

**INFORMATION LITERACY SEARCH SKILLS OF CBSE SCHOOL STUDENTS IN
DINDIGUL DISTRICT TAMILNADU**

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ABSTRACT

This study aimed to collect information on CBSE secondary school students' search skills. This study displays and elaborates on analysing information literacy search skill among school pupils, learning about users' favourite search engines, and determining if the school librarian provides introductory library sessions. The results also show that many students use Google search engines to refresh their knowledge more frequently than others, indicating a dearth of search proficiency among school pupils. The current study argues that librarians should help students enhance their information literacy abilities not only in the cluster of schools engaged in this paper, but also in schools across India and elsewhere.

Keywords: Information, information literacy, search skills, CBSE, school students.

INTRODUCTION

The ability to identify, access, search for, assess, and apply information in a variety of circumstances is known as information literacy (IL) (ALA, 1989). For students to efficiently sift through and select pertinent and trustworthy information that they obtain from the Internet, television, newspaper, and other sources for their academic work, they must be information literate. Understanding IL's educational impact and, consequently, its efficacy in equipping our children with future-ready abilities, as well as studying methods to improve it, are crucial.

Additionally, only a tiny percentage of pupils would be able to create effective search strategies utilising Boolean operators, evaluate the reliability of a source, and distinguish between citations and reference sources (Lad brook and Prober, 2011). Universities and other educational institutions serve a crucial role in the training and development of human resources, and the libraries and information centres inside these institutions play a crucial part in the growth of information.

students' literacy abilities Information literacy is defined by CILIP (2005) as understanding when and why information is needed, where to look for it, and how to evaluate, use, and share it ethically.

Thus, an information literate person must have an understanding and know when: Information is needed

- How to find information
- The need to evaluate results
- How to work with or exploit results
- Ethics and responsibility of use
- How to communicate or share your findings

Understanding information literacy requires that one recognises a need for information and that information is required, why information is required, what and how much information is required, what type of information is required, any associated time, access, or other constraints, as well as the knowledge that information is available in a variety of formats in various other media.

SCOPE OF THE STUDY

The purpose of this study was to investigate the use of information search skill by the school students of Central Board of Secondary Education School Libraries in Dindigul city, Tamilnadu. The samples of this study were covered 25 students in each school.

If specifically focused on the following objectives: