential role of public libraries in Canada in developing the public's information literacy skills. The study draws on several theoretical frameworks: a standard information literacy framework, a phenomenological approach to understanding people's experience of information literacy, and public policy literature. In addition, the

study gives voice to a community of professionals expected to fulfill an important federal policy function for information literacy (Julien & Reegan, 2004). The article entitled *Development of information literacy through school libraries in South-East Asian countries* which is organized by UNESCO focused on examining the current state of information literacy education, and recommended a plan of action to increase school libraries involvement in the development of an information literate citizenry (UNESCO, 2004). The proposal was submitted to UNESCO and approved for financial assistance under the special account of UNESCO's Information for All Programme (IFAP) in 2004. An article written by Das and Banwari entitled *Information literacy and public libraries in India* where the authors reveal different problems and prospects of information literacy in public libraries (Das & Banwari, 2006). Information literacy competency ensures maximum utilization of the information resources as well as optimization of information handling capabilities. Many libraries and information systems introduce user orientation programme to educate users on the salient features of information resources, search techniques, search strategies, scholarly communications and other aspects. In India, a number of training programmes are conducted by the different agencies, who are also architects of modern information systems, to the end-users similarly, public library authorities and public librarians should impart information literacy competencies to the public library users. The LIANZA (Library and Information Association of New Zealand Aotearoa) survey of information literacy education in public libraries in New Zealand might lend support in its finding on the significance of librarians' preconceptions of what they do and do not (Koning, 2001). However, it could be mentioned that all the studies were conducted on information literacy and its applicable areas. The present study is a different research on information literacy which relates to readiness of CPL for IL education.

Methodology

In carrying out this study, different methods were adopted. It combines both the qualitative and quantitative approaches along with review of related literature. The conceptual and textual information related to the present study were collected both from primary and secondary sources of information. All data were collected by formal interview through questionnaire, participant observation and interview methods. Pre-structured questionnaires (Appendix-1) were distributed personally and directly among different category of users who were reading in CPL and received the questionnaires from them after a specific time. So, the response rate was 100% and we received totally 320 questionnaires from 320 different types of users. In addition, the study was done based on descriptive survey and sampling was selected randomly.

Information Literacy and Related Issues

The key characteristic of the post industrial 21st century is that it is information abundant and intensive. Information literacy is thus required because of the ongoing proliferation of information resources and the viable methods of access. Individuals are faced with diverse information choices in their studies. The uncertain quality and expanding quantity of information also pose large challenges for society. Complete abundance of information and technology will not in itself create more informed citizens without a complementary understanding and capacity to use information effectively ((Bundy, 2004).

i. Spectrum of literacy: Before going into depth, it needs to know different spectrums of literacy. The spectrums of literacy are:

I. Information literacy- writing name

II. Functional literacy-reading and writing

III. Social literacy-communication in a cultural context

IV. Information literacy-critical location, evaluation and use of information.

V. Digital information literacy-application of information literacy in the digital environment (Stern, 2002).

Besides these spectrums, it will include what 'information literacy' is and who 'information literate' person is.

ii. Information literate: To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy by characterizing the information literate person: one, who has the analytical and critical skills to formulate research questions and evaluate results, the skills to search for and access a variety of information types in order to meet his or her information need (Lenox & Walker, 1993).

iii. Information literacy: Information literacy embraces related concepts like user education, library instruction, bibliographic instruction and library research. Besides these, information literacy has broader perspectives and wider applications than these concepts (Wikipedia, 2005). Definitions of information literacy that was adopted by the UNESCO workshop on "Development of information literacy through school libraries in South-East Asia" on 18-20 October 2004 in Bangkok, i.e. 'Information literacy is the ability to organize when information is needed, to identify the needed information, to identify the sources, to locate and access information efficiently and effectively, to evaluate information critically, to organize and integrate information into existing knowledge, to use information ethically and legally, to communicate information, and carry out all of the above activities effectively' are adopted as the working definition for the region, and that individual countries may adapt and/or translate the definition for local needs. The UK's Chartered Institute of Library and Information Professionals (CLIP) produced a definition in 2005, which aims to be shorter and snappier than some of the others. Information literacy means

knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner (Armstrong & et al, 2005).

iv. Information literacy standards for student learning and indicators: It is widely accepted as a set of information literacy standards that can be imparted to produce information literate citizen. Each standard has some indicators that show kinds of competency and parameters to accomplish the standard. So far nine standards are identified which have three broad spectrums, such as information literacy standards, independent learning standards and social responsibility standards. Although these standards and indicators are initially developed for students, these can be equally applicable to the common citizens as well as public libraries’ users (ALA & AECT, 1998). The information literacy standards and respective indicators are shown in the Table 1.

