ANNEXURE


The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

Outcomes Include:

a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
b. Develops a thesis statement and formulates questions based on the information need
c. Explores general information sources to increase familiarity with the topic
d. Defines or modifies the information need to achieve a manageable focus
e. Identifies key concepts and terms that describe the information need
f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
2. The information literate student identifies a variety of types and formats of potential sources for information.

*Outcomes Include:*

a. Knows how information is formally and informally produced, organized, and disseminated
b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
f. Realizes that information may need to be constructed with raw data from primary sources

3. The information literate student considers the costs and benefits of acquiring the needed information.

*Outcomes Include:*

a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond
local resources (e.g., interlibrary loan; using resources at other
locations; obtaining images, videos, text, or sound)

b. Considers the feasibility of acquiring a new language or skill (e.g.,
foreign or discipline-based) in order to gather needed information
and to understand its context
c. Defines a realistic overall plan and timeline to acquire the needed
information

4. The information literate student reevaluates the nature and extent of the
information need.

**Outcomes Include:**

a. Reviews the initial information need to clarify, revise, or refine the
question

b. Describes criteria used to make information decisions and choices

**Standard Two**

The information literate student accesses needed information effectively
and efficiently.

**Performance Indicators:**

1. The information literate student selects the most appropriate investigative
methods or information retrieval systems for accessing the needed
information.
Outcomes Include:

a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
b. Investigates benefits and applicability of various investigative methods
c. Investigates the scope, content, and organization of information retrieval systems
d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. The information literate student constructs and implements effectively-designed search strategies.

Outcomes Include:

a. Develops a research plan appropriate to the investigative method
b. Identifies keywords, synonyms and related terms for the information needed
c. Selects controlled vocabulary specific to the discipline or information retrieval source
d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters

f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.

Outcomes Include:

a. Uses various search systems to retrieve information in a variety of formats

b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration

c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.
Outcomes Include:

a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
b. Identifies gaps in the information retrieved and determines if the search strategy should be revised
c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
b. Creates a system for organizing the information
c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
d. Records all pertinent citation information for future reference
e. Uses various technologies to manage the information selected and organized
Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes Include:

a. Reads the text and selects main ideas
b. Restates textual concepts in his/her own words and selects data accurately
c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes Include:

a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
b. Analyzes the structure and logic of supporting arguments or methods
c. Recognizes prejudice, deception, or manipulation
d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

**Outcomes Include:**

a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence

b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information

c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

**Outcomes Include:**

a. Determines whether information satisfies the research or other information need

b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
c. Draws conclusions based upon information gathered
d. Tests theories with discipline-appropriate techniques (e.g.,
simulators, experiments)
e. Determines probable accuracy by questioning the source of the data,
the limitations of the information gathering tools or strategies, and
the reasonableness of the conclusions
f. Integrates new information with previous information or knowledge
g. Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has
an impact on the individual’s value system and takes steps to reconcile
differences.

**Outcomes Include:**

a. Investigates differing viewpoints encountered in the literature
b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation
of the information through discourse with other individuals, subject-area
experts, and/or practitioners.

**Outcomes Include:**

a. Participates in classroom and other discussions
b. Participates in class-sponsored electronic communication forums
designed to encourage discourse on the topic (e.g., email, bulletin
boards, chat rooms)
c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

7. The information literate student determines whether the initial query should be revised.

**Outcomes Include:**

a. Determines if original information need has been satisfied or if additional information is needed
b. Reviews search strategy and incorporates additional concepts as necessary
c. Reviews information retrieval sources used and expands to include others as needed

**Standard Four**

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

**Performance Indicators:**

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

**Outcomes Include:**

a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance

c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance

d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

**Outcomes Include:**

a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process

b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively to others.

