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NEED OF EFFECTIVE USER EDUCATION IN
WESTERN U. P. POST GRADUATE, COLLEGE LIBRARIES.

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ABSTRACT

User education program me' has been recognized and accepted that instruction in library use is essential and should form an important component of library services as well as part of syllabi. This is a pre-requisite for the success of all kind of libraries. Generally this service is still neglected in India. But in European countries this concept has received more importance. This is true that it is not the stack which makes a library good, but the services. Maurice states, "a library with limited stack and well developed information service may be giving better service, than the one with much larger strake and minimum services."

KEYWORDS :User education, User orientation and User assistance.

INTRODUCTION

The user education is of recent origin for a new phenomenon with incorporation the concept of reference service. The term reference service and user education is different but they have a common goal to assist the user. The user education is not a part of reference service. In user education the users trained in the use of library so that he could reach the documents of his/her interest without anybody help. In reference service the user helped by the library staff in finding information. In India user education has been started through the by efforts made by INSDOC, DRTC, IASLIC and many other organizations. Many workshops and seminars on user education organized by these organizations[1].

According to H. Mews: "An introductions given to reader to help them to make the best use of library".[2]

Orientation means: "An introduction, as to guide are in adjusting to the new surrounding, employment activity or the like".[3]

USER CATEGORIES

'User education and training program me' offers challenging opportunities to college/university library system to make contributions to the educational objectives. In the college/university, the users may be divided into four categories:[4]

+ Undergraduates
+ Postgraduate
+ Research Scholars
+ Academic Staff

OBJECTIVE OF THE STUDY

This study "Need of effective model of user education for the P.G. College Libraries of Western U.P." has been taken to study the present position of the library and the users and the efforts of libraries and programmes to be implemented for user education. The study will also make efforts to imply effective models of user education to make the user aware with computerization and applying modern appliances. College libraries are no more traditional libraries. The few libraries of cities of Western Uttar Pradesh have applied modern technologies and the impact of Information technology has improved the qualitative services being provided to students and teachers in their curriculum and research studies.

The object of this work is to survey the college libraries of Western Uttar Pradesh and their working in regards to the application of information technology. There are few colleges in Western U.P. which have taken necessary steps in this direction. This study will reveal the real position of the college libraries and their effective user education models.

The objective of user education is to furnish library users with some degree of familiarities with library and information services and to impart knowledge and skills needed for identification and retrieval of relevant information. A.J. Evans identified the felling educational and institutional objectives.

1.To enable the individuals to do immediately after the instruction tasks that they could not do well, if at all prior to instruction.
2.To secure change in behavior or attitudes resulting from instruction.

RESEARCH METHODOLOGY

It is a sample survey in which only 20 colleges' libraries of 5 universities have been selected on the basis of strength and research as it is not possible to approach each and every college as they are more than 300 in number in U.P. and 200 in Western U.P.

Questionnaire and schedules are important tools of social research commonly used in surveys of various kinds. They draw their data from self reports of respondents regarding their opinions, attitudes, beliefs, feelings, motivations, plan and activities. In questionnaire prepared for this study, the questions will be presented with exactly the same working and exactly the same order to all the respondents. The questionnaire involves a situation in which the respondent himself fills in the answers of the question.

The respondents of interview schedule will be the librarian who is in charge of the library.There

will be group of questions based on the chapters of the study. Tabulation will be done in different ways. It will be done by hand or mechanically. Data gathered through these methods, will be used for statistical analysis of various types. Diagrams, charts and tables will be prepared on the basis of statistical data.

Questionnaire will be useful in this situation where respondents are widely distributed. Being a wide area of five universities, the schedule will be fill up face to face with the college librarians and questionnaire will be sent to college librarian by mail to help in filling it by the students.

HYPOTHESIS

Users are the customers in information industry. They should be satisfied at every angle of library services in college libraries. Library is a learning center of large number of students and the library concentrate on user programmes of their services.

