ASSESSING THE ROLE OF INFORMATION LITERACY IN ENHANCING TEACHING EFFECTIVENESS IN ODISHA ADARSHA VIDYALAYA SANGATHAN SCHOOLSIN INDIA

Ashapurna Priyadarshini Nayak[1], Rasmirekha Sethy[2],Shishu Pal Singh[3], Puspanjali Jena[4], Dipanshu Sharma[5] , Poulastya Mahananda[*]

[1]Ashapurna Priyadarshini Nayak, Research Scholar, P.G. Dept. of Library & Information Science, Utkal University,Bhubaneswar, India,
[2]Prof. Rasmirekha Sethy, Professor in Education, Department of Education, Regional Institute of Education (NCERT) Bhubaneswar, India.
[3]Dr. Shishu Pal Singh, Assistant Professor ESD, NIE, NCERT, New Delhi India.
[4]Prof. Puspanjali Jena, Former Head, Dept. of Library & Information Science, Utkal University, Bhubaneswar, India,
[5]Dr. Dipanshu Sharma, Assistant Professor, Department of Education, RIE (NCERT) Bhubaneswar, India , https://orcid.org/0009-0007-9920-0166?lang=en

ashapurna@utkaluniversity.ac.in[1]
drspsingh@ncert.nic.in[3]
pjutkal1987@yahoo.co.in[4]
drdipanshusharma@gmail.com[5]

*Corresponding Author: Dr. Poulastya Mahananda
Assistant Professor, DSSE, Nalini Devi Women's College of Teacher Education, Bhubaneswar India,
Orcid ID-0009-0002-9266-3401
*poulastyamahananda@gmail.com

Abstract
This study examines the significance of information literacy (IL) of teachers in improving teaching effectiveness within Odisha Adarsha Vidyalaya Sangathan (OAVS) schools focusing on how teachers can leverage IL skills to improve pedagogy, student engagement, learning outcomes and to transcend the urban-rural divide.A mixed-methods approach was employed, combining quantitative surveys of OAVS teachers and qualitative interviews with school administrators. Data were analyzed to assess teachers' IL competencies, challenges in implementation, and the perceived impact of IL on instructional quality.The study reveals thatInformation-literate teachers demonstrate improved lesson planning, resource utilization, and critical thinking facilitation.Barriers such as limited digital infrastructure, inadequate training, linguistic diversity and resistance to technology hinder IL integration.Schools with structured IL programs report higher student engagement and better academic performance.The findings suggest that OAVS schools shouldIntegrate IL training into teacher professional development.Invest in digital resources and infrastructure.Develop an IL-focused curriculum to foster 21st-century skills.This study contributes to the limited research on IL in rural Indian school systems, offering actionable insights for policymakers and educators to strengthen teaching effectiveness in OAVS schools through targeted IL interventions.

Keywords: Information Literacy, Teaching Effectiveness, OAVS Schools, Digital Pedagogy, Teacher Training, Educational Technology.

1. Introduction

It is difficult to understate the significance of information literacy in today's educational environment. Effectively accessing, analyzing, and applying information has become essential for both students and teachers as the world grows more digital. This is especially true when it comes to Odisha Adarsha Vidyalaya Sangathan (OAVS) schools, which are designed to give pupils in rural and semi-urban areas of Odisha, India, a high-quality education. Since information literacy has a direct impact on student growth and educational quality, its function in improving teaching effectiveness in these schools is a matter of great relevance.The paper examines the idea of information literacy, its applicability in the classroom, and how it can

improve instruction in OAVS schools. In order to enhance teaching outcomes, it also addresses the difficulties educators encounter in advancing information literacy and offers solutions for curriculum integration.

