CHAPTER - 4
LIBRARY USERS AND USE-PATTERNS
OF COLLEGE LIBRARIES

4.1 Users

In a library or information center, users are the last link or the recipients of the information in the communication cycle. There are a number of terms used as synonyms or near synonyms for the word 'user' as patron, client, member, customer, etc. The user is an important component in an information system. Our information managers did not recognize this vital fact for a long time. It was revealed from the studies that for a long time information workers focused their studies only on components of information system except user.

Users are the all important factor without which an information system loses its whole purpose. The use means to put something to its purpose - thus the user of the system puts the system to its purpose. In the library set-up, it is extremely important to understand who the users are, what their needs are and how those needs can be satisfied by the library. If people are not using the library enough, it is probably because they are not being taken care of enough. The user has been a much-neglected element in the whole information business. It is only recently that emphasis on the user has been laid through the various user studies.

There are various terms used interchangeably with the term user:

Use - to put something to its purpose.
User - someone who uses.
Client – person using the services of a professional.

Patron – person giving influential or financial support to a cause.

Consumer – someone who uses up, or a customer (buyer).

Jennifer Rowley has put forth the following categorisation (Rowley, 1997):

Customers – in the ‘standard’ purchasing transaction, the customer is the person who pays for the product and in exchange receives the product and thereby participates in the marketing exchange (Rowley, 1997).

Differences between the terms ‘customer’ and ‘consumer’.

The term ‘customer’ can be used to refer to any stakeholder, individual or group to whom the organisation in some way provides a good or service. Consumers on the other hand are users of the service.

Heidi Julien’s categorisation is as follows:

User – This is the term that is generally used to refer to clients of information services and libraries and to participants or respondents in research studies.

Client – This term suggests a particular type of professional relationship.

Customer – This term is associated with a business model of service provision. It evokes notions of financial transactions.

Patron – This term elicits images of wealthy benefactors and guardians.

User studies, use studies, information-need studies, information transfer studies, communication behaviors studies, information dissemination and utilisation studies,
user-research, etc., are all closely related and not precisely defined. The terminology depends on the approach and the angle from which one sees. User will have bearing on almost all aspects of library and information system (Heidi, 1999).

4.1.1 Need for Use and User Studies

'Use' is the key purpose and 'user' is the key and dynamic component of any library and information system. Customer oriented approach, design and evaluation are the founding pillars of any enterprise. Use and user patrons including non-use and non-user patrons are required to be carried out as long as library and information systems are existing. The use includes 'non-use' and user includes potential user, non-user, under-privileged, un-served, under-served and deprived users. A non-user is one who has access to a library and lives in an information rich society and yet suffers from information malnutrition.

User studies are a must at the time of designing a system or service. The efficient and effective operation of a library system or service also calls for periodic user study. The effectiveness of a library and information system depends on the extent to which the system characteristics correspond with the users and in how much the potential users are willing and able to make use of it. System designers, planners and managers of library and information systems have to properly consider the role of human factors and their effects on acceptance and utilization of information. The system or product/service being designed to the needs of those for whom it is intended as well as to guide the operation of the system by the knowledge about the user and to justify the existence of the system are essential. User studies can also stem from the efforts of evaluation of a system or service (Auerbach, 1969).
4.1.2 Types of Users

The users of one type of library are different from those of another type. In a public library the users are mainly children, students, housewives, researchers, retired persons, neoliterates etc. In an academic library the users are students, teachers and researchers whereas in a special library the users are mainly researchers or specialists who are specializing in a narrow field of subject. In the public libraries the users are heterogeneous and in the academic and special libraries the users are almost homogeneous in nature. For an effective information service an information manager should ascertain about the information requirements of his library users. In fact he should understand the following: who are the users? What are their needs, use patterns and use behaviors? For these, studies focused on library users directly or indirectly are necessary (Gorman, 1983).

Users can be categorized according to the type of work that they are involved in:

1. Lay people – basically the ‘man on the street’
2. Government servants
3. Educators
4. Students
5. Researchers
6. Policy makers, etc.

Or according to the systems to which they belong:

- **Individuals** – housewives, farmers, social workers, ex-servicemen, labourers, students, etc.
- **Government agencies and Departments** – administrators, policy makers, etc.
Industrial Enterprises - Entrepreneurs, managers, etc.
Research institutions or Scientific Organization - Researchers (Ph.D.), Scientists in the basic and applied sciences, etc.
Cultural Organizations - Keepers of culture i.e. musicians, dancers, traditional chiefs, etc.
Religious Organizations - Pastors, Priests, Nuns, etc.

Another Categorisation is as follows:

Professionals - Engineers, Medical practitioners, Managers, Scientists, Lawyers, etc.
Semi-Professionals - Semi-professional basketball players, Midwives, Pharmacists, etc.
Non-Professionals - Labourers, uneducated farmers, uneducated housewives etc. (Ranganathan, 1970).