**Outcomes Include:**

a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience

b. Uses a range of information technology applications in creating the product or performance

c. Incorporates principles of design and communication

d.Communicates clearly and with a style that supports the purposes of the intended audience
Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes Include:

a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
b. Identifies and discusses issues related to free vs. fee-based access to information
c. Identifies and discusses issues related to censorship and freedom of speech
d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
Outcomes Include:

a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")
b. Uses approved passwords and other forms of ID for access to information resources
c. Complies with institutional policies on access to information resources
d. Preserves the integrity of information resources, equipment, systems and facilities
e. Legally obtains, stores, and disseminates text, data, images, or sounds
f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
g. Demonstrates an understanding of institutional policies related to human subjects research

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes Include:

a. Selects an appropriate documentation style and uses it consistently to cite sources
b. Posts permission granted notices, as needed, for copyrighted material
### Standards, Performance Indicators and Outcomes [ACRL, 2000]

**B. Developing Topic and Identifying Sources**

<table>
<thead>
<tr>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSING THE ABILITY TO DEFINE INFORMATIONAL NEEDS</td>
</tr>
<tr>
<td>Formulating research question [Focus on Topic]</td>
</tr>
<tr>
<td>Identifying Keywords / Usage of Keywords</td>
</tr>
<tr>
<td>Generating List of Databases</td>
</tr>
<tr>
<td>Concept Mapping</td>
</tr>
<tr>
<td>ASSESSING THE ABILITY TO IDENTIFY TYPES OF INFORMATION SOURCES</td>
</tr>
<tr>
<td>Using different sources [newspapers, magazines]</td>
</tr>
<tr>
<td>Primary and Secondary source of information</td>
</tr>
<tr>
<td>ASSESSING KNOWLEDGE OF THE COSTS AND BENEFITS OF ACQUIRING INFORMATION</td>
</tr>
<tr>
<td>Other databases [Sage/Ephost] [Information seeking process beyond the local sources]</td>
</tr>
<tr>
<td>Language of the information collected</td>
</tr>
<tr>
<td>ASSESSING THE ABILITY TO RE-EVALUATE ONE’S INFORMATION NEED</td>
</tr>
<tr>
<td>Re-Evaluation of Information Need</td>
</tr>
<tr>
<td>Information Decisions and Choices</td>
</tr>
<tr>
<td>Accessing Online Information Effectively and Efficiently</td>
</tr>
<tr>
<td>ASSESSING THE ABILITY TO SELECT A RESEARCH METHODOLOGY</td>
</tr>
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<td>Identifies Information retrieval system</td>
</tr>
<tr>
<td>Identifies Investigation method</td>
</tr>
<tr>
<td>ASSESSING THE ABILITY TO DEVELOP SEARCH STRATEGIES</td>
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<td>Search Strategies [keywords] / Usage of vocabulary</td>
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<tr>
<td>Using AND / OR [Boolean Operators]</td>
</tr>
<tr>
<td>ASSESSING THE ABILITY TO RETRIEVE INFORMATION</td>
</tr>
<tr>
<td>Ability to retrieve information [using various sources]</td>
</tr>
<tr>
<td>Relevance of the search [quantity, quality, gaps in the information]</td>
</tr>
<tr>
<td>Review the information [revise, discard the irrelevant]</td>
</tr>
<tr>
<td>ASSESSING THE ABILITY TO MANAGE INFORMATION</td>
</tr>
<tr>
<td>Extracting techniques [copy/paste, save as, print, bookmark]</td>
</tr>
<tr>
<td>Create a system for organizing information</td>
</tr>
<tr>
<td>Evaluating Online Information</td>
</tr>
<tr>
<td>ASSESSING THE ABILITY TO INCORPORATE SELECTED INFORMATION INTO ONE’S</td>
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</tbody>
</table>

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**Annexure 2: DELPHI ROUND 1 ASSESSMENT SHEET**

Sir/Madam, Kindly rate the performance indicators for DIL assessment. 0 = not relevant, 1 = fairly relevant, 2 = relevant and 3 = extremely relevant. Also share your suggestions regarding the indicators.
**KNOWLEDGEBASE AND VALUESYSTEM**

| Read the text and select main ideas |
| Paraphrasing (own words usage) |
| Seeks opinion through a variety of mechanisms |
| Examining and Comparing information with other websites | Checking validity, timeliness, point of view, scope, authority, currency (is the info sufficient) |
| Checking the accuracy |
| Compare the new information with previous information with the log |
| Draws Conclusion based upon information gathered |

**ASSESSING THE ABILITY TO REVISE THE DEVELOPMENT PROCESS FOR THE RESEARCH PRODUCT**

| Organizing the content in a manner |
| Manipulates digital text, images and data |
| Software for presentation (word, ppt, flash, excel, html, pdf, video) |
| Finding Information on Internet Computer Proficiency (Social Bookmarking) |
| Usage of social media to present [FB Groups, Blogs, Twitter, RSS feeds, Constructing Web pages, Youtube] |
| Using a range of IT |
| Incorporates principles of design |

Understanding social context, ethical and legal issues surrounding online information and information technology

**ASSESSING THE UNDERSTANDING OF KNOWLEDGE PRODUCTION AND INFORMATION ACCESS**

| Understanding the social context of the information [who created it, security, free or fee based] |
| Following netiquettes [using email in small letters] |
| Understanding of Intellectual Property, Copyright and fair use of copyrighted material |

**ASSESSING ACADEMIC INTEGRITY, PLAGIARISM, AND SCHOLARLY ACCOUNTABILITY**

| Using an appropriate documentation style |
| Including Citations, Footnote, End note, Reference |
| Including Copyright details |
| Mentioning the Courtesy/Source |

**Suggestions:**

__________________________________________________________________
Sir/Madam, This is the result of Delphi-1 Round. Kindly reassess the performance indicators for DIL assessment. 0 = not relevant, 1 = fairly relevant, 2 = relevant and 3 = extremely relevant. Also share your suggestions regarding the indicators.

### PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying Keywords /Usage of Keywords</td>
<td></td>
</tr>
<tr>
<td>Formulating research question [Focus on Topic]</td>
<td></td>
</tr>
<tr>
<td>Language of the information collected</td>
<td></td>
</tr>
<tr>
<td>Re-Evaluation of Information Need</td>
<td></td>
</tr>
<tr>
<td>Search Strategies[keywords]/Usage of vocabulary</td>
<td></td>
</tr>
<tr>
<td>Generating List of Databases</td>
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</tr>
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<td></td>
</tr>
<tr>
<td>Ability to retrieve information[using various sources]</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Other databases[Sage/Ephost][Information seeking process beyond local sources]</td>
<td></td>
</tr>
<tr>
<td>Paraphrasing[own words usage]</td>
<td></td>
</tr>
<tr>
<td>Finding Information on Internet Computer Proficiency [Social Bookmarking]</td>
<td></td>
</tr>
<tr>
<td>Usage of social media to publish</td>
<td></td>
</tr>
<tr>
<td>Relevance of the search[quantity, quality, gaps in the information]</td>
<td></td>
</tr>
<tr>
<td>Extracting techniques [copy/paste, save as, print, bookmark]</td>
<td></td>
</tr>
<tr>
<td>Create a system for organizing information</td>
<td></td>
</tr>
<tr>
<td>Check accurately, read the text and select main ideas</td>
<td></td>
</tr>
<tr>
<td>Organizing the content in a manner</td>
<td></td>
</tr>
<tr>
<td>Using different sources for information [newspapers, magazines, website, book]</td>
<td></td>
</tr>
<tr>
<td>Manipulates digital text, images and data</td>
<td></td>
</tr>
<tr>
<td>Software for presentation[word, ppt, flash, excel, html, pdf, video]</td>
<td></td>
</tr>
<tr>
<td>Incorporates principles of design</td>
<td></td>
</tr>
<tr>
<td>Understanding the social context of the information [who created it, security, free or fee based]</td>
<td></td>
</tr>
<tr>
<td>Following netiquettes [ using email in small letters]</td>
<td></td>
</tr>
<tr>
<td>Using an appropriate documentation style</td>
<td></td>
</tr>
<tr>
<td>Including Citations, Footnote, End note, Reference</td>
<td></td>
</tr>
<tr>
<td>Including Copyright details</td>
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</tr>
<tr>
<td>Mentioning the Courtesy/Source</td>
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**Annexure 3: DELPHI ROUND 2 ASSESSMENT SHEET**


<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to retrieve information[using various sources]</td>
<td></td>
</tr>
<tr>
<td>Identifies Information retrieval system</td>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>Usage of social media to present</td>
<td></td>
</tr>
<tr>
<td>Relevance of the search[quantity, quality, gaps in the information]</td>
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</tr>
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<tr>
<td>Using different sources for information [newspapers, magazines, website,book]</td>
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<tr>
<td>Software for presentation[word, ppt, flash, excel, html, pdf, video]</td>
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<tr>
<td>Incorporates principles of design</td>
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<tr>
<td>Mentioning the Courtesy/Source</td>
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</tbody>
</table>

**Suggestions:**

_____________________________________________________________________________

Sir/Madam, This is the result of Delphi-2 Round Kindly reassess the performance indicators for DIL assessment. 0=not relevant, 1=fairly relevant, 2= relevant and 3= extremely relevant. Also share your suggestions regarding the indicators.
ANNEXURE: 6

QUESTIONNAIRE

[I, B.Nidhya, Research Scholar, M.S. University, Tirunelveli is doing my research on social media practices and DIL skill of college students in Tamil Nadu. Kindly help me in this process and I assure that your data will be kept confidential.]

Year of Birth: _____________ Sex: M/F Department: ______________

Year in College: I / II / III ______

Working Part time: Yes / No

Family

Father's Occupation: a) Government b) Private c) Business other__________

Mother's Occupation: a) Government b) Private c) Self employed d) Housewife other__________

Father's Education: a) PG b) UG c) +12/HSC d) 10th/SSLC

Other specify-----------------

Mother's Education: a) PG b) UG c) +12/HSC d) 10th/SSLC

Other specify-----------------

Monthly Family Income

Below 10,000 □ 10000 – 15,000 □ 15,001 - 20000 □ Above 20000 □

Caste: a) OC b) BC c) MBC d) SC/ST

PART - A

1. How many years you are living in this city? ______________ Siblings ______________

2. Where are you staying? a) Home b) Hostel c) Relatives Home d) others ____________________

3. Medium of Instruction in Higher Secondary School ______________

4. Which city did you complete your +2? ______________

5. Please tick the websites you have account a) Facebook b) Twitter d) LinkedIn e) Google plus f) Instagram others ______________

Facebook Account Name: _____________________________________

Campus WIFI : Yes/ No

Separate Lab Hour : Yes/No

Computer Usage

1. Which of the following you possess [Please Tick for more options]
   a) Computer
   b) Laptop
   c) Tablet
   d) IPad
   e) IPhone
   f) Smart Phone/Mobile Phone
   g) All the above

2. Do you own a laptop provided by Tamilnadu Government?
   a) Yes b) No

3. Do you operate computer/laptop? a) Yes b) No

4. How long you are using computer?
   a) 6 months
   b) 1 year
   c) more than 2 years
   d) more than 5 years

5. Do you have access to Internet? a) Yes b) No

6. How do you access Internet?
   a) Home Computer /Broadband
   b) Browsing Center
   c) Mobile Phones/Smart Phone
   d) College lab/Wifi
   e) Laptop/Dongle

7. Other than social media purpose, what would be your preferred mode/time of accessing Internet?
   a. Morning
   b. Afternoon
   c. Throughout the day
   d. Evening
   e. Late night
   f. Throughout the night

8. For, what purpose you spent more time on Computer/Laptop?

9. For, what Purpose do you spent more time on Internet?

10. What kind of websites you view often?

11. Do you have account in social media a) Yes b) No .

If No Please go to  PART C
PART B

Time Spent on Social Networking

12. What social media accounts you have?
   a) Facebook  b) Whatsapp  c) Youtube  d) Twitter  e) Blogging  f) Flicker
   g) Instagram  h) any other ______________