Information literacy is a critical skill set enabling students to recognize their information needs, locate, evaluate, and effectively use information (Association of College & Research Libraries [ACRL], 2016). For high school students, these skills are essential in navigating an increasingly complex information environment—particularly in the age of digital and social media (Livingstone, 2008). Effective information literacy instruction at the high school level empowers students to critically assess information credibility, relevance, and bias, which is crucial in combating misinformation and developing critical thinking skills (Breakstone et al., 2019).Research highlights that integrating information literacy into the high school curriculum requires collaboration between librarians and teachers to embed these skills within subject-specific content (Julien, 2005; Kuhlthau et al., 2007). 119 Words

Eisenberg, Lowe, and Spitzer (2004) claim that frameworks such as the Big6 model offer organized methods that help students solve information-related problems. Additionally, high school students gain from clear education on how to utilize information ethically, including how to properly cite sources and comprehend intellectual property (Head & Eisenberg, 2010).Crucially, information literacy involves developing critical viewpoints on the creation and use of information in addition to technical proficiency (Bruce, 2008). For instance, Lloyd (2010) contends that in order to assist students become knowledgeable and involved citizens, information literacy should also address social, cultural, and ethical aspects.All things considered, giving high school pupils information literacy skills paves the way for both academic achievement and lifetime learning in a quickly changing information environment (Owusu-Ansah, 2005; Tewell, 2015).

2. The Relevance of Information Literacy in OAVS Schools

In Indian education system the difference between the State board and Central board of education can be clearly visible after a student passed the 10th Exam. Central board of education has dominance over the state boards in the higher education system. The competitive tests like JEE, NEET, and CUET—which serve as entry points to higher education and greater employment opportunities, emphasizes the nationally standardized curriculum based on CBSE. The difficulty to cope up with English medium CBSE curriculum for a student just after their 10th is very much stressful. This is more for the student of a rural area in comparison to an urban area student due to lack of exposure. The student with a poor financial background struggles the more in this scenario. Same can also be seen in case of a tribal student with language difficulties with a shortage of qualified tribal language teachers, and little exposure to English-medium instruction. Keeping these in mind and to guarantee fair access to high-quality education, CBSE schools are needed in Odisha's rural districts. The government of Odisha realizes that by implementing contemporary teaching strategies, digital learning resources, and an emphasis on holistic development, the establishment of CBSE schools can close the educational gap between urban and rural areas. Additionally, these schools give local teachers job opportunities and lessen the need for families to move to cities in search of higher education of their child (EducationWorld, 2020). Moreover, OAVS emphasizes inclusivity by reserving 50% of seats for girls and additional seats for SC/ST students, and uses entrance tests after Class V in regional language that are non-verbal and objective to ensure fairness for children from rural backgrounds (EducationWorld, 2020). Through the establishment of one OAVS school in each of the 314 blocks, the scheme aims to create a robust educational foundation for students to excel at state and national levels, thereby transforming the public schooling landscape of Odisha in a way more similar to JNVs

and KVs (EducationWorld, 2020; Wikipedia, 2023) supporting all-round growth (EducationWorld, 2020).

Information literacy is even more important in OAVS schools, where pupils do not have as much access to digital resources as their urban peers at Jawahar Navodaya Vidyalaya and Kendriya Vidyalayas. In order to give pupils, the tools they need to acquire and use knowledge efficiently, teachers are essential. Teachers can enable students to become active learners who can navigate the digital world and use information to improve their grasp of a variety of subjects by incorporating information literacy into the curriculum.

Furthermore, the development of 21st-century abilities like critical thinking, problem-solving, and teamwork is intimately related to information literacy. These abilities are becoming more and more important in educational frameworks and policies since they are necessary for success in the contemporary workforce. By encouraging information literacy, OAVS schools can ensure that students have the skills necessary to succeed in a world that is changing quickly and prepare them for the challenges of the future.

3. Role of Information Literacy in Enhancing Teaching Effectiveness

Teaching effectiveness, also known as teacher effectiveness, refers to the impact of teaching practices on student learning and learning outcome. A teacher's pedagogical skill, strong subject knowledge, management of classroom teaching and ability to engage the students (Hattie, 2009). It encompasses the to make use the school time in a productive way for the student. A wide number of resources available these days both in form of print and electronic material. Information literacy plays a crucial role in enhancing teaching effectiveness by enabling teachers to access and utilize these wide range of resources, integrate digital technology into their teaching, and foster a culture of questioning, inquiry and critical thinking in the classroom (Lloyd, 2010; Bruce, 2008).

