

IMPORTANT OF USER EDUCATION PROGRAMMES IN ALL LIBRARY CENTER

Bharat Ramani

Librarian, Shri Junagadh Kelavani Mandal College of Education, Junagadh, India
Email: Bharat_ramani1982@rediffmail.com

ABSTRACT

The users are prime aspect of any type of library. Character and objective of the user education and how to educate the user. Need of user education, type of user and User attitudes and behaviors in this planning and programmed of user education Different kinds of user education specification if user education nature of user education and information displayed containing information about opening hours. Library information rules, Library timings, staff maintained. online services practice workshop. Advertising papers, journals, posters, pamphlets. users an essential features of any library center.

Keywords: User Education, User Character Type of Users, Information Need, User Behaviors, Planning, Programme, Evolution of User

INTRODUCTION

In a library or an information center the users are the last links or the recipient of the information in the communication cycle. There are number of terms used as synonyms or near synonyms to users as patron client, member customer. Of these, user is the preferred term libraries support the teaching and research needs of institutions they serve. It is the libraries' responsibility to ensure that the use of its information sources, resources and services are maximized to benefit its users, hence the necessity for user education programmes. libraries, in which a library was judged less by the quality of its resources and services than by the number of documents it had available The development of new technology makes direct access to information easier for users, and, while information skills are required to collect and present that information, in the future there is likely to be less of a role for information workers as intermediaries between users and information sources.

Definition

According to a "Whittaker" a user may be defined as, "a person who uses one or more library's services at least once in a year". Users are individuals who can be divided in to different categories on the basis of tasks assigned to them in a library organization

Fleming (1990) defines user education "as various programmes of instruction, education and exploration provided by libraries to users to enable them to make more effective, efficient

and independent use of information sources and services to which these libraries provide access.

User's Character

Lehman mentioned 7 user's characteristics that, if evaluate, would help the librarian in his efforts to satisfy user need. They are:

1. Personality level.
2. Variability level and
3. Vocational-a vocational level.
4. Capacity level.
5. Satisfaction level. Functional reading level.
6. Visual level.

Systematic study of user community will reveal the various characteristics of users seeking information. This will give necessary base guidelines to librarians to serve various types of users groups.

OBJECTIVES

In this unit will be able to understand the:

1. The definition and character of user and user education.
2. Types of library users.
3. Need of user education.
4. Planning of user education
5. User education programmer
6. user service and evaluations

Types of Library Users

The users are one type but libraries are different from those of another type. In a public library the users are mainly children, student's, housewives, farmers, retired persons, literates and even also researches. In an academic library the users are students, teachers and researchers, whereas as special groups of users of whom the library is intended. From what is stated above it can be assumed that in the public libraries the users are almost heterogeneous and in academic and special libraries the users are almost homogeneous in nature. For an effective information service as an information manager, he should ascertain about the information requirements of his library users.

Need For User Education

Tremendous increase in the volume of publication as well as the resulting complexity of libraries and the methods by which literature is organized and disseminated necessitate the user education. Rapid changes in teaching methods and the resulting trend towards a wider

use of multi-media learning resources ranging from the press cutting to slide tapes package and multiple kit. Such format has added new dimensions to the learning process in all types of institutions. User education and training are often fee-based, because developing the infrastructure for the network environment is very costly. The world still appears to be suffering from an exponential increase in all kinds of information – bearing material. Even if much of this is of little value, it still has to be sifted to find the required information. Several new methods of information transfer, such as mechanized information retrieval systems, are being developed, giving rise to new aspects of user education. Both educational and research topics are becoming increasingly multidisciplinary in nature, thereby drawing information from a wider range of sources. Not being able to find necessary information delays research or decisions. Lack of awareness of information leads to duplication of effort. Various estimate of the extent and cost of this have been made.

User Attitudes and Behaviors

The users' behaviors or information seeking behaviors are complex in nature. The information seeking behaviors are centered around how the users locating information in the library. This behavior is influenced by number of factor such as information organizational pattern, information products, educational level and social economic profiles of users.

Planning For User Education

Programming and planning of user education programme is very important particularly in academic and research libraries. It needs a careful planning. According to “Thomas G. Kirk” planning of user education programme requires four things namely.

- Orientation
- Bibliographic Instruction

User education programmes should aim to make all users aware of the information resources available, both directly in the library and from external sources and enable users to enjoy the search for information. It is interesting to note that many of the objectives listed by libraries in this study stressed the selfsufficiency of users through a successful user education programme. Written policies and objectives on user education provide a basis for self-evaluation. This could be used to answer questions like, is the user education programme achieving what it was set out to achieve? If not more detailed studies on user information needs should be conducted. User education programmes need continuous revision to keep up to date with the changing information environment. Written objectives for instruction should be derived from the written profiles of the information needs of the users. Universities have unique identities “each university library must design its own course to meet the immediate needs of its clientele as well as fit into the university teaching programme.

User Education Programme

Introduction to the Library

Library timing: Opening and closing hours on week days and holidays, close of the day, times for issues and return of books. Layout of library building floor areas, collection etc., location of various sections, services.

Library rules: Number of books to be issued according to category of borrowers, type of books, loan period of reference books, periodicals, general books and other categories of books, overdue charges, reservation of books.

Staff: Introduction with in charges of each section.

Procedures: Membership, registration and borrowing procedure.

Introduction of library techniques : Scheme of classification, its features and class number, representing subjects, arrangement of subjects, catalogue inner form, author, title, subject etc., of the catalogue, how to use catalogue, how to find book with the use of catalogue. Shelf arrangement and special collections. Introduction to information sources

Introduction to information sources: Types of reference books and information contained in this e.g., dictionary encyclopedia, directory of quotations, bibliographical dictionaries, gazetteers, almanacs, subject encyclopedia, subject biography, abstracts, indexes, several publications, demographic sources, standards, primary and secondary information sources use of nontraditional sources.

Library Orientation

It is an introduction to library building, card catalogue and some basic reference materials. The orientation aimed to the follows:

1. Motivation for searching and using the information
2. Creating awareness about available information resources
3. Exposing them to various organizational tools of the library

Library Instruction

It teaches the users, how to use the indexes bibliographic tools, abstracts and other reference materials. This method often gives instructions to the researchers in their field to get specific information resources. The aims are as follows: Provide specific instructions to how to use and understand specific information system, information sources and tools.

Bibliographic Instruction

Normally, it is difficult to use the bibliographic tools because of their organizational pattern. Thus these instructions aim at: Exposing to the users to bibliographical tools. Providing guidance's to understand the features of these tools and their nature of subject coverage. (Pandy, 1992).

ICT and User Education

The modern libraries are at the behest of ICT. The ICT slowly and steadily transferring the libraries from traditional to modern. This results in the development of OPAC system, electronic document delivery system, multimedia applications, internet and so on. As the user of the library bewildering tractional arrangements of classification and cataloguing, their implicational of ICT complicated or aggravated this further. This results in preventing and minimizing the use of library resources as well as services of the library. To avoid these phenomena, it is necessary for libraries to redesign the user education programs, and in the changing environment user needs a specific training in the use of library services.

Services to the Users

Services to the users can be provided as follows:

1. Search assistance
2. Dissemination
3. Notification
4. Reference
5. Referral
6. Document reproduction and
7. Translation

Evolution of Users

The users are examined whether they have assimilated the instruction imported to them. During the course of evaluation they must be asked to locate, find a particular information and also be put to other search tests.

CONCLUSION

Proper user education helps the library users to save the time: the saved time can be used for other intellectual works. Thus, it is an user education. This can be done successfully by incorporating end-user education and training components, in the academic libraries developing continuing professional education and training programs for the library and information professionals, as well as the end-users will have to develop learning attitude and network related competence to us by the information and communication technologies.

REFERENCE

1. Devarajan G (1995) Library and information, user and user studies becin book, New Delhi..
2. Misra VN, Phadka DN (1988). User education program at different levels in academic libraries. In: Saryanarayana NR Ed. User education in academic libraries, Ess Ess Publications, New Delhi.
3. Pandy SKS (1992). Library and society, Ess New Delhi.
4. Pandey SKS (1992). Library and Society. Ess Ess, New Delhi.
5. Chaturvedi DD (1994). Academic Libraries, Anmol, New Delhi.
6. Devarajan G (1995). Library and Information user and user studies. Becon book, New Delhi.
7. [www. User education/programme.com](http://www.Usereducation/programme.com)
8. www. User education/libraries.com