Table 1

Information Literacy Standards and Indicators (Partial)

Standards	Indicators
I. The person who is information literate accesses information efficiently and effectively.	I. Recognizes the need of information. II. Recognizes that accurate and comprehensive information is the basis for intelligent decision-making. III. Formulate questions based on information needs. IV. Identifies a variety of potential sources of information. V. Develops and uses successful strategies for locating information.
II. The person who is information literate evaluates information critically and competently.	I. Determines accuracy, relevance, and comprehensiveness. II. Distinguishes among fact, point of view and opinion. III. Identifies inaccurate and misleading information. IV. Selects information appropriate to the problem or question at hand.
III. The person who is information literate uses information accurately and creatively.	I. Organizes information for practical application II. Integrates new information into one’s own knowledge. III. Applies information in critical thinking and problem solving. IV. Produces and communicates information and ideas in appropriate formats.

(Source:www.ala.org/ala/aasl/aaslprooftools/informationpower/InformationLiteracyStandards_final.pdf)

v. Knowledge life cycle and IL: In case of the role of IL in knowledge life cycle,

National Knowledge Commission (NKC) India has identified different phases of life cycle based on a person's entire life span, from the birth to post work age (NKC, 2005). The knowledge life cycle based on a person's entire life period is depicted in Figure 1.

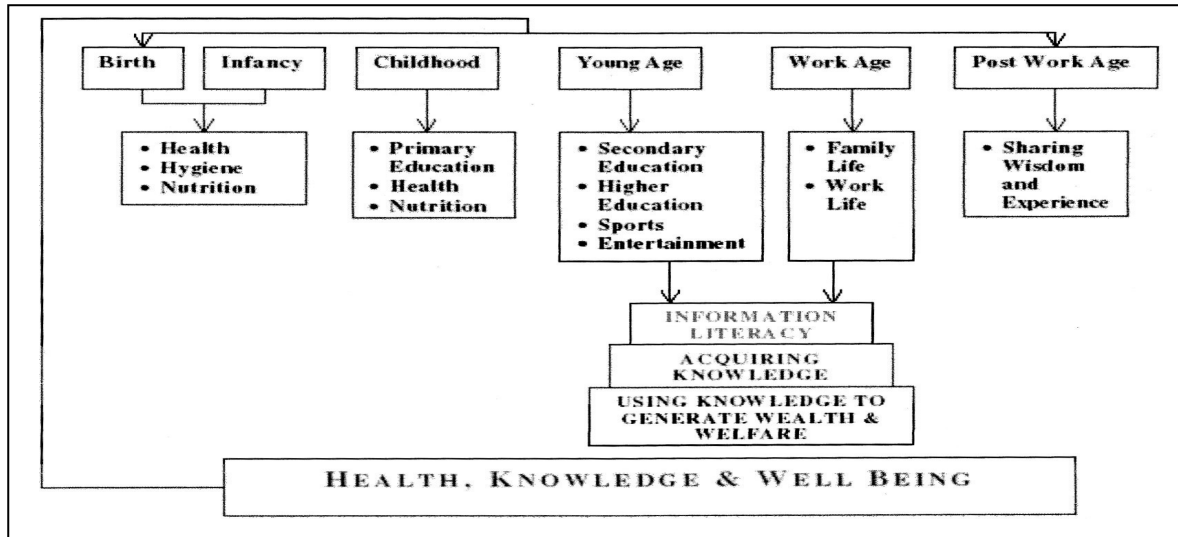


Figure 1. Knowledge Life Cycle: Integration of Information Literacy

Figure 1 reveals different kinds of information in different stages of life. The young persons are acquiring knowledge through secondary and higher education. Here the teachers and library professionals impart the information literacy competency to the learners through information literacy programmes. It is a lifelong process that starts at the youth age and may go until post work age. Information literate persons acquire knowledge; then use knowledge resources to generate wealth and welfare. In post work life, persons share wisdom and experiences with the younger generations. Here also information literacy plays its role to absorb the knowledge from experienced persons and use the same knowledge in generating wealth and welfare of the society.