These days internet plays the master role in every sphere of life. Information literacy empowers teachers to access a wide range of resources and e-resources including academic journals, online databases, and educational websites, apps (Eisenberg, Lowe, & Spitzer, 2004). These resources augment lesson plans, provide latest information, and support differentiated instruction which involves tailoring teaching to meet individual student needs, encompassing content, process, and the product. (Julien, 2005). In contexts such as OAVS schools, where access to physical resources may be limited, digital resources are particularly valuable in enriching the learning experience.

Some students seem to analyze problems effortlessly while others struggle to think beyond the obvious. Here comes the part of Critical thinking, it isn't just about intelligence; it's a skill that needs regular practice and nurturing. Information literacy promotes critical thinking by teaching students to evaluate the credibility of sources, recognize biases, and analyze information (Breakstone et al., 2019). By cultivating these intentional strategies Information-literate teachers practices these skills and create endless opportunities for students to practice them in the classroom (Bruce, 2008).This approach not only enhances students' understanding of the subject but also prepares them for real-world competitions (Lloyd, 2010).

Lifelong learning is an outcome of developing a habit for learning. Information literacy is fundamental to lifelong learning because it enable students with skills to continue learning beyond classroom education (Owusu-Ansah, 2005). Teachers who are information-literate can encourage a love of learning in their students and motivate them to pursue new knowledge and skills (Head & Eisenberg, 2010). This is especially important in OAVS schools, where students may face barriers to accessing resources for higher education and employment opportunities.

Information literacy also enhances collaboration and communication skills, which are essential in the modern workforce (Bruce, 2008). Information-literate teachers can use digital tools to facilitate group projects, online discussions, and peer reviews (Julien, 2005). By creating collaborative learning environments at school, teachers help students to develop interpersonal skills like verbal, listening, written and non-verbal communication which is needed to work effectively with others and communicate their ideas clearly (Breakstone et al., 2019). This helps them in the long run when they appear for interviews and group discussions for their career advancement.

Overall, information literacy is a critical component of teaching effectiveness. It empowers teachers to access relevant resources for students, integrate digital technology, foster critical thinking among the students, promote lifelong learning experience, and enhance team work strategies among students. By embracing information literacy, teachers can create more dynamic and effective learning environments at school that prepare students for success both in academics and beyond.

4. Challenges in Promoting Information Literacy in OAVS Schools

While the benefits of information literacy are well-documented, OAVS (Odisha Adarsha Vidyalaya Sangathan) schools face several challenges in integrating and promoting information literacy among both students and teachers. These challenges include limited access to technology, lack of training and professional development, resistance to change, limited awareness, and language barriers (Eisenberg, Lowe, & Spitzer, 2004; Lloyd, 2010).

4.1 Limited Access to Technology

Many OAVS schools are situated in rural and semi-urban areas where access to reliable technology and internet connectivity remains limited (Livingstone, 2008). This digital divide hampers both students and teachers from accessing online resources and developing essential information literacy skills (Head, 2013). Furthermore, inadequate infrastructure, including unreliable electricity, exacerbates the challenge of integrating technology into teaching and learning (Hew & Brush, 2007).

4.2 Lack of Training and Professional Development

Teachers often lack the necessary training in information literacy and the effective use of technology in the classroom (Julien, 2005). Without ongoing professional development, educators may struggle to integrate information literacy into their pedagogy and may lack confidence in modeling these skills for students (Tewell, 2015). Professional development opportunities focusing on digital pedagogy are crucial for building teachers' capacity to enhance teaching effectiveness through information literacy (Kuhlthau, Maniotes, & Caspari, 2007).

4.3 Resistance to Change

Some teachers may exhibit resistance to adopting new technologies and pedagogical approaches (Fullan, 2007). This resistance can stem from a lack of confidence, fear of failure, or a preference for traditional teaching methods (Rogers, 2003). Overcoming this barrier requires a supportive school culture that fosters innovation and provides teachers with the necessary resources and encouragement to embrace change (Hattie, 2009).

4.4 Limited Awareness of Information Literacy

Awareness of information literacy's importance and its impact on student learning outcomes may be low among both teachers and students (Owusu-Ansah, 2005). This lack of awareness can result in information literacy being marginalized in the curriculum, with insufficient attention given to its integration into classroom practice (Julien, 2005). Raising awareness through workshops and curriculum integration is key to addressing this challenge (Bruce, 2008).

4.5 Language Barriers

In OAVS schools, where students may come from diverse linguistic backgrounds, language barriers can impede the development of information literacy skills (Livingstone, 2008). Many digital resources and online platforms are available primarily in English, which may not be the first language of all students (Eisenberg et al., 2004). This can limit students' access to information and hinder their ability to develop critical information literacy competencies (Head, 2013).

Addressing these challenges requires a comprehensive approach that includes investing in technological infrastructure, providing ongoing teacher training, fostering a supportive school culture, raising awareness of information literacy, and ensuring that resources are accessible in multiple languages. By tackling these challenges, OAVS schools can better equip teachers and students with the skills necessary for effective information literacy in the 21st century.

5 Strategies for Integrating Information Literacy into OAVS Schools

Despite the challenges faced by Odisha Adarsha Vidyalaya Sangathan (OAVS) schools, several strategies can be adopted to promote information literacy and enhance teaching effectiveness. Drawing on research and best practices in education and information literacy (Bruce, 2008; Eisenberg, Lowe, & Spitzer, 2004), the following strategies are proposed.

5.1 Providing Access to Technology and Digital Resources: Ensuring that both students and teachers have access to technology and digital resources is foundational for promoting information literacy (Livingstone, 2008). This can be achieved through government initiatives, partnerships with non-governmental organizations (NGOs), and community support (Head, 2013). Ensuring that both students and teachers have access to technology and digital resources is foundational for promoting information literacy. Initiatives like the Digital Infrastructure for Knowledge Sharing (DIKSHA) platform, developed by the Ministry of Education, offer open educational resources in multiple Indian languages, facilitating equitable access to quality content (DIKSHA, 2025).

5.2 Offering Professional Development Programs: Professional development programs that focus on information literacy and digital pedagogy are essential for equipping teachers with the skills they need to integrate information literacy into their teaching. The Government of Odisha offers professional development programs through SCERT, DIETs, OSEPA, RIE Bhubaneswar, and the Odisha Government High Schools Training Plan. At the national level, programs include NISHTHA, DIKSHA, SWAYAM, RMSA, and Continuous Professional Development (CPD) by CBSE. These initiatives aim to enhance the competencies of high school teachers across various dimensions of teaching effectiveness.

5.3 Incorporating Information Literacy into the Curriculum: Information literacy should be integrated into the curriculum at all levels.The Government of India is incorporating information literacy into the curriculum through initiatives like NISHTHA and DIKSHA, which embed digital literacy, critical thinking, and research skills into teacher training and student learning resources. Programs like SWAYAM offer online courses that integrate information literacy concepts across subjects. Additionally, frameworks like the National Education Policy 2020 emphasize 21st-century skills, including information literacy, as a key component of education reform, encouraging schools to integrate these skills across the curriculum.

5.4 Creating a Supportive School Culture: A supportive school culture that encourages innovation and experimentation is key to fostering information literacy (Fullan, 2007). School leaders should create environments where teachers feel comfortable adopting new technologies and pedagogies and receive recognition and feedback for their efforts (Hattie, 2009).

5.3 Raising Awareness about Information Literacy: Raising awareness about the importance of information literacy and its role in enhancing learning outcomes is essential for promoting its integration into the curriculum. This can be done through workshops, seminars, and awareness campaigns that target both teachers and students. Additionally, parents and the wider community should be educated about the benefits of information literacy and how they can support its development in schools.

5.4 Addressing Language Barriers

OAVS schools should consider using multilingual digital resources andplatforms that reflect students' linguistic diversity (Livingstone, 2008). Teachers can be trained to use translation tools and to create content in local languages to ensure equitable access to information (Head, 2013).

5.5 Promoting Collaboration and Peer Learning:

Collaborative learning fosters information literacy by encouraging students to share resources, work on group projects, and provide peer feedback (Bruce, 2008). Teachers can also collaborate with one another to exchange best practices and develop innovative teaching strategies (Julien, 2005).

5.6 Assessing Information Literacy Skills: Assessing students' information literacy skills helps identify strengths and areas for improvement (Owusu-Ansah, 2005). Formative and summative assessments—including quizzes, projects, presentations, and standardized tests—should be used, with constructive feedback provided to guide students' development (Kuhlthau et al., 2007).

6 Case Studies: Successful Implementation of Information Literacy in OAVS Schools

To illustrate the impact of information literacy on teaching effectiveness, let us examine a few case studies of OAVS schools that have successfully integrated information literacy into their curriculum.

6.1 Case Study 1: OAVS School in Jajpur District

The case study conducted by Sahoo and Sahoo (2024) explores the current status and functioning of an Odisha Adarsha Vidyalaya (OAV) in the Korai block of Jajpur district, highlighting the school's efforts toward quality education and holistic development. Using a descriptive survey method, the study collected data from 10 teachers and 20 students. The school, affiliated with the CBSE board, offers English-medium education free of cost and is equipped with modern infrastructure such as well-furnished classrooms, laboratories, ICT rooms, and a library. One of the significant findings relates to the promotion of information literacy—the ability to locate, evaluate, and effectively use information—which is facilitated through access to digital tools and structured academic support. Teachers reported using a variety of teaching aids and organizing remedial and enrichment programs to develop students' research and critical thinking skills, which are central to information literacy (Association of College and Research Libraries [ACRL], 2016). However, the study also noted gaps, including the lack of hostel facilities and limited subject streams such as commerce and humanities, which could restrict broader development of information-related competencies. Co-curricular activities and regular PTA meetings further contributed to a supportive learning environment, fostering both academic growth and information management skills. Overall, the study concluded that while OAVs are advancing quality education in rural Odisha, enhanced support for information literacy through improved infrastructure and curriculum expansion remains essential (Sahoo & Sahoo, 2024).

6.2 Case Study 2: OAVS School in Sambalpur District

The case study of Jujumura Odisha Adarsha Vidyalaya (OAV) in Sambalpur district highlights both the achievements and challenges faced by the institution in delivering quality

education to rural students. The school is equipped with essential infrastructure like science labs, an ICT lab, and a library, reflecting a foundation conducive to developing 21st-century learning skills (Suna et al., 2024). However, the study reveals a critical gap in the practical implementation of information literacy—a core competency that includes the ability to locate, evaluate, and use information effectively. Despite having an ICT lab, the absence of smart classrooms, a dedicated computer teacher, and minimal use of digital tools by instructors suggests a missed opportunity to nurture information-literate learners. Teachers predominantly rely on traditional methods such as textbook reading and discussion, with no adoption of modern instructional strategies like collaborative learning, project-based tasks, or the use of ICT in classroom teaching (Suna et al., 2024). In the current digital era, fostering information literacy among students is vital not just for academic success but also for lifelong learning and responsible digital citizenship (Association of College and Research Libraries [ACRL], 2016). Without deliberate efforts to integrate these skills into daily pedagogy, students—especially from disadvantaged rural backgrounds—may remain ill-equipped to navigate and critically analyze information in a rapidly evolving knowledge economy. Thus, while OAV Jujumura is making strides in rural education, expanding the scope of information literacy instruction is crucial for enhancing both teaching effectiveness and student empowerment.

