

User Education in Agricultural Science University Libraries in India with Special Reference to SKUAST, Kashmir

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Abstract - It is not sufficient if the modern library is limited to its traditional functions in view of the mountainous knowledge that is added every year. The new technique of information is dissemination of knowledge which has acquired enormous importance. The agricultural libraries in India also provide user education to PG & PhD scholar. The present study deals with current status of user's education in SKUAST-K library system. Present survey report of five faculties libraries where user education is a part of University teaching curriculum. This programme is mostly conducted by Asstt librarian of faculties with aim that to make user more self reliant in use of library material (both soft and hard copies) of literature available in libraries

Keywords: User education, Information resources, SKUAST-K Library System

I. INTRODUCTION

By user education we mean to train and guide users in the use of library material including conventional material like books & periodical and nonconventional material including microfilm, microfiche, micro cards and cartographic material. The need for the user education arises because the users were complaining that they were unable to understand the technical services being provided to the users in different ways.

In 1966 Patricia Knapp of Monteith library, College of Michigan prepared a research project for "explaining methods of developing a more vital relationship between the library and college teaching "though it was confined to undergraduates teaching but later on it was extended to post graduate teaching.

The basic strategy concerning the user education is to provide courses in user education in order to motivate students to use library resources relating to their courses.

A. Origin and Definition

The origins of library user education can be traced back more than 170 years. The earliest evidence of instruction lecturing to undergraduates--was found at Harvard College in the 1820s according to Wikipedia "Library instruction, also called bibliographic instruction (BI), user education and library orientation, consists of "instructional programs designed to teach library users how to locate the information they need quickly and effectively".

B. Pre-requisite of User Education

The user education had certain pre-requisites

1. The first Pre-requisite is that it is course related
2. 2nd pre-requisite is that it is demonstrated by involving the active corporation of library staff
3. 3rd pre-requisite of the programme is the it is graduated by providing instructions at four levels each level building up on other concentric circle (service).

The four levels of this 3rd pre-requisite are

1. Library knowledge test
2. Introduction to basic reference sources including subject heading
3. Regular course introducing the study of literature including
4. Seminar-oriented to a particular discipline
5. User education programme should be co-related to the type of library were it is to be imparted.

C. User Education in Agricultural Universities

User education had its beginning in the land grant college of US, agriculture universities and the agricultural universities in India too followed "the land grant pattern of imparting education. User education was considered impt and was made part of the curricula to teach the student on use of library & its resources (restructuring paper)

II. OBJECTIVES

The main objectives of user education can be stated as

1. To orient ,educate and guide the library users about the organization of literature resources in the library
2. To help in their pursuit of research work
3. To anticipate their demands & requirement and more provision for the fulfilment of their requirements,
4. To educate them about the structure of different kinds of reference sources, nature of indexes and their use for retrieving of online sources of information.
5. Educate them where to get information, if it is not available in that library.

III. REVIEW OF LITERATURE

Several studies around the world have been made about the importance and need of user education and libraries have started giving regular user education courses to the PG and UG students in order to make them self reliant in getting the required information from various types of secondary sources as well as making the effective use of various library resources and services. IARI, library, New Delhi also offers two credit courses library and Information service and Technical Writing and Communication Skill .state university of new York introduced on e credit course, Introduction to library research since 1979. Stewart (1995) pointed out that National Agricultural Library (NAL) (USA) conduct an user education programme with a purpose to enable NAL users to become independent and successful in the use of libraries /information resources. University of NATAL, life science library and CEDARA college of Agricultural Library have incorporated into their curricula at two levels of library education

Level1: library orientation

Level2: Bibliographic Instruction

Gray literature remains untouched by reader who could not get benefit from them mainly due to the lack of awareness of its existence and to the problem of its access ability. In a survey made by Naidu and Gunjal (1991) of agricultural libraries in India expressed the dominance of non-conventional library material i.e. theses, conference proceeding, newspaper clipping, audio-visual material etc which need exposure through regular user education.

In the IT environment libraries, the user education becomes more important for effective document delivery system. There is need of users' hands on training for CD ROM database searching and retrieval and accessing online databases and catalogue, high –speed digital communication networks based on fibre optic, digital text, expert system and hyper media etc. some libraries are also offering course

on electronic life science literature and the topics covered include Boolean logic, database selection, the internet, resources available in the library, According to Radhakrishana(1998-99) "automation of library operations and procedures is no substitute for human talent and understanding of users approach to information and the unused resources of the library will continue to remain unused ,in spite of the availability of the computers". He further emphasizes that 'user education can be given through lectures methods, on the visit to the library, by using audio-visual materials or through computer assisted instruction.'