History of the CPL in Dhaka

Bangladesh achieved her independence from Pakistan in 1971 after a bloody war. Prior to the independence, Bangladesh being part of Pakistan was named East Pakistan. Now, the country is officially known as the Peoples Republic of Bangladesh (Khatun, 2004). The public library movement in Bangladesh dates to the mid-nineteenth century. The year 1854 saw the establishment of four public libraries in important district headquarters of the region, viz:

- I. Woodburn public library, Bogra
- II. Jessore Public Library
- III. Barishal Public Library
- IV. Rangpur Public Library (Abu, 1968).

The foundation of present day involvement in Public library development by the central government may be said to have been laid one hundred years later with the establishment of the CPL in Dhaka in 1954. However, it took a long way to house the library in its own building. It was only in the 1978 that the library has been shifted to its own building and premises which is now located at the Shahbagh Avenue. The department of the Public libraries was established with Bangladesh Central Public Library as it's headquarter in 1984 (Parker, 1979). In 1995, the library could boast of 96,566 pieces in its inventory to meet the reading needs of the citizens of Dhaka in particular. The CPL of Bangladesh (in 1996 it was renamed as Begum Sufia Kamal National Public Library and this name was ceased in 2002, it became Central Public Library again) is the largest public library in Bangladesh. It also houses the Public Library Department, which, with 68 public libraries including the CPL in its jurisdiction, is managed by the Directorate of Public Libraries under the Ministry of Cultural Affairs (Wikipedia, 2007).

Library hours, reading rooms and other information

The library remains from 8:00a.m to 8:00p.m on all days except Friday's and national holidays.

Library resources: As on March 2007, the library has 1, 19,750 books in collection, including old and rare books with historical values. Nearly 60-70% of its collections of books, magazines and journals are available at the open shelves which can be used by its readers any time during working hours.

Children library: In Bangladesh, the need for extending and providing library services to the children is essential. The CPL maintains a children section exclusively for children. A section exclusively for children is practically non-existent in most of the libraries. However, the collection of children section of CPL is 13,758 (Hakim, 2006).

Library personnel: In order to promote information literacy among library users, public library must have superior staff to perform its functions. Library personnel plan should lay down a definite personnel policy which provides effective library services. The numbers of staff in the CP, as can be seen in Table 2, are quite inadequate and most of them are semi professional.

Table 2

Manpower in the CPL

Category	Number (101)	Distribution of Qualifications
Professional	13	M.A. in Library and Information Science
Semi professional	55	25 Diploma and 30 certificate course
Non-professional	33	20 Higher Secondary Certificate and 13 B.A

(Source: Visit and interview, 16-11-2008)

Table 2 also indicates that the CPL has staff of 101 and 13 of them are professionals who passed M.A. in Library and Information Science (LIS) and most of them have experiences in different advanced level training. Out of 55, semi professionals 25 have Diploma degrees in LIS and 30 of them completed certificate courses of LIS and some of them have M.A. degrees from other disciplines. Out of 33, 20 have Higher Secondary Certificate and basically they are working as book binder and cleaner and 13 of them have B.A. degrees and they are responsible for typing and sorting the books. Comments from professionally qualified respondents reveal their uneasiness with the information literacy programme. Public librarians and library staff did not take part in service training programmes for last few years. It is worth noting that Deputy Librarian is the highest position in the CPL in Bangladesh and highest qualification of deputy librarian is PhD in Library and Information Science. Readers' opinions about the library staff is given below in the Table 3.

Table 3

Users' opinion about library professionals

Opinion about library staff	Respondent				Total
	General People	Students	Graduates	Researcher	
Very helpful	40 (33.33%)	15 (18.75%)	10 (11.11%)	5 (16.66%)	70(19.96%)
Helpful	45 (37.5%)	20 (25%)	15 (16.66%)	10 (33.33%)	90(28.12%)
Not helpful	70 (58.33%)	45 (56.25%)	25 (27.77)	15 (50%)	155 (39.33%)

(N=320, General people (Mixed both literate and acquire matriculation))

Source: Questionnaire and observation report

As can be seen in Table 3, 19.96 % of users have indicated that the staff of the library is very helpful, 28.12% of them have mentioned that it is helpful. It further shows, 39.33% of users have expressed their opinions are not helpful. These are the issues that should be improved in the CPL in Bangladesh for enhancing their information literacy issues. Public librarians will be pioneer in spreading information literacy issues and they should be more positive towards their users.

Information Services

Information retrieval technique gains popularity in the research community on its own distinct. It serves as a bridge between the information and users of information. Information retrieval skills are key attributes of information literacy; thus the provisions of retrieval

tools are clearly crucial to public librarian's capacity for information literacy education.

Table 4

Information Services and their Recovery Techniques

Opinion about library staff	Respondent				Total
	General People 120	Students 80	Graduates 90	Researcher 30	320
Reference Services	55 (45.83%)	50(62.5%)	40 (44.44%)	10(33.33%)	155 (48.43%)
Abstracting Services	25 (20.83%)	15 (18.75%)	10 (11.11%)	5(16.66%)	55 (17.18%)
Indexing services	-	-	-	-	-
CD-ROM Search	-	-	-	-	-
Internet Search	-	-	-	-	-
Computerized Cata.	-	-	-	-	-
Online Public library services	-	-	-	-	-
Current Awareness Services	35 (29.16%)	18 (22.5%)	20 (22.22%)	2(6.66%)	75 (23.43%)
Newspaper clipping services	65 (54.16%)	70 (87.5)	34(37.77%)	7 (23.33%)	176(55%)
Report services	40 (33.33%)	26 (32.5%)	15 (16.66%)	4 (13.33%)	85 (26.56%)

(N=320, General people (Mixed both literate and acquired matriculation) Source: Questionnaire and observation report

In the CPL, user often uses various kinds of services for getting the desired information. Table 4 shows 48.43% of users think that they are getting reference services for their purpose. It further shows 55% of users are using newspaper clipping for retrieving information and it followed by report services 26.56% and current awareness service 23.43%. But in case of modern information tools, i.e, CD-ROM search, computerized catalogue, audio-visual index, journal or magazine index, index to reserve project collection, internet access to www are completely absent in the CPL. In children section they don't have a separate catalogue for their users. In addition, it indicates the CPL is not equipped with retrieval tools OPACs (Online Public Access Catalogue), World Wide Web access, poster guides to Dewey Decimal Classification scheme in house indexes.

Existing information literacy education and CPL

Present urbanized society observes a changing face of new generation, when children have access to various modes of entertainment and amusement. Every middle-class individual in Bangladesh equips with at least electronic gadgetry like television, music system, DVD player, VCD player, Internet, Video games, etc. All these gadgets may be for our new generations as well as older generations that is one of the reasons for declining number of regular users of public libraries. Public library builds up collections of literature of local languages, national literature and world literature. A public library user can get higher satisfaction if they read classic literature, contemporary literature and know cultural heritage of Bangladesh. Other than books on literature, many informative books and magazines that enhance knowledge levels of the users are available in the public libraries. Other useful documents such as career handbooks, encyclopedias, directories, dictionaries, etc. are also accessible in public libraries. Reading habit not only helps a person become knowledgeable, socially responsible and socially productive but also helps to personality development. Information literacy competency development programmes may be initiated to impart necessary information skills and reading skills to public library users in maximizing utilization of public library resources.

Nine categories of information literacy education are important in extending information literacy issue (Bruce & Lampson, 2002).

