A STUDY REGARDING USE OF LIBRARY INFORMATION RESOURCES BY THE STUDENTS OF TIKA RAM COLLEGE OF EDUCATION, SONEPAT.

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ABSTRACT:

"Information literacy is a way of learning through engaging with information. Information literacy includes library research skills' and 'IT literacy' but it is broader than these. Information literacy is not just about finding and presenting information, it is about higher order analysis, synthesis, critical thinking and problem solving. It involves seeking and using information for independent learning, lifelong learning, participative citizenship and social responsibility." This Research paper throw light on the use of Library Resources by the students of Tika Ram College of Education, Sonepat. For their information what type of resources they prefer. The paper try to analyze what kind of methods and resources must be used in information literacy instruction provided by an academic library.

INTRODUCTION:

Libraries are defined as organized collection of published and unpublished books and audiovisual materials with the aid of services of staff that are able to provide and interpret such material as required, to meet the informative research, educational and recreational needs of its users. Libraries are regarded as agencies through which sources of information of accumulated knowledge and experiences are selected, acquired, organized, preserved and disseminated to those who need them. Libraries are essential tools in learning at any level. It is the intellectual centre of the society containing records not only the intellectual but also of cultural, economic and social inclination. With the provision of wide variety of information sources, users of libraries are exposed to different information with their respective values. They also give users the opportunity to learn and continue learning throughout their lives.

Academic libraries have a role in guiding the studies, researches and reference needs, besides that of documentary and bibliographic signaling. Users are students, teachers, researchers who request information of various degrees of specialization. Academic students in the first cycle require works of reference mainly: encyclopedias, dictionaries, guides for bibliographic initiation, reference works for their study, such as: important treaties, collective syntheses, textbooks, literary texis, specialized and general serials and, definitely, specific documentation.

Information literacy is more than personal processes, skills and lifelong learning. It is also about using information for social responsibility.

Information literate people:

• "engage in independent learning through constructing new meaning, understanding and knowledge;

• derive satisfaction and personal fulfillment from using information wisely;

• individually and collectively search for and use information for decision making and problem solving in order to address personal, professional and societal issues;

• demonstrate social responsibility through a commitment to lifelong learning and community participation."

TYPES OF LIBRARY RESOURCES:

I. Human resources (Librarians/information professionals)

II. Physical resources (building, conducive environment for learning and teaching, computer, etc)

III. Library resources (print and non-print material)

OBJECTIVE OF THE STUDY

1. To study about the use of print material by the students.
2. To study about the use of non print material by the students.
3. To compare the use of print and non print material by the students.

SAMPLE:

The study was conducted at Tika Ram College of Education, Sonepat. The study involved students from both courses i.e. B.Ed and M.Ed. 75 students from B.Ed and 25 students from M.Ed are selected as sample.

METHOD:

Descriptive survey method was used for the present study.

TECHNIQUE USED FOR DATA INTERPRETATION:

Percentage method was used for interpretating data. To compare the use of print and non-print material by the students bar diagrams are used with frequency distribution.
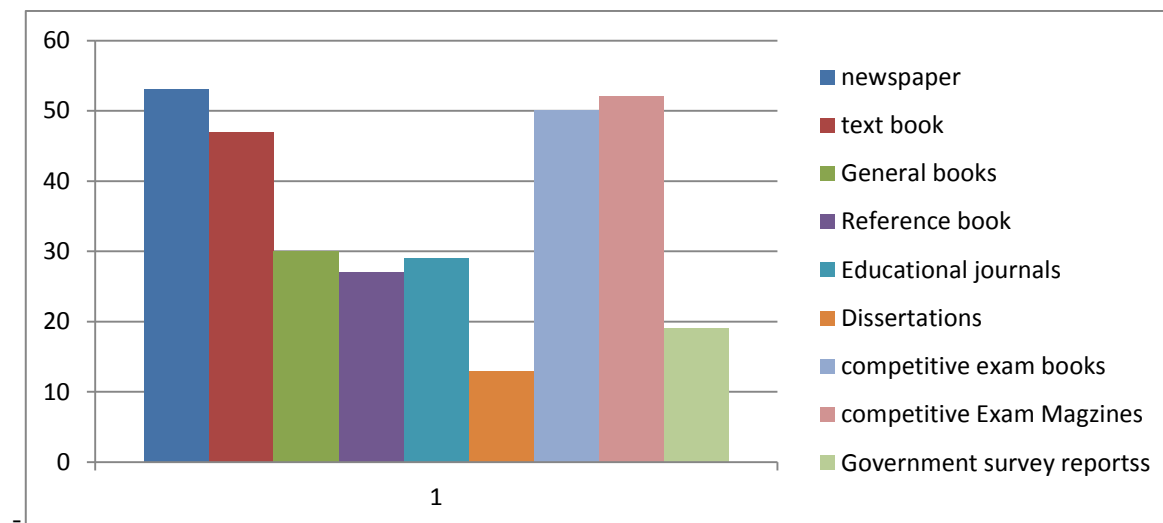
INTERPRETATION:

Objective 1.

To study about the use of print material by the **B.Ed** students

Print Materials	No. of students
1. Newspaper	53
2. Text Books	47
3. General Books	30
4. Reference Books	27
5. Educational Journals	29
6. Dissertations	13
7. Competitive Exam Books	50

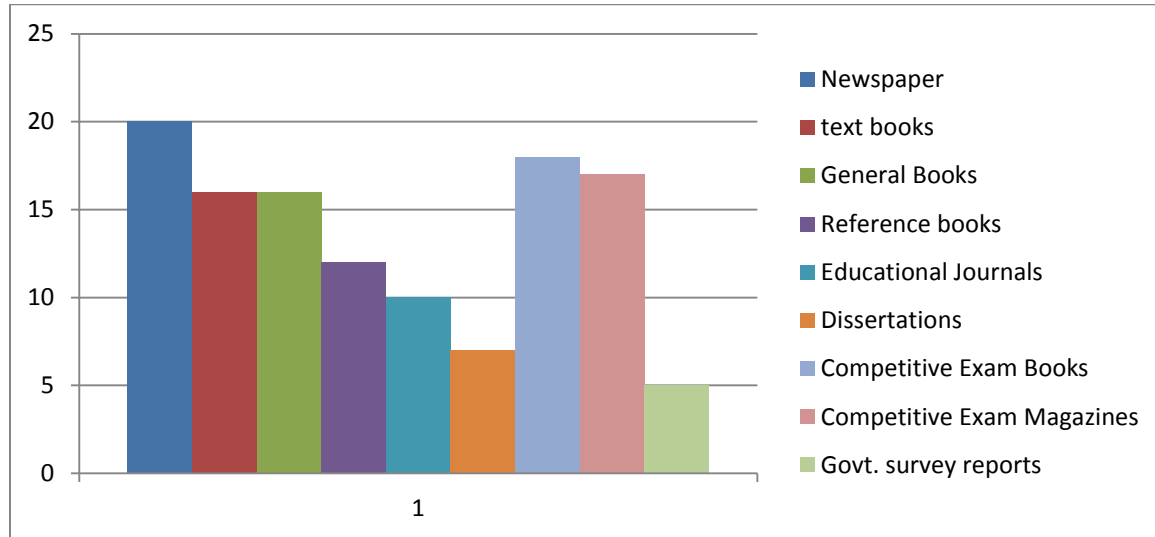| 8. Competitive Exam Magazines	52
9. Govt. Survey Reports	19