This study will go to evaluate the –
1.The resources of a college library
2.The nature and objectives of the library
3.User's need

User Education, User Orientation and User Assistance:

The terms User Education, User Orientation and User Assistance are often used interchangeably. It is necessary to have a clear idea of these concepts. Prof. A. Neelameeghan has given the clear distinction of these concepts as follows:

Differentiation of user education, user orientation and user assistance

User Education	User Orientation	User Assistance
Development of motivation, propensity and potential for seeking and using information for problem solving development and self educational purposes.	Provision of guidance for understanding the features of specific information system of information in relation to user's needs.	Help in understanding the subject coverage limitations, etc. of a specific information source or data base.
Creating awareness of the availability of information relevant to different needs and situation.	Provision of guidance on the specific information sources accessible through a specific system.	Help interpretating the data elements in an entry in a catalogue or display on visual display unit.
Creating awareness of the different tools for and approaches to information searching and accessing.		Assistance in abstracting or repacking work on information retrieved in relation to a specific query.
Developing the ability to extract, synthesize and package information to suit individual needs and convenience.	Provision of guidance in the use of specific tools (e.g. catalogue, thesaurus) used in specific information systems.	
	Developing familiarity with the outputs obtainable through a specific system.	

As suggested by some experts the education Program me at the college level should be in two stages. In the first stage, the program me should be short term objectives i.e. to help the students in knowing course contents and familiarizing with finding information within a particular library. At the second stage the program me should be of long-term objectives, which aims to provide students with an awareness and understanding of the principles of learned communications, the structure of learned, specialist literature, information sources, both internal and external and competently using information in a way which should enable them to research problems in any subsequent professional situation.
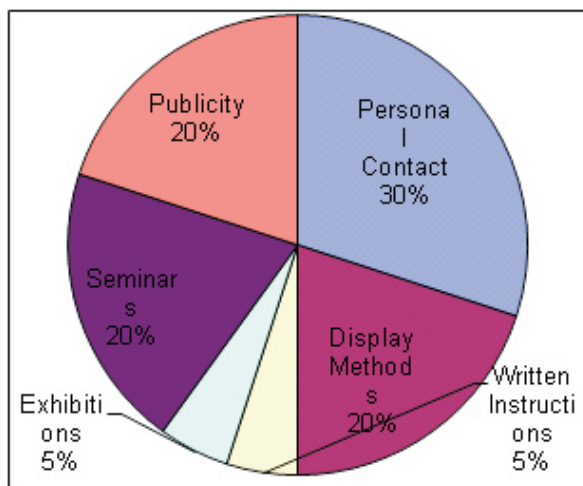
COLLEGE LIBRARIES OF U.P.(W)

Libraries are always conscious about their user education. The first approach is always the personal contact. Display Board methods and written instruction are the second step to educate the users. There are universities which organize exhibitions to make the user aware with library facilities and use of library equipments for academic development. Seminars are organized to highlight the functions of the library. Few public libraries approach the users through publicity method.

Educating the Users
1. Personal contact   30%
2. Display methods   20%
3. Written Instructions   5%
4. Exhibitions   5%
5. Seminars   20%
6. Publicity   20%
   100%

The colleges of Western U.P. are not conscious more about exhibition and publicly. They prefer to personal contact and display methods.

College libraries of Western U.P. serve the U.G., P.G. they carry orientation programmes to educate the library users to exploit the library resources to the maximum. These libraries use sign colours, lettering, sign placement to give first hand information of the library and its activities and resources to the users. This made the users to understand the signage system.

## Application of Signage System in College Libraries for user orientation

1	Sign colours	10%
2	Lettering	35%
3	Sign Placement	15%
4	Symbols	30%
5	Other	10%
	Total	100%
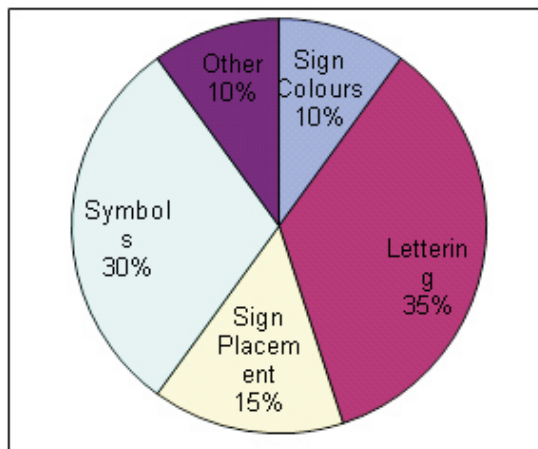
Education is a learning process. Library is a learning center of informal education. But this can be successfully achieved by making the reader more conscious and self independent nature of consulting the library. To achieve this object library undertake lecture methods and organize extension lectures, orientation lectures, discussing case studies of a library, organizing tutorials etc. College libraries of U.P. are hardly organizing all these activities except lectures.

Methods of instructions applied for user education

| 1	Lecture Method	20%
2	Lesson Demonstration	15%
3	Tutorials	30%
4	Programmed instructions	25%
5	Other	10%
	Total	100%
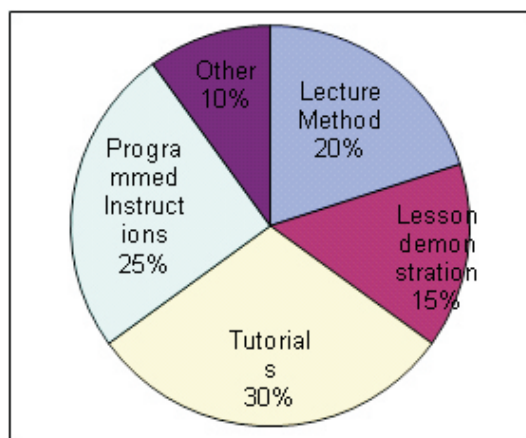
Library is information resource center. It can be best utilized if users understand the functioning of the library direct and aware with various methods to access information directly. He may take help of the staff in case of difficulty.

College libraries of U.P. have no such program to encourage the users to consult the library directly. Users take help of the staff which is not time saving.

Use of Resources by Researchers

|		Used	Not Used	Total
1.	Directly	60%	40%	100%
2.	Through Library Staff	40%	60%	100%
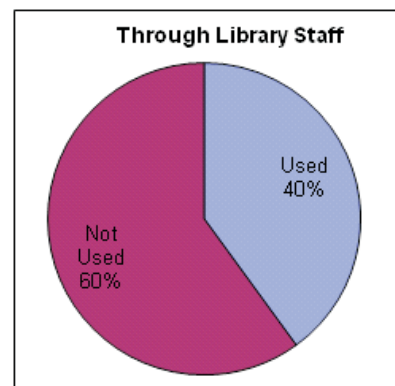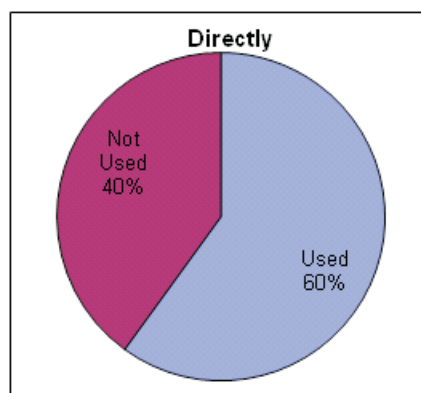
Off-Campus Orientation Program me

		Service Provided	Service Not provided	Total
1.	Library Bulletin	40%	60%	100%
2.	News Letter	25%	75%	100%
3.	Brochures	90%	10%	100%
4.	News Media (TV)	30%	70%	100%
5.	Reviews	40%	60%	100%

The above table shows that there are libraries which educate their users by orientation program me by publishing library bulletins, newsletters, brochures, and reviews which make the users understand and aware with the latest information of the library.

Technical libraries of U.P. hardly adopting such orientation programmes except library bulletin and brochures and library manual. Few technical institutes' libraries distribute their library rules among users.