13. Among these, Which of the social media you spent more time? ______________

14. From, where you access your social media accounts?
   a) at home  b) Browsing Center  c) College  d) others specify ______________

15. How long you have been using social media?
   a. One year
   b. More than 2 Years
   c. More than 5 years
   Others __________________ Please Specify

16. In a day, on average how much time you spent in the social media. Discuss
   a. 30 minutes -1 hour
   b. More than 1-3 hours
   c. More than 3 -5 hours
   Other ______________ Please specify

17. What would be your preferred time of accessing social media?
   a. Morning
   b. Afternoon
   c. Throughout the day ‘
   d. Evening
   e. Late night
   f. Throughout the night

18. What would be your preferred mode of accessing social media accounts?
   a) Computer
   b) Smartphone/Tablets/IPAD
   c) Laptops

   Other please specify ______________
Annexure :7 DIL-To-Do-Task List

Topic : Kudankulam Nuclear Power Plant/Singapore Tourism

Time : 15 minutes

- Use Internet
- Refer atleast three different websites and collect relevant data to the topic
- Read the text and rewrite (if required)
- Send this file to mail id [nithiviscom@gmail.com]
- Share /Post the content in FB/ Blogs/Social media account
- Use Word, PowerPoint, Excel or any other software to present your data
- Combine the information downloaded and make it into 5 paragraphs
- Convert into Century Gothic font/12pt, use Underline and properly align[Headings/Font].
- Create a link [Hyperlink which link website address]
- Use Images [Crop/Resize /Rework the image]
- Give Video link [ If found any related video]
- Remove hyperlink in text [if any]
- Save your file in the Folder in D drive and create a shortcut to your file [FOLDER NAME : studentstask]
- Name the file in your name and college [Save in Compatible Format][For ex : SivaLoyola]
- Give footnote/reference [where it is taken]
- Give Photo courtesy [Mention the name of the website/file format]
- Include Copyright details

Note :

- Three websites you are referring must be different [websites, blogs, online journals, online newspapers]
- Read the text and select
- Use relevant images
- Use relevant information
ANNEXURE: 8

In-Depth Interview Schedule

I B.Nidhya, Research Scholar, MS University, Tirunelveli. Thank you for agreeing to be interviewed for my research about ‘Social Media Practices of College Students and DIL Level of a student’. The interview will only take about 20-30 minutes. I will record all the interviews. The data will be kept confidential and I assure that this is for my Doctoral Research.

1. Please share your course of study, year of birth, your native and other personal details

2. Do you access computer?

3. Do you access Internet?

4. Do you account in social media?

5. What are the social media accounts you have?

6. Share your social media activities.
ANNEXURE: 9

INFORMATION LITERACY ASSESSMENT MODELS TRAILS

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 You are interested in Curiosity, NASA’s rover that is exploring the surface of Mars. You know it sends back information each day. What would be the best place to look for the most current information from Curiosity?</td>
</tr>
<tr>
<td><strong>CHOOSE ONE ANSWER.</strong></td>
</tr>
<tr>
<td>- An encyclopedia article about Curiosity</td>
</tr>
<tr>
<td>- A scientific article about Curiosity</td>
</tr>
<tr>
<td>- NASA’s daily Twitter posts @MarsCuriosity</td>
</tr>
<tr>
<td>- A book about Mars</td>
</tr>
<tr>
<td>10 When using a website, what do you need to check first to determine if a source is accurate?</td>
</tr>
<tr>
<td><strong>CHOOSE ONE ANSWER.</strong></td>
</tr>
<tr>
<td>- Does the information fit with what I already know?</td>
</tr>
<tr>
<td>- Is the site used by a lot of people?</td>
</tr>
<tr>
<td>- Does the page load quickly?</td>
</tr>
</tbody>
</table>

SAILS

Sample Question Two

Which of the following best identifies a "publication issued periodically, usually weekly or monthly, contains advertisements?"

**CHOOSE ONE ANSWER**

- Journal
- Magazine
- Newsletter
- Newspaper
- Trade Journal

Sample Question Three

What is a term used to describe what a book or journal article is about?