4.1.3 What to Understand about Users

By observing or questioning users, a systematic user study helps to discover (i) characteristics; (ii) information requirements (needs); (iii) behaviour, attitudes, opinions, priorities, preferences and evaluations of users (Srinivasan, 1970).

4.1.4 Characteristics of Users

No user-community of an information system is fully homogeneous. A majority of the users of a system would come together for a particular purpose and are comparable by one or two criteria. They are divided among themselves by many individual characteristics. The knowledge served by an information system is an essential requirement for providing useful services. Understanding of user is the battle of providing information-services and knowing the structure and
composition of the user-community in terms of various characteristics by which they can be compared and contrasted.

The characteristics of users are innumerable and there are several ways of grouping them. Identifying many characteristics of users as recipients of information the institutional environment and work activity (job) have major impact on information users. The three clusters of factors which affect user’s utilization of information are psychological factors, effectiveness of available services and characteristics of the user and his environment.

User-studies look for similarities and differences among the users in terms of their backgrounds like status, age, experience, education, specialization, field of research, discipline, etc. When the analysis is at the organization level (as against individual level) they look for differences in nature of organizations and at the same time users were also grouped as theoreticians or fundamental research workers, experimentalists or applied research workers, technologists, technicians, practitioners, etc.

User-characteristics could be internal or external to the individual. They may also be classified as sociological, demographic, psychological, personality (work-related), organizational, professional, etc. Specific characteristics of interest in user studies are age, experience, gender, educational level, performance, productivity, creativity, motivation, emotional stability, temperaments, interests, personal idiosyncrasies, productivity, communication, citation and other activities, nature of work or function, various roles, responsibilities and status of users have also to be understood in user studies (Chafin, 1980).
4.1.5 User Requirements

The term ‘requirements’ is more used rather than the ‘needs’, ‘wants’ and ‘demands’ is because it represents all the three concepts. The information-requirements refer to a lookout for a sort of relevance of information to a given user and to his areas of concern, interest and likes. Relevance is not a simple property, but varies with content, format and context of use of information as well as user.

It is extremely complex, varied and difficult to measure information-need. While discussing the issue of information-needs, a natural assumption is to consider the needs as perceived by the users. It is required to create information-needs among users if they do not exist. Information-seekers may be ignorant of the information that would be useful to them.

Information-needs are affected by many factors. Range and knowledge of information-sources/facilities available, varieties of uses to which information will be put, the background, motivation, professional orientation, discipline, type and area of work and other individual-characteristics of the user, the social, political and economic system as well as the consequences of information-use. Due to this contingency nature, time concludes about information-needs of users is impracticable. All the factors influencing the user-needs, two factors, which may not always be congruent, are the corporate objectives of the organization where the user is employed and the needs of the individual user (Barkey, 1966).

4.1.6 Users and information use

Today information users live in a complex environment. The major environment factors are the following:

i) Laziness or uncertainty of users information needs;
ii) There is a vast quantity of information gathered as well as pouring into the systems, which have their own ways of presentation;

iii) The mechanics of matching information needs with information sources have been increasingly made efficient; such mechanisms are sophisticated and complex;

iv) There is therefore a need for training users of information with respect to the ways in which information needs are expressed, new methods of searching and manipulating with the mechanism of information retrieval; and

v) The modern concepts of user friendliness, user assistance and user education have developed several devices and courses to inculcate in the regular information seekers a methodology for productive approach for information gathering and self-education (Canisius, 1984).

4.1.7 Information-Needs

Information-needs categorize needs as 'perceived needs' and 'actual or idealized needs', 'immediate needs' and deferred needs', 'continuous needs' and 'discrete needs', 'regular' and 'irregular needs'. Further, information needs could be unexpressed or expressed/articulated, felt or unfelt, dormant or deliquescent. Information-needs or users can be expressed in terms of time (i.e., urgency), content and amount or quantity of information. Information-needs have been classified as needs for single fact or exhaustive information, up-to-date, historical or current information, technical or business information. However, information-needs are frequently determined in terms of kind of message, i.e., nature and type of information, the types of document embodiments
of information needed and the purpose of use (Amba and Raghavan, 1985).

The nature and type of information sought by users are personal, technical and task-related information, current, specific and exhaustive information, theoretical information, experimental results, data, methods and procedure information, educational information, methodical or how-to-do-it information and task-related information. To determine the amount or level of information required in core versus peripheral areas of interest of users as well as the non-technical information required, information requirements in new fields versus old fields. The profession and organization oriented, work-related information-needs are the main information-needs with which user studies are concerned from day-to-day personal needs, life-long learning or educational needs and needs about the governing rules of the society around user (Amba and Raghavan, 1985).

4.1.8 The Information Seeking Process

Many models have been formed in order to explain the information seeking process. A model is a framework for thinking about a problem and may evolve into a statement of the relationships among theoretical propositions – or put more simply, models are statements. In the form of diagrams, that attempt to describe an information-seeking activity, the causes and consequences of that activity, or the relationships among stages in information-seeking behaviour. Some of the models that have been developed so far are given below:

Ellis and Ellis (1989), Cox and Hall (1993) – Ellis and Co. use the term 'features' rather than 'stages' in information seeking. The features according to them are:
• **Starting**: the means employed by the user to begin information seeking, for example, asking a knowledgeable colleague.

• **Chaining**: following footnotes and citations in known material or 'forward' chaining from known items through citation indexes.

• **Browsing**: semi directed or semi-structured searching.

• **Differentiating**: using known differences in information sources as a way of filtering the amount of information obtained.

• **Monitoring**: keeping up-to-date or current awareness searching.

• **Extracting**: selectively identifying relevant material in an information source.

• **Verifying**: checking the accuracy of the information.

• **Ending**: tying up loose ends through a final search (Ellis and Ellis, 1989; Cox and Hall, 1993).

Fig. 1 A stage process version of Ellis’s behavioural framework

Kuhlthau (1994) studied the information seeking behaviour of students doing a research assignment, formulated a model depicting common patterns of tasks, feelings, thoughts and actions in six stages:-

• **Initiation**: to recognize information need.

• **Selection**: to identify general topic (Kuhlthau, 1994).
Wilson on the other hand provides the above model to explain the process (Fig. 2):

The model suggests that information-seeking behaviour arises as a consequence of a need perceived by an information user, who in order to satisfy that need, makes demands upon formal or informal information sources or services, which results in success or failure to find relevant information. If successful, the individual then makes use of the information found and may either fully or partially satisfy the perceived need or not.
need — if he fails to satisfy the need, he will have to start searching again. The model also shows that part of the information-seeking behaviour may involve other people through information exchange and the information perceived as useful may be passed to other people as well as being used by the person himself or herself.

Fig. 3 Wilson's 1996 model of information behaviour

In 1996, Wilson revised his earlier model after drawing upon research from a variety of fields other than information science, including decision-making, psychology, innovation, health communication and consumer research. While the basic framework of the 1981 model remains, the revised model had a few additions as follows (Fig. 3):

The terms used in the new model are explained as follows — 'intervening variables' represent the 'barriers' whose...
impact may be supportive of information use as well as preventive; information-seeking behaviour is shown to consist of more types than previously, information processing and use is shown to be necessary part of the feedback loop if information needs are to be satisfied; the stress/coping theory tries to explain why some needs do not invoke information-seeking behaviour; the risk/reward theory tries to explain which sources of information may be used more than others by a given individual; and the social learning theory embodies the concept of 'self-efficacy', i.e. the conviction that one can successfully execute the behaviour required to produce the (desired) outcome (Wilson, 1996).

Girja Kumar's presentation of the information seeking process is as follows:

i. Identifying objective  
ii. Defining need  
iii. Assessing information systems  
iv. Establishing sources of information  
v. Information acquisition  
vi. Use of information  
vii. Satisfaction/Dissatisfaction (Girja Kumar, 1990).

4.1.9 Behaviours, Attitude, Priorities, Preferences, Opinions and Evaluation of Users

Behaviour is a broad concept. It involves attitudes and character traits of individual as well as environmental determinants. Behaviour is considered to be a compromise and a result of multiple forces to which individuals are subjected to. Attitude itself is a latent state of readiness to respond in particular ways. They are normally dormant most
of the time but they represent what we are prepared to do. In other words, attitude is a tendency to act or react in a certain manner when confronted with certain stimuli. Attitudes are expressed in speech or behaviour when object is perceived. Like other components of behaviour, attitude is an abstraction and hence it is difficult to directly measure attitude. One has to infer attitude from overt behaviours. Attitudes are often related to feelings and emotion.

An individual's enduring persistent response pattern across a variety of situations is called personality. It comprises of relatively stable patterns of action, i.e., traits, dispositional tendencies, motivations, attitudes and beliefs which are combined into an integrated self-structure. 'Trait' is used to classify and describe certain persistent and fundamental human characteristics, both learned and original. In the increasingly enduring and deepening order we find beliefs followed by attitudes, values and personality in individuals (Wilson, 1999).

There are many ways of looking at users' behaviour in libraries and in relation to seeking, gathering, using and communicating information. For example, one may attempt to study motives and purposes of seeking information, nature and type of information required, ways and means of acquiring information, sources of bibliographic (reference) information used, delegation of information-gathering work, time spent on information-gathering activities, dependence on sources of information, tolerable delay in supplying information, satisfaction about existing sources of information, informal communication network and the communication behaviors, inter-personal information sharing, use of library and user interactions with the library, etc (Grover, 1993).
4.1.10 Use Pattern of Users

Information is an essential raw material for all human endeavours in a complex modern society. It is recognized as a prerequisite of scientific, socio-economic and cultural development of any nation. For this, it is inevitable to provide the right information to the right user in appropriate time and form.

Studies on information needs and use pattern of users in a library are perhaps one of the most effective methods of understanding their information requirements. The implicit assumption of use studies, behaviour studies, an information flow study is that if one understands user needs and problems one can design effective information system. There are limited sources to study user need and use pattern of users even in the developed countries. But, it is very essential to understand user's information requirements especially in a dynamic and complex society.

Library and Information Science literature is required to know the information needs and use pattern of user at the global level (Barkey, 1966).

4.1.11 User and the Library

Libraries in the past provided bulk services for the masses. They acquired and organized their stock to serve what they thought was wanted or needed by the unspecified majority. These were take-it-or-leave-it services. It may be argued that libraries had no alternative. It was impossible to serve individual need; the best that could be done was to give whatever additional help that could be afforded. This was depended on users asking for help and the help that was given was strictly limited.
Over the years however, things have changed for the better and partly responsible for this, is the criticism thrown towards the library and its services from all angles (Line, 1998).

In ‘Designing libraries round human beings,’ Line, has listed what (in his opinion) people want from the library:

1. An attractive building (ugly ones are not pleasant to work in)
2. A friendly and informal physical atmosphere (buildings can be friendly or forbidding)
3. Long (but not excessive) working hours
4. Comfortable seats for working (but not so comfortable that they induce sleep)
5. A variety of study areas where, if one wishes, one can study quietly or have group discussion.
6. A coffee shop where one can relax, refresh oneself, mix with other users and with the library staff
7. A minimum of rules (but a few clear principles)
8. A self-usable arrangement and system (one should not need to ask for directions)
9. A wide range of current materials for browsing, selected according to what the library discovers its clientele needs.
10. A high proportion of what one wants in the collection.
11. A selection of older material including classics and standard works.
12. A good collection of reference books (in whatever format)
13. Simple and speedy procedures for borrowing and returning books.
14. The ability to access a variety of media from one workstation
15. A catalogue that is easy to use; is accessible on every floor of the library, from home and from other remote sites; contains all the library's holdings in one sequence and offers a variety of access points
16. Speedy access to resources that are not held in the library
17. A shelf arrangement that aids browsing
18. Good access to information tools produced by others (e.g. commercial indexing and abstracting services)
19. Copying machines on every floor of the library; easy and fast to use; cheap and reliable.
20. Friendly and helpful staff who are bibliographically and technically knowledgeable and who invite inquiries
21. A willingness on the part of the management and staff to accept criticism, suggestions and to act on them where appropriate.
22. To have to pay as little as possible for access to information (Line, 1998).

Rowley stresses on the importance of designing systems around users. It will clearly never be possible to serve everyone's specific needs in their preferred ways. What can be done is to provide facilities that are easily usable and that can be adapted by everyone according to their own preferences. The best that librarians can do is to observe and understand their users from day to day as best they can. The library can construct a profile of its users interest and match it regularly against references on databases. Libraries need to listen and learn, to find out what their clientele wants and to supply it.
They obviously need to know if they are succeeding in their objectives. For this, they will have to measure their performance (Rowley, 1997).

4.2 College Library

The academic library has been described by various educationists as the ‘Nerve center of the institution’, ‘apex of the entire academic life’, ‘Temple of learning’ and ‘Head and heart of the educational institution’.

A college is an institution of higher education where an individual sharpens the intellect and unfolds the mysterious faculties of mind. The college library thus assumes important role in the process of college education. A college library forms an important and integral part of the teaching process in the institution. The students who receive education in the institutions where libraries render effective service come out with wholesome personality.

Library is a place, where properly organized books on one hand and readers on the other are brought into purposeful, pleasurable and effective contact. It is the most potent agency for education. Knowledge is growing rapidly and all should know how to find out anything that is worth knowing. This means the urgent need of more libraries and a better knowledge about their proper use. Thus, library is an essential instrument for putting progressive methods of education into practice.

The library is a part and parcel of a college setup. It exists to serve the objectives of its parent organization. A college library can play a very important role in helping the educational system to achieve its goals. The performance of students can be improved considerably if they use the library regularly. They need to be encouraged to use the college
library. This will greatly help in raising the standard of education (Kaur, 1995).

4.2.1 Looking Backward and Forward

The college libraries, which are described today as ‘Centers of Learning’, had suffered from neglect up till recently both by the State and college authorities. They have not fully realized the importance of the library in the modern sense in the intellectual life of an educational institution.

With the rapid growth of college libraries an extension of reading facilities, the members of staff and students are getting more and more library minded. They save their leisure hours by utilizing them in the best way in the company of books. The availability of ample reading material and the congenial atmosphere in well-planned libraries has accelerated the speed of educational system to achieve its objectives. College library is a living force for the popular education and intellectual advancements. It produces thinking and rational individuals, which is a need of every nation (Gupta, 1998).