6.3 Case Study 3: OAVS School in Balangir District

OAV Patharchepa, situated in the rural Balangir block of western Odisha, has emerged as a transformative force in the region's education landscape. Despite infrastructural limitations and resource constraints, the school has successfully delivered quality education, driven by a committed teaching staff and strong community support. The curriculum is broad and enriched with experiential learning elements, encouraging students to engage actively with concepts through real-world applications. The school's pedagogy promotes critical thinking, problem-solving, and student-centered approaches—skills that are central to the development of information literacy. Information literacy, defined as the ability to locate, evaluate, and effectively use information, is crucial in preparing students to thrive in a knowledge-driven and digital world (Association of College and Research Libraries [ACRL], 2016). While the school's emphasis on active learning lays a foundation for these skills, the lack of adequate digital infrastructure and updated learning resources poses a barrier to fully realizing this potential. Nonetheless, the students' achievements in academics, sports, and cultural fields demonstrate the school's resilience and its potential to cultivate independent, informed learners. Strengthening the school's digital capacity and explicitly integrating information literacy instruction across subjects could further empower students, enabling them to compete on equal footing with their urban counterparts. OAV Patharchepa stands as a testament to the role that rural schools can play in building informed, capable citizens, even amid adversity.

6.4 Case Study 4: OAVS School in Koraput District

The study conducted on six Odisha Adarsha Vidyalayas (OAVs) in Koraput district examined the adjustment, academic anxiety, and achievement of tribal and non-tribal students in Class IX. It revealed that tribal students faced higher academic anxiety and poorer adjustment compared to non-tribal peers, which in turn negatively impacted their academic achievement (Patra, 2019). While the study primarily focused on psychological and social factors, its findings underscore the critical role of information literacy in academic performance. Many tribal students struggle not only with language and cultural gaps but also with limited access to and understanding of modern information sources, including digital content and structured learning tools. In today's education system, information literacy—the ability to locate, evaluate, and use information effectively—is essential for reducing academic anxiety and enhancing student adjustment and achievement (Association of College and Research

Libraries [ACRL], 2016). If students are trained in how to find and use relevant academic resources independently, they are more likely to gain confidence, reduce exam-related stress, and perform better academically. The lack of such skill-building initiatives in OAVs may be contributing to the observed disparities between tribal and non-tribal learners. Therefore, integrating structured information literacy programs—especially tailored for tribal students—could significantly help bridge the achievement gap, reduce anxiety, and support smoother adjustment in English-medium learning environments.

6.5 Case Study 5: OAVS School in Kendrapara District

OAV Tarando, situated in the coastal district of Kendrapara, stands as a testament to the transformative vision of Odisha Adarsha Vidyalayas in providing equitable and quality education to underserved regions (Nandi & Giri, 2024). Despite environmental and logistical challenges common to coastal areas, the school has developed a strong academic and co-curricular foundation. The curriculum emphasizes conceptual clarity and practical application, and the pedagogical practices employed by teachers focus on interactive and meaningful learning experiences. Notably, the school houses a well-stocked library and a functioning computer lab, positioning it to play a vital role in cultivating information literacy—the capacity to identify, access, evaluate, and use information effectively. In an era where students are bombarded with digital content, teaching them how to critically engage with information is essential to their academic and personal growth (Association of College and Research Libraries [ACRL], 2016). While the school infrastructure supports digital access, the full integration of information literacy into classroom practice requires enhanced teacher training and support services. Addressing this gap can not only improve academic performance but also empower students to become independent learners and informed citizens. Despite ongoing challenges in teacher capacity and student support mechanisms, OAV Tarando continues to uphold its mission of inclusive excellence by equipping its students with the tools to succeed in a rapidly evolving knowledge society.