**CHOOSE ONE ANSWER**

- Bibliography
- Keyword
iSkills ASSESSMENT

Scenario: Managing Files
Cleaning a Computer

You are giving your old computer to your younger brother and want to delete any personal emails. You also want to save
email related to your job search so that you can transfer them to your new computer.

Task:
- Read the emails (double-click on any that you want to view) and drag them into the appropriate folders.
- After you have finished, delete the emails you do not want to save.
ANNEXURE : 9
CURRICULUM VITAE

B. NIDHYA

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RESEARCH

- **Currently Pursuing Ph.D** in Visual Communication (RNG Mode)
  Manonmaniam Sundaranar University Abisekapatti, Tirunelveli-12.
- **Completed M.Phil** (Mass Communication & Journalism) in Global Open University, Nagaland.

POST GRADUATION

- **M.Sc .Visual Communication** (April 2004-‘06), Mother Teresa Women’s University, Kodaikanal (Regular)
- **MA .Mass Communication & Journalism** (April 2003-05)
  (DDE), Alagappa University, Karaikudi.

RESEARCH

- A Study on Investigative Journalism – Criminal Cases before Fifty Years Ago(M.Sc Thesis)
- A Study of e-Governance projects in Chennai City Corporation.(M.Phil Thesis)
RESEARCH PROJECTS

- Assistant Project Director & Communication Expert in ‘HWS & FM Project - Regional CCDU, Dharmapuri - Implementation Report for Capacity Building of Local bodies Component ”-TWAD & Loyola College
- Presented 10 Papers & Published 4 Papers (National & Internationally)
- Qualified NET & SET (SET August 2011/NET June 2012)

PAPERS & SEMINAR

ICT in India

- “A Study of e-Governance projects in Chennai City Corporation” - Presented in the International Conference on Development Communication in the era of Globalization organized by Loyola College, Chennai & GCRA Australia.(July 2009)
- A Paper titled “A Study on Tamil Nadu Government run website” - Presented in the National Conference on ‘Emerging Trends in Media ‘held in Pondicherry Central University.(Jan 2010)
- A Paper titled “Blogging in Tamil – A Descriptive Study” - Presented in the National Conference held in Tirunelveli Manonamaniam Sundaranar University. (Feb 2010)
• A Paper titled “Online Social Networking - Uses & Gratification” - Presented in the Social Science Congress held at Hyderabad (Mar 2010)

• A Paper titled “Social Media – A Tool for Social Activists” - Presented in the National Conference held in Tirunelveli Manonamaniam Sundaranar University. (Feb 2011)

• “Assessment of Tamil Nadu Government Tourism Website – Using WE tool” Presented in the International Conference held in Amity University, Jaipur (March 2011)

• A Paper titled ‘Online Social Communication of College Students in Tamilnadu’ presented in the National Conference ‘Emerging Trends in New Media’ held in Padmavati University, Tirupati (Jan 2011)

• A Paper titled “Role of CMC in Relationship formation” - Presented in the International Conference held in Mangalyatan University, Aligarh (Feb 2011)

• Presented a Paper titled ‘A Case Study of Learning Through Multiple Approaches’ – Presented in the International Convention held in UGC, CEC, New Delhi (Feb 2011)

• Presented a Paper titled ‘Effect of social networking connectedness on IL Skill of College students’ - Presented in the ACT National Conference held in Bharathiya University (Feb 2013).

• Attended Master Class for Ph.D Scholars in Communication conducted in Madras University (Aug 2013)
PAPERS PUBLISHED

- Published a Paper titled ‘A Case Study of Learning Through Multiple Approaches’ in a National Journal. (Reference: [www.cec.nic.in](http://www.cec.nic.in))

- Published a Paper titled “Assessment of Tamil Nadu Government Tourism Website– Using WE tool” in National Journal published in Amity School of Communication, Jaipur. (ISSN: 2231-1033).


- Published a Paper titled “Evaluation of online citizen service projects offered by Chennai City Corporation” in National Journal published in Amity School of Communication. (Year : 2013, ISSN: 2231-1033).