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NUMBER OF STUDENTS

The following diagram shows the 47.4% of using print material by the students

To study about the use of print material by the **M.Ed** students

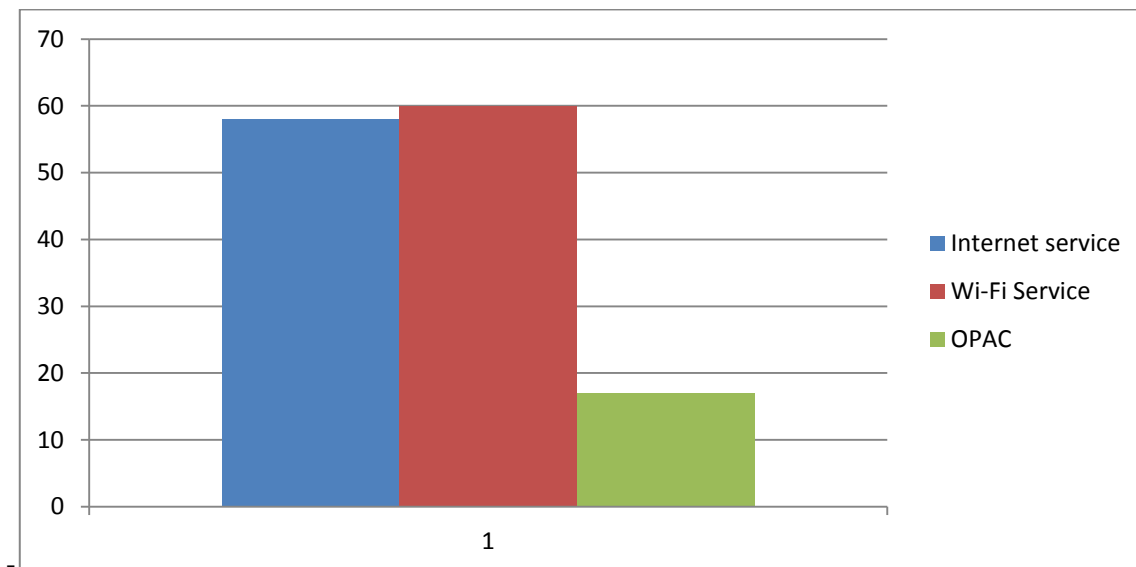| Print Materials	No. of students
1. Newspaper	20
2. Text Books	16
3. General Books	16
4. Reference Books	12
5. Educational Journals	10
6. Dissertations	07
7. Competitive Exam Books	18
8. Competitive Exam Magazines	17
9. Govt. Survey Reports	05

NUMBER OF STUDENTS

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Objective 2.

To study about the use of non print material by the B.Ed students.

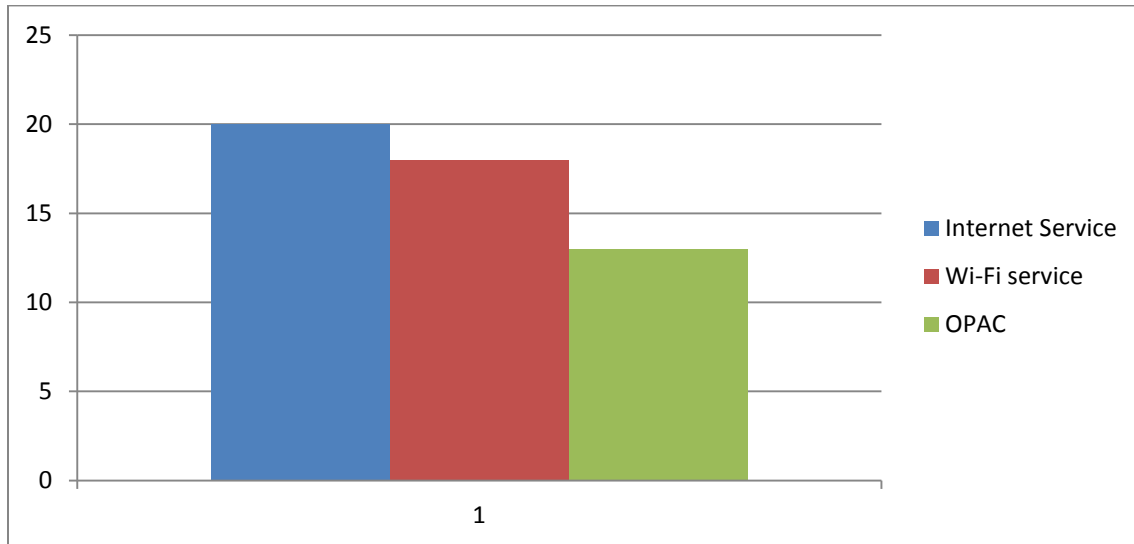Non Print Materials. No. of students

Internet service. 58

Wi-Fi Service. 60

OPAC. 17

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The following diagram shows the 60% of using Non-print material by the students

To study about the use of non print material by the M.Ed students.