IV. METHODOLOGY

There have been many methods and techniques are available for data collection. Among them questionnaire survey is found to be very useful techniques for Collecting data relating to the users and their information needs. So the survey method is adapted for the present study, which can be applied for collecting data

V. ANALYSIS AND INTERPRETATION OF DATA: USERS POINT VIEW

Here an attempt has been made to analyze and interpret the data collected on users opinion of "User Education in Agriculture University Libraries in India: with Special Reference to Agricultural University, Srinagar." After collecting data, suitable tables have been formulated for each aspect with the aid of computer and the percentages of their performance are analyzed. In some important aspects cross comparisons are also made. Further, to trace out the variations between Five Faculties of, SKUAST-K, Post Graduate Students, Research Scholars and the calculated values are displayed. The analysis of the evaluative study reveals that some of the findings are really startling. Results of the evaluative study are analyzed and displayed here under:

TABLE I NUMBER OF RESPONDENTS IN AGRICULTURAL UNIVERSITY LIBRARIES IN KASHMIR, INDIA

Name of Faculties	No of Respondents	Questionnaire Distributed	No of Respondents	%	Cumulative No of Respondents	Cumulative %
Faculty of Horticulture & Division of Agric-Engineering, Shalimar	141	141	100	49.50	100	38.17
Faculty of Agriculture, Wadura	30	30	25	12.38	125	61.88
Faculty of Vet Sc & Animal Husbandry, Shuhama	69	69	55	27.23	180	89.11
Faculty of Fisheries, Rangil	10	10	10	4.95	190	94.06
Faculty of Forestry, Benhama	12	12	12	5.94	202	100
Total	262	262	202			

From the study it have been observed that 262 questionnaire have been distributed among the respondents out of which 202 respondents returned back .the highest percentage (49.50) of respondent come from Faculty of Horticulture &

Div of Agri Engineering, followed by Faculty of Vet Sc & AH (27.23) next followed by Faculty of Agriculture (12.38), least respondent from FoF (5.94) and FoFy (4.95).

TABLE II AGE WISE DISTRIBUTION OF RESPONDENTS

Respondents Age	FOAgri&Hort	FVSc&AH	FoFy	FoA	FoF	Total	%
21-30	90	47	10	25	8	180	89.11
31-40	10	8			4	22	10.89
41-50	-	-	-	-	-	-	
Total	100	55	10	25	12	262	100

The library users are categorized into three types depends on their age, and so collected information was tabulated and presented in Table II It is observed from the table that most of the users 180 (89.11%) are between the age group of 21-

30, Further it is analyzed that 22(10.89%) were under the age group of 31-40.This clearly shows that majority of the users are from age group are 21-30.

TABLE III OPINION ABOUT THE USER EDUCATION PROGRAMME BY RESPONDENTS

User Education Programme	Options	FoAgri&hort 100	FVSc&AH 55	FoFy 10	FoA 25	FoF 12	Total	%
Library provides users Edu Programme	Yes	100	55	10	25	12	202	100
	No	0	0	0	0	0	0	0
Helped to make best use of Library Facilities	Yes	90	55	8	19	08	180	89.11
	No	10	-	02	06	04	22	10.89

Table III It is observed from the table that all the respondents under the study, have expressed that the library provides user education programmes in the library .Majority

of the Post Graduate Students 180 (89.11%) have reported that user education helped them to make best use of library facilities and services.

TABLE IV FREQUENCY OF CONDUCTING USER EDUCATION PROGRAMME

User Education Programme	FoAgri&Hort	FVSc&AH	FoFY	FoA	FoF	Total	%
Always	50	10	02	04	-	66	32.67
Each Term	40	40	08	15	12	115	56.93
Annually	10	05	-	-	-	15	7.43
When Requested	-	-	-	06	-	6	2.97
Total	100	55	10	25	12	-	100

Table IV indicates that 115 (56.93%) Students have reported that the user education is conducted in the beginning of each term. 66 (32.67%) respondents have

expressed that always.15 (7.43%) respondents have expressed it annually. Only (2.97%) respondents have expressed when requested.

TABLE V CONDUCTING THE USER EDUCATION PROGRAMME

User programme conducted by	FoAgri&Hort	FVSc&AH	FoFY	FoA	FoF	Total	%
Librarian	10	-	-	10	-	20	9.90
Deputy Librarian	75	-	-	-	02	77	38.12
Assistant librarian	15	55	10	15	10	105	51.98
	100	55	10	25	12	202	100

Opinion about who conduct the user education in the agricultural science Universities under the study is depicted in Table V. It is very clear from the table that most of the respondents105 (51.98%), have reported that Assistant librarian is Conducting user education programmes.