The role of the library in a college is not merely to provide stimulus to reading, which is done in a variety of ways - by procuring materials for study, by introducing open-access system, by providing long library hours, by organizing the library resources in a systematic way; but libraries are not content with playing a passive role. They are taking more and more active part in the attainment of the educational goal of institution to which they are attached. College libraries have to cater for readers from different levels. The under-graduates generally come from schools or from places where they have not seen organized library services. They are quite unfamiliar with library practices. They need guidance in the use of the
library services offered to them by the library must all be explained to them.

The college library has been rightly called the heart of the college. It is an organic unit operating with the whole of the college itself. It is in fact the pivot around which all the academic activities revolve. In these days, the libraries are considered as the laboratories of the scholars, students, as the playgrounds are considered battlefields by foresighted military generals, since these grounds were responsible for infusing spirit of discipline among the would-be warriors. The libraries are, therefore, responsible for creating the reading habit amongst the would-be statesmen, scientists of a country. The best agency for enlarging one's mental horizon and intellect is the use of library resources.

It is not difficult to realise the significance of a college library. It is an instrument of education the talent quality of boys and girls need an unfolding in the right quality. The book of right type has the basic characteristic to do so. Although there are many avenues of learning open to the students other than reading, such as lectures, demonstration, discussion, visual aids and field strips, reading remains one of the principal means by which a college student acquires knowledge. The college library assumes the considerable responsibility for giving the free reading to the students and provides abundance of stimulating and worthwhile reading material on subjects not covered by curriculum (Encyclopedia of Higher Education, 1992).

The libraries are the agencies meant for the development of the wholesome personality of an individual. A library acts like a pool of knowledge in an education institution. The training of character to fit the students to participate creatively as citizens in the emerging democratic social order;
the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country and the development of their liberty, artistic and cultural interest which are necessary for self-expression and for the full development of the human personality, without which a living national culture cannot come into being. So the college library is of great importance to achieve these aims.

The University Grants Commission since its birth in 1953 has been responsible for the development of higher education in India. The development of academic libraries is linked to the progress of higher education and it is, therefore, necessary to look into the progress of colleges (Gupta, 1992).

4.2.2 College Education

During the last two decades or so, colleges in India have grown up with the bounty of the estate governments and the University Grants Commission, but the teachers and the taught have not contributed much towards building up a democratic society. One still finds students isolated from the main currents of developing India, due to the traditional system of examination and textbook centered education in colleges. The librarians in most of the colleges have not yet become intellectuals, scholars and creative artists in the life of the academic community. In such environment, the students cannot develop their personality by acquiring a sound sense of India's cultural heritage and social values. The result is that the majority of the students who come out of the colleges after graduation do not contribute their might in the nation building activities to bring about a socialistic pattern of society and to promote national integration.

The University Grants Commission (UGC) brought about reforms in college education by freeing several colleges from
the rigid regimentation of traditional course structure. As a result of the schemes initiated for restructuring courses, there has been a great expansion of libraries in most colleges following collection during the last twenty years (Gupta, 1998).

In pursuance of its decision, the Commission asked the universities in India in 1977 to establish College Development Council for the integrated development of colleges and to safeguard their interests. After the commendations of the Committee set up by the University Grants Commission to work out the details of the assistance to such councils, the University Grants Commission decided in 1978 to meet the expenditure of the operative staff of the Council. A thirty-member Panjab University College Development Council was set up by the Panjab University. This council serves as a vital link between the University Grants Commission, the University and the State Government, including the Chandigarh Administration and advises the University on all matters relating to the development of affiliated colleges of the University (Sharma, 1995).

The University Grants Commission has outlined a policy frame for the task of educational reconstruction, transformation of the educational system and improvement of standards for shifting of emphasis from teaching to learning, from the individual to social objectives and from mere acquisition of information to the development of skills and character formation based on knowledge. It has suggested a programme of higher education both at the under-graduate and post-graduate stages through vocationalization, establishment of autonomous colleges and extension services in colleges.
In India, Colleges are being administered generally by State Governments/Union Territories and the finance is being provided both by the State Government/Union Territories with assistance of University Grants Commission. Some social organizations/bodies are also running a good number of colleges. These colleges are being administered by their respective bodies and financed by concerned bodies with assistance of grants from State Government/Union Territory Administration and University Grants Commission (Kaur, 1995).

4.3 Need and Relevance of College Libraries

4.3.1 Library Helps in Achievement of Objectives

The impact of education on National life is visibly so vital that the educationists of the day are actively engaged in designing and improving the pattern of education to tune their efforts with the fast changing time. In their arduous task of carving the social structure, the libraries are lending a helping hand by playing a very significant role in carrying forward the ideals of education. No educational ideal can be achieved in the absence of an effective and efficient library service. By adopting its services to the syllabi and teaching methods, the library supplements the instructional work of classrooms and carries forward the ideals of education (Desai, 1995).

4.3.2 Library Aids Extensive Reading

In a country like India, where reading habits of people are not well-developed and the economic conditions are not very sound, the students and teachers neither like nor can afford to buy books on account of high prices and higher cost of living. Even if one ventures to buy some books of one subject, they are not sufficient to help him in his extensive or intensive studies and to keep pace with the fast growing
knowledge. The enormous growth of printed literature and the expansion of researchers in different areas of knowledge have shifted the trend towards specialization. A student of today will enter tomorrow in some service or business or any other job. He may like to fit in higher competitive examination, which requires sound knowledge of more than one subject. To acquire elementary information in many subjects and comprehensive knowledge in some subjects, he has to resort to reading a large number of books and journals, which he cannot afford at all to purchase. Here comes the college library to the rescue of a student or teacher. In the absence of a well-stocked and well-managed college library, a student of higher class will prefer to do away with the studies than to buy all the relevant costly books and journals. Similarly, a college teacher, already strained with the economic responsibilities, will unwillingly like to dictate his old class notes, if he were to purchase all the books and journals needed to teach his subject. But the college library can afford to buy for them the necessary reading material and enables both the teacher and the taught, to gather the required knowledge from its vast resources (Bavakutty, 1982).

The library not only procures the costly subject books, classics and valuable reference books that are beyond the buying capacity of even a rich reader, but also gets a variety of newspapers and numerous journals, which feed the reader with the latest and authentic information on the variety of subjects. The modern college libraries are rather extending their scope of services by preserving the charts, newspapers, precious booklets and providing the bibliographic aids to help the reader in his pursuit of knowledge (Bavakutty, 1982).
4.3.3 Initiation in Library Use

The school libraries in India are practically non-existent and the public library system is still in infancy. So the college library is charged with that responsibility of installing in the minds of young students love for reading to form a life long habit. The knowledge acquired in classrooms soon starts decaying after leaving the college, unless it is kept abreast of time by creating the taste, which has been developed in the college library. It is, therefore, imperative that the new students, who do not have any knowledge of using the library, may be initiated into library habits.

The purpose of education is to enlarge the mental horizon of the students with a view to develop his latent creative faculties and to bring forward what is good in him for the creation of a better social order.

'The College Library', can be an indispensable associate itself to such lofty mission by introducing the students to the storehouse of knowledge and instructing them into the methods of intelligent exploitation of library resources. Thus, the true function of a college library is to help students, develop their creative faculties by putting them in touch with the best mind in different branches of Arts, Science and Technology, throughout the ages. It is, therefore, evident that the concept of a college library as a mere repository of prescribed textbooks is extremely parochial.

The educational institutions can achieve their ideal objectives of spreading the light of education only if the younger generation is made library minded. Commenting on the habit of reading, Michael Sadler, the then Chairman of Calcutta University Commission (1917-18) strongly expressed his wish as, 'A man has not received a University education in any really sense if he has only been taught to get up subjects
for examination. He must have acquired the habit and desire to read widely and the power to read well' (Desai, 1995).

4.3.4 Coordination with Class Work

The success of the library is neither measured by its magnificent building nor by its richness of wisely selected collection of reading material as by the extent and nature of exploitation of its resources. This is possible when there is cooperation and coordination between the library services and teaching programmes.

The modern college libraries despite their various limitations, are trying to adopt their services to the instructional work in classes for the real grasp of the subject, it is not enough that the student simply attends to the class lectures and reads only the prescribed textbooks. He needs supplementary reading or follows up study for the fuller understanding. The college libraries can prepare supplementary lists on broad subjects and topical interest in cooperation with the teachers and help the structure with their personal guidance. The libraries can also educate the students in the technique of skillful use of reading material. By doing so, the college libraries not only coordinate their services with class work but also arouse interest of students in other areas of knowledge and thus lay a sound foundation of meaningful education and reading habit.

4.3.5 Career Advisory Service

Some progressive colleges have accepted the UGC Scheme and have established Career Advisory Units in their libraries. These UGC aided Advisory Units equip this corner with necessary careers' literature and impart guidance to students with regard to their higher pursuits of knowledge in India or abroad. A senior lecturer, under the UGC Scheme, is
entrusted with the job of counseling the students for a specified time during college hours, for which he is paid a monthly allowance by the UGC. It is a good scheme, indeed, because the students are able to get information relating to their careers. The incharge of the unit arranges to notify the latest admission and vocation notices published in newspapers and imparts guidance on competitive examinations. The scheme has one major defect that the lecturer incharge is generally available during one specific hour when most of the students are busy in their classes and cannot avail of this valuable service. It is desirable that number of hours should be increased (Devarajan and Ranjan 1994).