Non Print Materials.   No. of students
Internet service.   20
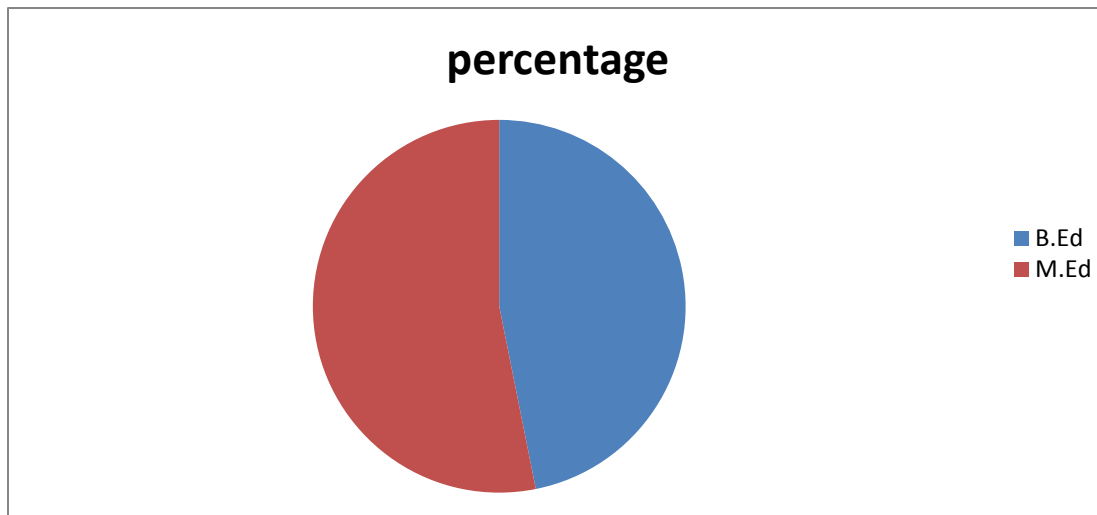Wi-Fi Service.   18
OPAC.   13

The following diagram shows the 68% of using Non-print material by the students
Objective 3
Print material used by B.Ed and M.Ed students
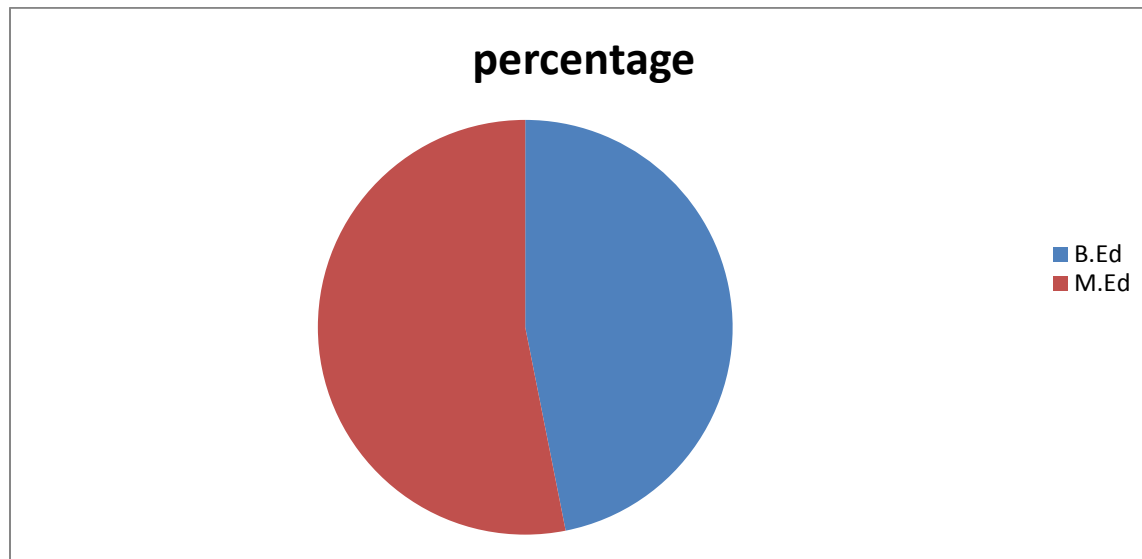Print Material.   Percentage
B.Ed.   47.4%
M.Ed.   53.77%

Non-print material used by B.Ed and M.Ed students
Print Material.   Percentage
B.Ed.   60%

M.Ed.   68%

percentage

Conclusion:

This study shows that 47.7% of B.Ed students and 53.77%of M.Ed students use print material. 60% of B.Ed students and 68%of M.Ed students use non-print material. It shows that M.Ed students are more user of Library resources than B.Ed students. It may be because they have spend a lot of time in the library for their dissertation and psychological analysis. The academic libraries and implicitly all educational structures faced with challenges due to the new information and communication development and changes that affect every educational program and process. In this context librarians must maximize their potential to be in the position to assume their role in the teaching and learning process.

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