Brochures

News Media (TV)


Reviews
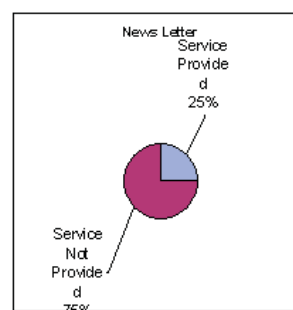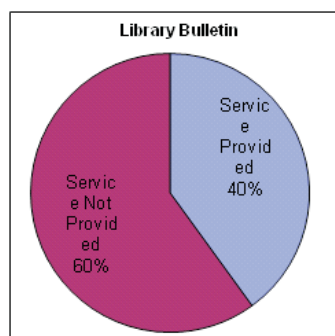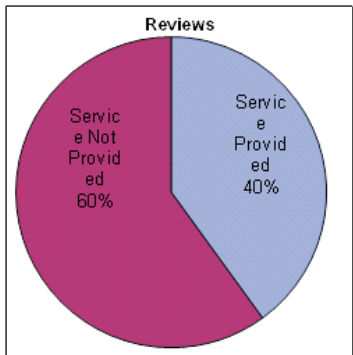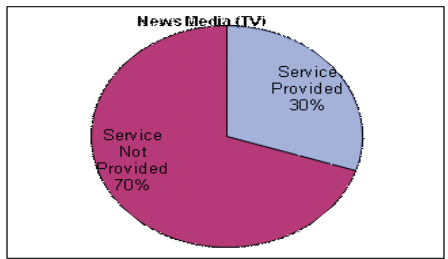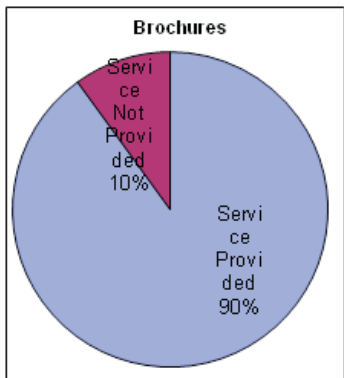
Orientation Programme

		Service Provided	Service Not provided	Total
1.	Audio-Visual Aids	58.33%	41.67%	100%
2.	T.V.	100%	0%	100%
3.	Internet	100%	0%	100%
4.	Teleconferencing	33.33%	66.67%	100%
5.	Display Boards	100%	0%	100%
6.	New Arrival Display	100%	0%	100%
7.	Posters	41.67%	58.33%	100%
8.	Slides	33.33%	66.67%	100%

Orientation ProgrammeAbove take shows that there are many display methods which orient the users in using the library. Internet is a common media. Teleconferencing facilities are available in two libraries only. But all libraries have display boards announcing various activities of the library new arrival display boards are available in every library to make to aware the user with latest arrivals of books and non book material. Posters are not in practice in college libraries.
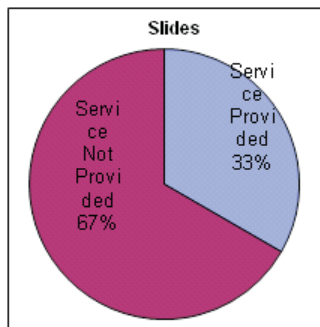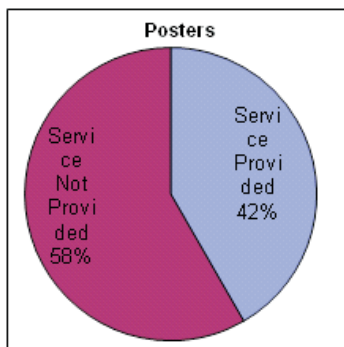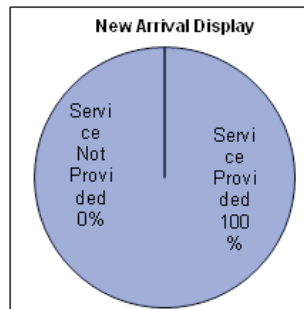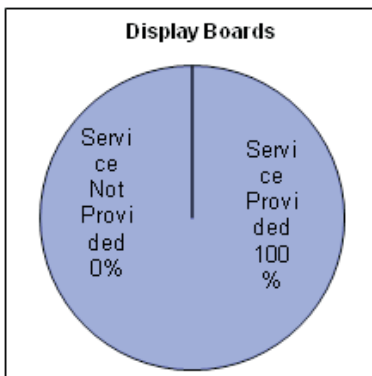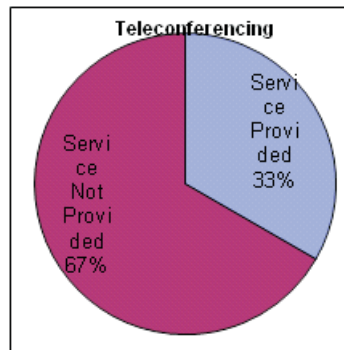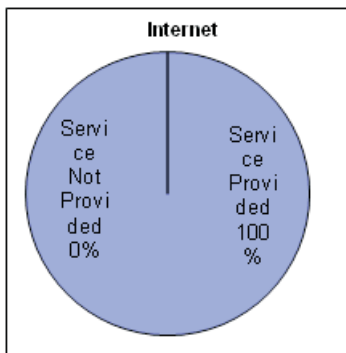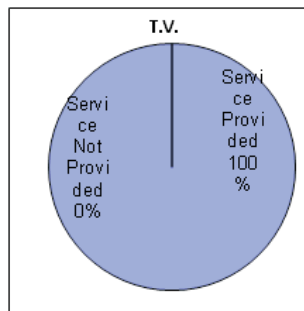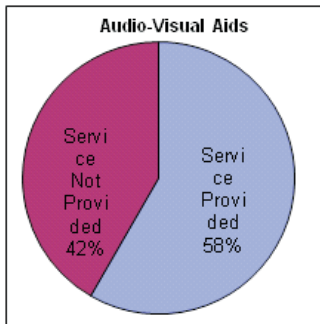
Kind of Question and Category of User in U.P. (W) College Libraries

Sl. No.	Category of Readers	Kind of Question							
		Availability of document		Locating Document		Specific subject query		Guidance	
		Total No.	%	Total No.	%	Total No.	%	Total No.	%
1	Postgraduate (Preorientation)	20	33.3	502	59.5	12	33.3	14	46.7
	(Post orientation)	6	20.0	328	64.0	10	83.3	10	50.0
2	Research Scholar								
	Preorientation	30	50.0	238	28.2	10	27.8	6	20.0
	Post orientation	12	40.0	130	25.0	-	-	4	20.0
3	Teaching Staff								
	Preorientation	10	16.7	104	12.3	14	38.9	10	33.3
	Post orientation	12	40.0	56	11.0	2	16.7	6	30.0
	Total:								
	Preorientation	60		844		36		30	
	Post orientation	30		514		12		20	

Table 2
Percentage of Questions for Each Category of Reader

Sl. No.	Category of Readers	Kind of Question									
		Availability of document		Locating Document		Specific subject query		Guidance		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Postgraduate Student										
	Preorientation	20	3.7	502	91.6	12	2.2	14	2.5	548	52.1
	Postorientation	6	1.7	328	92.1	10	2.8	10	2.8	354	61.5
2	Research Scholar										
	Preorientation	30	10.6	238	83.8	10	3.5	6	2.1	284	27.1
	Postorientation	12	10.6	130	89.0			4	2.7	146	25.4
3	Teaching Staff										
	Preorientation	10	7.3	104	75.4	14	10.1	10	7.3	138	20.8
	Post orientation	12	15.5	56	73.7	2	2.6	6	7.9	76	13.1

ANALYSIS OF DATA

Data was analyzed category wise:

(1)Different categories of users.

(2)Different categories of questions. Questions were divided in 4 groups – PG students, UG students, Research scholars and Faculty members.

Questions were also categorized according to the working relations:

(1)Availability of Documents

(2)Locating documents

(3)Specific subject questions

(4)Guidance provided

The above relations were divided in two groups – Pre-orientation stage and post orientation stage.

Percentage of questions for each category of readers in University Libraries of U.P.

S. No.	Category of Readers	Availability of documents	%	Locating Documents	%	Special subject queries	%	Guidance	%	Total	%
1.	**P.G. Students**										
	a. Pre-orientation	280	31.28	500	55.86	75	8.37	40	4.46	895	89.5
	b. Post-orientation	90	22.78	235	59.45	35	8.86	35	8.87	395	39.5
2.	**U.G. Students**										
	a. Pre-orientation	380	46.91	350	43.20	50	6.17	30	3.7	810	81.0
	b. Post-orientation	180	56.25	90	28.12	25	7.8	25	7.8	320	32.0

Note: There were more than 2000 questions during two months on a average of 27 questions answered in various categories. Few questions were irrelevant and unanswered.

Questions on pre-orientation stage – 1705
Questions on post-orientation stage – 715
                                    2420

P.G. Students – 70.45%
U.G. Students – 29.55%
            100%
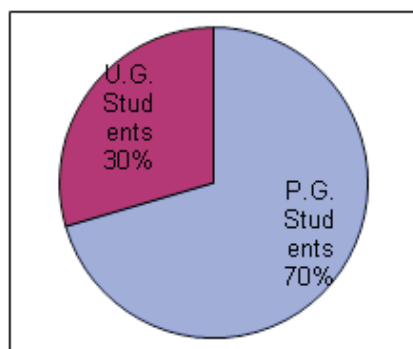
Percentage of questions for category of users

S. No.	Category of Readers	Availability of documents	%	Locating Documents	%	Special subject queries	%	Guidance	%	Total	%
1.	**Research Scholar**										
	a. Pre-orientation	130	18.57	538	76.85	21	3.0	11	1.57	700	70.0
	b. Post-orientation	32	19.75	110	67.90	15	9.25	5	3.08	162	16.2
2.	**Teaching Staff**										
	a. Pre-orientation	29	12.39	170	72.64	14	5.98	21	8.97	234	23.4
	b. Post-orientation	8	10.25	61	78.2	2	25.6	7	8.97	78	7.8

Questions on pre-orientation stage –   934
Questions on post-orientation stage –   240
                                                                    1174

P.G. Students – 79.56%
U.G. Students – 20.44%
                 100%
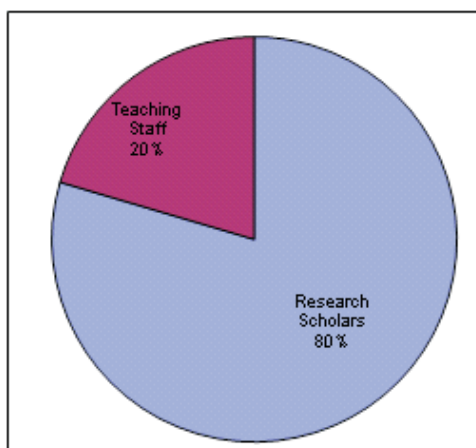
CONCLUSION

In order to achieve the aforesaid goals, the users' programmes and their course contents vary with user categories as well as from library to library or institution to institution, according to their circumstances. In colleges beginnings have been made in this regard. The course contents of these courses need to be changed in order to achieve the desired results.It is necessary to guide users to the correct part of the library for enforcement. In academic libraries it is possible to enroll students when they resister for courses. The basic fact behind this is to make the library self explanatory so that users don't have to ask questions about these basic elements.Mostly library users seek assistance in parts of the library where there are no information points for example amongst the shelves, at the catalogue.

For this purpose, library staff should have some form of identification like badges etc; this should apply to all including the most junior assistant, as many times, it becomes difficult to know who is a member of staff unless they happen to be sitting at a desk.

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