Whereas 77 (38.12%) have expressed that the Deputy Librarian is conducting the User Education Programmes. 20 (9.90%) have expressed that Librarians are conducting the User Education Programmes

TABLE VI METHODS OF USER EDUCATION PROGRAMME

Methods for user Education	FoAgri&Hort	FVSc&AH	FoFy	FoA	FoF	Total	%
Lecture Methods	58	40	5	15	3	121	59.90
Seminars	-	-	1	2	2	05	2.48
Demonstration	02	05	2	-	4	13	6.44
Guided Tools	25	-	1	3	3	32	15.84
Computer assistance	15	10	1	5	-	31	15.34
Total	100	55	10	25	12	202	100

Opinion about the methods of user education programme by the users of the agricultural university libraries under the study is depicted in Table 6. It is observed from the table that most of the respondents 121(59.90%) have reported that lecture method is used to educate the users, 32(15.84%)

respondents have expressed that guided tools is used, where as 31 (15.34%) respondent shave opined that computer assistance instruction method is used to educate user. Finally a very few users expressed that seminar method is used to educate the users.

TABLE VII TIME ALLOTMENT FOR COURSES

Duration of Lecture	FoAgri&Hort	FVSc&AH	FoFy	FoA	FoF	Total	%
One Hour	55	35	6	17	4	117	57.92
Two Hour	25	15	4	6	3	53	26.24
Three Hour	20	5	-	2	5	32	15.84
Total	100	55	10	25	12	202	100

Table VII clearly shows that most o the respondents 117 (57.92), have expressed that one hour taken to complete the user education programme followed by 53 (26.24),

respondents have expressed that two hours, while as 32(15.84) respondents expressed that three hours is is taken for user education,

TABLE VIII OVERALL SATISFACTION OF USER EDUCATION PROGRAMME

Overall Satisfaction	FoAgri&Hort	FVSc&AH	FoFy	FoA	FoF	Total	%
Strongly Satisfactory	45	23	-	14	4	86	42.57
Satisfactory	38	14	7	2	2	63	31.19
Partially	10	3	3	5	1	22	10.89
Not Satisfactory	7	15	-	4	5	31	15.35
Total	100	55	10	25	12	202	100

The opinion of the users on overall satisfaction of user education programme is collected, tabulated and presented in Table VIII. It is observed from the table that majority of the respondents 86 (42.57), have reported that they are strongly satisfied with the user education programme conducted by the library personnel's, around 31.19% of the users are satisfied, and (10.89%) respondent expressed partially satisfied with users education and (15.35%) users have reported that they are not satisfied with the user education programmes

VI. FINDINGS

There is a significant relationship among the respondents of five Faculties of SKUAST-K, towards overall satisfaction of user education service. 57.92% respondents are interested

that user education programme should be one hour per day so that they come to know how to handle different gadget in their field of interest. (51.98%) of respondent pointed out that user education in SKUAST-K library system is performed by Assistant Librarians of different faculties. 59.90% User also pointed out that lecture method are mode of teaching in user education in SKUAST-K library system.

VII. CONCLUSION

Users education programme have attained tremendous importance in modern time. The recent trend in have increases the need for helping the library user through both instruction and practice.

Another factor that should be considered with reference to user education is the growth interdisciplinary courses. Such courses cut across the traditional boundaries' of the subject. Above all, during the recent years there have been tremendous advances in computers storage as well as the improvement in telecommunication methods.

In Agricultural university libraries under the study are in the initial stage of development. Modern technologies in the libraries are now being utilized to satisfy the information need of the users. The staffs working in these libraries need training and exposure to new technologies available at national and international levels.

The nature and efficiency of the information services provided by the agricultural university libraries vary from one to another, owing to the whole range of interest of the user community.

Agriculture university library is able to fulfil its aims and objectives with regards to the promotion of advanced learning and research. Extending the active library services by the university libraries to the user's community is a very fundamental factor in attaining the quality in university library service systems. we educate our users it is very difficult to reach them to a full extent, so we have to conduct user deputation programmes in regular intervals. As for as the present study is concern the users are feels

satisfied with the users education programmes. In spite of that the concern university library authorities have to take necessary steps to strengthen the user education programmes, so that users are feels more satisfied in accessing the required information in their respective libraries.

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