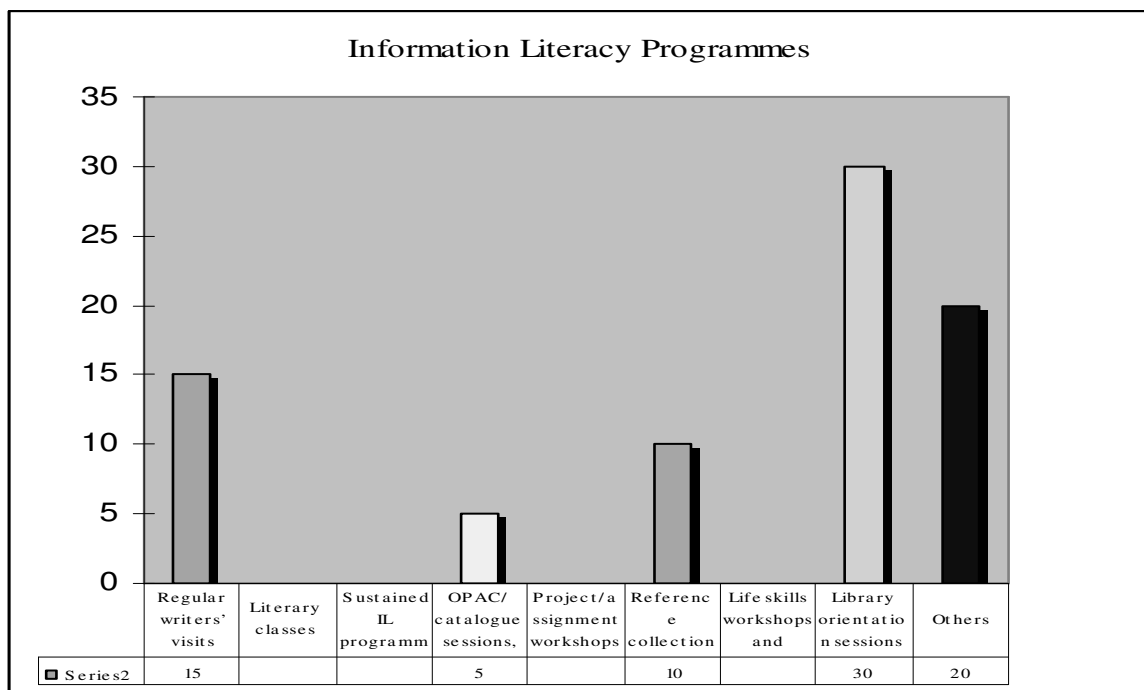


Figure 2. Information literacy programs

These are regular writers' visits, literary classes, sustained IL programmes, OPAC/

catalogue sessions, project/assignment workshops, reference collection sessions, life skills workshops, library orientation classes and so on. The most common information literacy education activity is 'library orientation' in which classes are brought to the library and introduced to its layout and services. Positive responses to the categories referring to more focused user education come from different parts of Dhaka city. However, in these issues only some of the programmes (15 respondents on regular writer visits, 5 respondents on catalogue session not OPAC and highest number of 30 respondent shows on library orientation programmes) are maintained by the authority of the CPL. Most of the users have mentioned to include information literacy education programme in public library responsibilities.

Perception of information literacy education

Respondents' attitudes to and conceptions of information literacy education are probed in a number of questions which ask for responses to a range of statements each of which is followed by an open-ended question. This segment focuses on two issues each probed across several questions in the questionnaire/interview, respondent's perceptions of information literacy and their perceptions of their education role. Most respondents describe an information literate person in terms of use of the library-someone who uses the library and its resources and who can find information. There are a few references to other attributes such as the ability to communicate well, to articulate a need for information and to share information with others.

The choice of words frequently betrays a view of information as, in Curran's term, a "utility" – something that is fetched, and the librarians give (Curran, 2006). Thus, the most responses belong largely within Bruce's first cluster of conceptions that were referred to earlier – those that see information literacy in terms of knowledge of information sources. As mentioned, Kuhlthau's contribution to information literacy education theory is her distinction between information literacy as a subjective cognitive process and approaches that see in terms of getting the right answer in a source.

Figure 3 provides an analysis of the responses to the perception of information literacy education. Strong majorities agree that the CPL in Bangladesh needs more educational focus than those of the developing countries. The significance of the study is that still many respondents contain beliefs that public library is a place only for using information, but the top most 80% think that they need training on information literacy issues.