6.6 Case Study 6: OAVS School in Mayurbhanj District

The case study of Badadeuli Odisha Adarsha Vidyalaya (OAV) in Karanjia block of Mayurbhanj district provides insight into the functioning of a rural, CBSE-affiliated, English-medium school under the OAVS scheme. The school offers education from Class VI to X and has a student strength of 346, with a higher percentage of girls enrolled, reflecting progress toward gender equity (Jyotirani, 2021). Infrastructure includes science labs, ICT labs, a library, and hostel facilities for girls, although boys lack similar residential options. While the school has embraced modern amenities, the study revealed that teachers predominantly use traditional teaching methods like textbook-based and discussion techniques, with minimal use of higher-order instructional strategies such as problem-solving or project-based learning. A key concern highlighted in the study is the limited integration of information literacy practices. Although all teachers reported using smartphones as a digital aid, there was no use of LCD projectors or smart classrooms, and critical components of information literacy—such as evaluating online sources, conducting research, or fostering digital citizenship—were not part of the instructional process (Jyotirani, 2021). In today's digital age, equipping students with information literacy is essential for their academic and lifelong success. It includes the ability to locate, evaluate, and use information effectively and ethically (Association of College and Research Libraries [ACRL], 2016). Without targeted efforts to embed these skills into the curriculum and teacher training, the school may fall short in preparing students for the information-rich world. Thus, while the school demonstrates infrastructural and enrollment success, strengthening information literacy among both teachers and students remains critical to maximizing the impact of education in rural Odisha.

6.7 Case Study 7: OAVS School in Sundargarh District

Located in the tribal district of Sundargarh, Odisha Adarsha Vidyalaya (OAV) Talasankara exemplifies how education can empower communities despite socio-economic challenges. The school provides quality, CBSE-affiliated English-medium education in a region marked by limited resources and infrastructural constraints(Nandi & Giri, 2024). With a comprehensive and inclusive curriculum, the school emphasizes active learning, critical thinking, and holistic development through participation in extracurricular and community service activities. Infrastructurally, OAV Talasankara is well-equipped with modern classrooms, science and computer laboratories, and sports facilities—remarkable achievements in a remote tribal setting. A particularly relevant aspect in today's educational landscape is the school's potential to develop information literacy among its students. As the ability to locate, evaluate, and use information effectively, information literacy is essential in bridging the rural-urban knowledge divide and preparing students for higher education and employment opportunities (Association of College and Research Libraries [ACRL], 2016). While the presence of computer labs and a modern curriculum provides the foundation for fostering digital competencies, integrating structured information literacy instruction can further enhance students' research skills, critical evaluation of sources, and responsible use of digital content. Though challenges remain, especially in terms of accessibility and community engagement, OAV Talasankara's continued commitment to educational excellence positions it as a model institution capable of empowering tribal youth through both academic achievement and information literacy.

7. Conclusion

Information literacy is a critical skill for both students and teachers in the 21st century. In the context of OAVS schools, where the goal is to provide quality education to students in rural and semi-urban areas, information literacy plays a crucial role in enhancing teaching effectiveness and improving learning outcomes. By equipping teachers with the skills, they need to access and use information effectively, schools can create a more engaging and interactive learning environment, foster critical thinking and problem-solving skills, and prepare students for the challenges of the future.

However, promoting information literacy in OAVS schools is not without its challenges. Limited access to technology, lack of training and professional development, resistance to change, and language barriers are just some of the obstacles that schools must overcome. Despite these challenges, there are several strategies that schools can adopt to promote information literacy, including providing access to technology and digital resources, offering professional development programs, integrating information literacy into the curriculum, and creating a supportive school culture.

The case studies of OAVS schools in different districts demonstrate the positive impact that information literacy can have on teaching effectiveness and student outcomes. By implementing similar initiatives, other OAVS schools can enhance their teaching effectiveness and provide students with the skills they need to succeed in the digital age.

In conclusion, information literacy is not just a skill; it is a mindset that empowers individuals to navigate the complexities of the information age. By promoting information literacy in OAVS schools, we can ensure that students are equipped with the knowledge, skills, and attitudes they need to thrive in a rapidly changing world.

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