4.4 Objectives of College Library

A college library is established to provide reading materials and to facilitate and promote their use among students and teachers with a view to furthering the educational process. As a participant in the educational process, the College library aims at:

i) Promoting individualized study and instruction;
ii) Augmenting Class Instruction;
iii) Providing general education;
iv) Promoting educational ends.

4.4.1 Promotion of Individualized study and Instruction

Individualized study and instruction, however limited in scope are desirable. But with the expansion of human knowledge and increase in the number of pupils in classes these have waned. A teacher today can barely communicate outlines of the subject he teaches. And in a packed class, student can hardly get individual attention. The situation thus created necessitates extra classroom instructional
method to take for the lack of individualized study and instruction. The methods are: Seminar, tutorial and library. Of these, the library provides fullest scope of individualized study. It does, so in two ways:

a) By providing opportunities for free selection of reading material to suit individual needs and tastes; and

b) By providing an atmosphere of ease and informality thus enabling students to study at will in complete freedom (Vishvanathan, 1982).

4.4.2 Augmenting Class Instruction

The primary function of the teacher is not to impart useful information, but to stimulate by every device at his disposal the questioning attitude of mind and to provide the student with the technical equipment for following up his question. The library augments class instruction by providing textbooks, collect real and reference books and supports class work, in certain types of studies by providing specialized materials.

4.4.3 General Education

The need for general education to our college students has been very forcefully stated by the University Education Commission in its report. Human mind is a unity and all knowledge is independent. In a sense, every study should excite and satisfy the different mental powers. It must give the pupils intellectual vision, aesthetic enjoyment and practical power. Such an education cannot be imparted by mere academic exercises. It results if an environment of knowledge is provided, or preferably, when knowledge is made part of student’s environment and the urge to know is aroused in them. This is best achieved when they make book their
4.4.4 Promoting Educational Ends

The relation of library to educational process is rather close. The closeness has developed on account of the great importance of books in our educational system and the new role that modern library has assumed in making books effective in the educational process. College library, therefore, is now no longer a mere repository of books. Its purpose is promotion of books used with a view to fostering capacities of comprehension and assimilation of ideas and facts given in books and helping development of proper attitudes, habits and standards of reading in students. In short, the library interests itself in making books instrumental in fostering those characteristics of mind among students which the educational process is aiming at namely - capacity to think effectively, to communicate thought, to make relevant judgments and to discriminate among values (Vyas, 1979).

4.5 Functions of a College Library

A college library has its own personality. It is different from any other type of library because it is directed towards definite education aims. Students come to the college to get education and the college library is expected to play a significant part in that educational process. Without a good library, the education, which the college community gets, is incomplete. If we analyze this broad aim of a college library, we find that there are five different functions, which a college library performs. These are:

1. Provision of curricular and co-curricular reading material.
2. Provision of recreational reading material.
3. Development of reading habit among students.
4. Teaching the use of library tools.
5. Provision of research material (Randall and Goodrich).

4.5.1 Provision of Curricular and Co-Curricular Reading Material

The greatest demand on a college library is for textbooks. A student can purchase only a few textbooks for his personal use. Therefore, it becomes the function of library to provide him with a wide variety of textbooks so that he may select according to his need and ability. Whether we like it or not, most of the reading done by the students in a college is that of textbooks. As long as the University and teachers recommend textbooks, the library has to provide them in plenty. There is nothing wrong in recommending textbooks and in reading them. Textbooks provide the outlines of various subjects in easy way to understand. They provide good introduction to subjects, which students have to pursue. Textbooks are criticized on two grounds:

a) Most students do not read the standard textbooks in their subjects. They are after the easiest and the briefest textbooks, usually known as 'notes'. Such textbooks have no place in a college library. But the standard textbooks, which have been recognized as such, should be purchased, according to the need, in each college library.

b) Many teachers in our institutions do not encourage students to go beyond the stage of textbooks reading. This is a problem about which the librarian cannot do much except to provide a large variety of books in each subject apart from textbooks and should make them available to teachers and students alike. The above
statement implies that in addition to textbooks, the college library should provide standard and original works in different subject fields. Textbooks reading are not sufficient at the college level. In fact, the chief value of a college lies in its ability to supplement the classroom work and textbook reading. The standard general works help students to broaden their understanding of the subject wider they study. These general books, which are related in the curriculum form, the backbone of a college library, is judged mainly by the quality, variety and number of standard works on different subjects because textbooks are almost the same in all college libraries. Textbooks and standard general works in different subjects should be supplemented with a number of periodicals in each subject so that the students and specially the teaching staff may keep themselves informed about the latest developments, in their respective subjects. Periodicals literature is not as important for a library as it is for University or a research library but even a college library will not be considered complete without important periodicals covering subjects which are being taught in the college (Prasher, 1991).