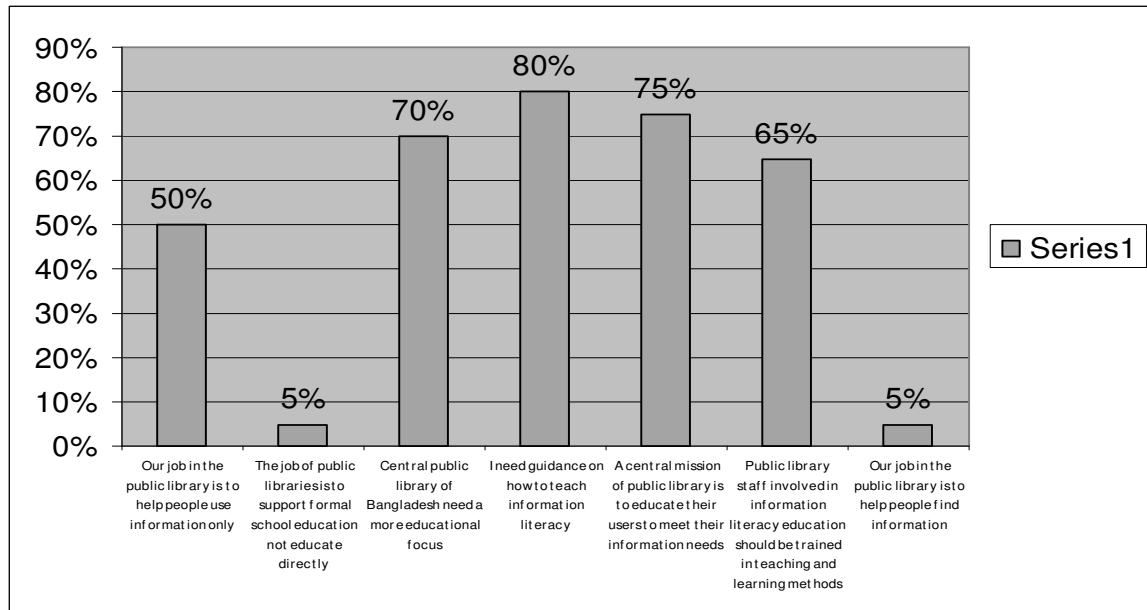


Figure 3. Perceptions of the role of public libraries in education and information literacy education

Library professionals of the CPL lack the sense of information literacy and information search process indicates incomplete conceptions of information literacy and a restricted view of the role of the public library. Some of the staff who see their job to be the organization of a collection of books and the handing over bits of information on demand, the public has no need for information retrieval tools and no need to learn independent information seeking skills. Overall, it seems that, whatever their personal feelings about the changes, all agree that they are experiencing increased pressure on their services they lack capacity to cope with learners' demands and they need extensive training on this issue.

Problems identified

The term information literacy is a term that is difficult to translate into certain national languages. Therefore, there were varied interpretations of terms and application of ideas. Information literacy programmes are already in existence in narrower forms in various libraries and information centers in Bangladesh, in the forms of user education, bibliographic instruction, library instruction, library research and son on. Many advocates of information literacy in Bangladesh proposed to integrate information literacy programme with the academic curricula of educational systems of Bangladesh, starting from the elementary school level to the higher education, vocational education, professional education and research degree level. The problems facing the CPL in Bangladesh to extend information literacy programmes considering experiences need to carefully look into the following problems and constraints for possible solutions.

Lack of awareness: In the CPL of Bangladesh, there is no section for improvement where awareness and understanding of information literacy is concerned. Respondents'

exposure and training in information literacy is generally low regardless of library staff. Besides these lack of proper training facilities and trained personnel, lack of competence development programmes for public libraries and library users are also barriers in information literacy education readiness in the CPL.

Lack of concept: Lack of the importance of information literacy in library and information services, the absence of the concept and indifference of the public library authorities towards information literacy programmes.

Insufficient infrastructural facilities: Insufficient budget, shortage of space and equipment, well equipped building, skilled manpower and other relevant facilities are the acute problems in readiness of information literacy programmes in public library.

Lack of professional staff: Untrained and unsympathetic (towards library profession) personnel employed in libraries, poor status of librarians and lack of standards for the CPL are other problems for implementing information literacy programmes.

Insufficient services: Deficient library collections, library facilities and inadequate services, bibliographic tools for selection, cataloguing and reference purposes, severe shortage of IT facilities are rampant issues in the CPL.

Lack of patronization: The CPL is suffering from the lack of commitment and patronization by the government and the library association of Bangladesh. So, it becomes difficult to spread information literacy programmes by the CPL.

Lack of information literacy education: Figure 2 shows that nine categories of information literacy education are important in extending IL activities. But CPL in Bangladesh is offering few of them and the most important parts of literacy class, sustained IL programmes, OPAC, life skills are not providing.

In term of human resources, the information literacy programme is threatened by the poverty, low level of development, low literacy rates, high cost of education and books, inadequate infrastructures and poor reading habits were also perceived as threats to information literacy programmes implementation in central public library.

Recommendations

In the light of the experiences gained from the mentioned issues, the following recommendations are made for the proper growth and development of information literacy education in the CPL.

♦ First of all, a national committee on information literacy should be formed which will be responsible for designing, coordinating and evaluating the nation-wide programme. The committee will have representatives from teachers, librarians and information professionals, educationists, civil society members and education administrators.

♦ As the concept is remaining absent in Bangladesh, it needs to take immediate step to spread the concept among the faculties, students and other members of the community. The

Governing body of the CPL can arrange different workshops, seminars and group discussions for adopting the concept themselves.

- ♦ In case of providing services, the information professionals of CPL should have formal training, and upper level Bachelor's/Master's degree in Information Science and Library Management. There is also provision of orientation training, refresh training and information literacy training.

- ♦ Government must raise the amount of funds for the CPL in the interest of rendering better services to the readers and promoting information literacy programme. It needs to recruit more professional staff for enhancing the literacy programmes.

- ♦ Library Association of Bangladesh (LAB) can play a vital role to take up the issue of information literacy competency for the librarians and library users. So LAB should come forward to develop information literacy competency of the librarians of public library through organizing training programmes, workshops and seminars.

- ♦ Library collections, library facilities and services should have increased and computerized cataloguing, IT facilities, computer application in library services and internet application should be introduced in the CPL. The mentioned information literacy education parameters of IL class, OPAC search, training and other aligned parameters should be introduced.

- ♦ The CPL has to arrange competency development programmes for public librarians and end users of public libraries so that information literacy skills could be achieved. Extension services i.e. lectures, adult education programmes, library week, study club and other programmes should be introduced as soon as possible.

- ♦ There is a maxim "for good education there should be good libraries". Authorities of the CPL have to take positive action, show positive attitudes, dynamic leadership and willingness to escalate the information literacy programmes. The government of Bangladesh should pay immediate attention to ensuring a sound and sustainable information literacy program across the country.

Conclusion

Information literacy competency ensures maximum utilization of the information resources as well as optimization of information handling capabilities. In the wake of knowledge-driven development of societies in Bangladesh, a number of initiatives have been planned and implemented to bridge the digital divide between information rich and information poor citizens. From its beginning, the study acknowledged two layers in its research problems. One layer refers to physical capacity such as facilities and staffing and other refers to lack of concepts, attitudes and willingness. This study showed that information literacy concept, readiness and others related issues of IL are not in a good position of CPL in Bangladesh. The library is facing considerable challenges in the area of

information literacy parameters, courses, awareness and facilities. Some recommendations were proposed for improving the situation and increasing the readiness of CPL in Bangladesh. The above mentioned activities should be carried out in order to meet the readiness of CPL and incorporate a proud partner of global information literacy campaign. If the public library authority can successfully implement the insight or findings, different programmes which are recommended from users, certainly CPL readiness capability will be increased. Besides these, it needs sustainable programmes, which will meet the needs of Bangladeshi learners, require a more solid framework. Similarly, the CPL authorities and public librarians should impart information literacy competencies to the public library users. However, it is not the sole responsibility of Central Public Library to foster this area of knowledge. It needs to bring forward some other academic institutions in Bangladesh to incorporate essential information literacy courses and other activities of IL for developing overall situation of the country. More and more writings, discussions and strategies need to be adopted for building an information literate society.

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Appendix-1
Questionnaire On

The Information Literacy Education Readiness of Central Public Library in Dhaka of Bangladesh

January 2008

1. Do you have any concept about Information literacy?
 - a. Do not know the actual meaning of information literacy
 - b. Have heard, read but do not understand
 - c. Have vague concept
 - d. Have clear concept

2. Information literacy is related to the following concepts
 - a. User education
 - b. Bibliographic instruction
 - c. Retrieve information with acute technique
 - d. All of the above

3. Have you ever attended any of the following?
 - a. Library orientation
 - b. Hands-on library workshop
 - c. OPAC training session
 - d. Did not take part any of the above

4. From the following list identify that you have used to search for library and information science information :
 - a. Library Catalogue
 - b. LISA (Library and Information Science Abstract)
 - c. Pubmed or Medline
 - d. Google Scholar

5. Publications such as magazines and journals are called:
 - a. newsgroups
 - b. periodicals
 - c. biographies
 - d. indexes
 - e. I don't know

6. Which of the following statements are true about public library?
 - a. This is a library which is open for all, called peoples university (Free for all caste, class, sex and region)
 - b. This library is only for research scholar and intellectuals.
 - c. This library is only for teacher, student and other academician.
 - d. All of the above

7. The best place to look for a broad introduction to a topic such as 'Public library' is:
 - a. journal article
 - b. encyclopaedia
 - c. book
 - d. video
 - e. I don't know

8. Books in central public library are arranged by using of :
 - a. Dictionary catalogue
 - b. Classified catalogue
 - c. Others
 - d. I don't know

9. To identify books in a library collection you would search:
 - a. Books in Print
 - b. Internet
 - c. library catalogue
 - d. bibliography
 - e. I don't know

10. You can use the Central Public Library catalogue to find:
 - a. all books published in Bangladesh
 - b. books for sale
 - c. books owned by the Central Public Library
 - d. articles on a topic owned by the Central Public Library
 - e. I don't know

11. You have found a article in journal, how would you assess whether it would be useful to read before getting the full article or not.
 - a. read the abstract
 - b. read the bibliography

- c. read other articles by the author
 - d. read the title
 - e. don't know
12. Which of the followings generally cannot be found using a library catalogue
- a. government publications
 - b. videos
 - c. books
 - d. articles
 - e. I don't know
13. Do you think that existing information literacy education activities of central public library are in a good phase?
- a. Very good
 - b. Good
 - c. Almost good
 - d. Not good at all
14. What is your opinion about the attitudes of central public staff towards information literacy programmeme?
- a. Very positive
 - b. Positive
 - c. Not positive at all
 - d. They should more co-operative, sophisticated and more skilled.
15. What is your opinion about the central public library staff?
- a. Very helpful
 - b. Helpful
 - c. Not helpful
16. Does the library have the facilities and resources required to run effective information literacy programmemes? These include space, staff and retrieval tools.
- a. Have all facilities
 - b. Some of the facilities are available
 - c. Need more facilities
 - d. Have severe shortage of all facilities
 - e. No comments

17. In case of library personnel, what do you think about information literacy activities?
- Need more training on information literacy programmeme
 - Need modern facilities to retrieve information more easily
 - Need to adopt with OPAC
 - Need more orientation classes
 - Others (Please mention -----)
18. When using the Library catalogue, generally the best way to start searching for books on a topic is to search by:
- keyword
 - subject
 - author
 - call number
 - I don't know
19. Which of the following statements are true about Wikipedia?
- Wikipedia, the information is not necessarily accurate and reliable.
 - Wikipedia is a good place to start when you want to find general information about a topic.
 - Wikipedia should not be used without verifying the information in reliable sources such as primary research articles, review articles, field guides, websites and databanks that are produced by recognized research organizations.
 - All of the above
 - I don't know
20. Do you know the difference between dictionary and encyclopedia?
- Yes
 - No
21. Do you have any idea about thesaurus, almanac and directory?
- Yes
 - No
22. Do you have any suggestions for improving information literacy programmeme in central public library in Bangladesh? Please give your valuable suggestions and comments. Please specify ---
- Regarding staff-----
 - Regarding library facilities-----

- c. Improve information literacy programmemes, orientation and user education and others -----
- c. Overall comments for the improvement of central public library in Bangladesh.
- d. Others -----

Signature and date: -----