4.5.2 Provision of the General Reading Material

Not all college authorities appreciate the importance of general reading for their students and staff. Good fictions, biographies and travel books, all have a place in a college library. Also there should be present a sprinkling variety of important books on subjects which are not represented in the college curriculum. Reading of these general books is an essential part of the educational process. Some libraries still would like us to believe that the provision of general or
recreational reading is the function of public library. According to them, a college library should only support and supplement the curricular reading. But more and more libraries and educationists are feeling convinced that recreational reading is essential in an educational institution. In India, the absence of good public libraries makes it imperative for college libraries to put emphasis on recreational and general reading material. It may be added that the standard of such material should be higher than that of a public library. In a college library, there is no justification for books, which have little information or literary value (Randall and Goodrich).

4.5.3 Development of reading habit among students

One of the important reasons why a college library should provide books of general and recreational nature is that they help to develop reading habit among students. It is common experience of educationists that textonic reading not only does not develop the habit of reading among students but also kills their liking and enthusiasm for books in general. Textbook reading breeds aversion. If we want that students should acquire the good habit of reading, we will have to make concerted efforts to encourage recreational reading among them. The difference between general reading and recreational reading should be made clear here. General reading may be defined as that which a student does willingly and on his own to acquire knowledge and/or information. He may like to read and know about topics and things, which are not prescribed in the curriculum. On the other hand, recreational reading is solely done for enjoyment. If some knowledge or information accrues, it is accidental. The question may be asked, why at all, should the reading habit be developed. There are many good reasons. We are living in an amazingly advancing
technological age. And among other things, science has provided us with many entertainments for our leisure—films, radio and television. More and more of us are getting addicted to these new forms of entertainments. These passive entertainments retard the taking process of individuals. One of the tragedies of our age is that our joys and pleasures are becoming mechanical. And under their influence we are discarding the habit of reading good books—books which deepen our knowledge and insight and which make us think. Reading as a source of entertainment and inspiration is going out of fashion. The majority of educated people today only read newspapers and flashy magazines or two. There are young men and women today, who, after leaving colleges and universities will perhaps never again open a book either for information or entertainment of inspiration. Their employment in an office may not require them to read and when they are finished with their work, they will find a number of ready-made entertainments awaiting them. They will miss the civilization influence of books for the rest of their lives.

Education is a life long process. It does not stop after graduation. If we want that the students of today may continue this process throughout their lives, the habit of reading should be developed at the school and college level. And the more important way of developing reading habit is to provide a variety of good books in school and college libraries and tempt students to read them. The development of reading habit is an urgent task for the education system the world over (Manzoor, 1979).

4.5.4 Teaching the use of Libraries and Library Material

If we succeed in developing the reading habit among students, the next step should be to instruct them in the proper use of a library and various types of reading materials.
None of us can purchase all the books, which we like to read. Therefore, much of our reading has to be inside a library or from books borrowed from a library. Therefore, students should learn, at the college stage, the use of a library. Familiarity with the library techniques should be imparted to the students in the educational institutions. It will help them in their studies during their formal education and will save their time and energy during later years (Mangla and Sardana, 1970).

4.5.5 Provision of research material

Research is not strictly the function of a college. It should be left mainly to the institutions of higher learning. But there are teachers in many colleges who are really interested in research but are handicapped by the absence of research material. Therefore, the college library should try to meet any reasonable demand of research material if it does not interfere with the first and second functions of library listed above. The possibilities of inter-library loan and microfilms should be explored to the maximum. The librarian should resist the unreasonable demand of any who may like to fill the library shelves with books of which he will likely be the only reader. College library funds are very limited and the responsibilities are heavy. Therefore, the funds should be used very judiciously. These, then, are the functions of a college library. But the librarian can perform these functions only if the college authorities are convinced about their usefulness for institution and thus provide adequate funds annually to execute them. The library staff, with all their professional training and ability, cannot make a college library effective unless sufficient funds are poured into it (Mangla and Sardana, 1970).
4.6 User Education

According to Mews, H. user education is, "instruction given to reader to help them make the best use of the library". (Mews, 1972).

According to Fjall and Malley user education is, "It is concerned with the whole information and communication process and one part of this involves the total interaction of the user with the library". (Fjall and Malley, 1984)

Students have not been initiated into the use of the library and the library habit was not inculcated during their school days. They like sitting and gossiping outside in corridors or in college lawns. Without knowing what the resources and services the library offers, the students become needlessly discouraged to use it while studying from their three-years' degree course in the college. Librarians have a great opportunity to win these newborn over to their side. They should constantly keep in mind that they too are involved in teaching programmes and are not merely destined to sit in the library for doling out books at the lending counter. A formal course of some kind of library use instruction is, therefore, necessary. Using a library effectively is the route to intellectual treasure.

There are various terms, which are employed to refer to those who use a library. These include terms like client, patron, reader, user, customer, inquirer, member, etc. Categories of users may include a specialist, a student, a housewife, an average layman, a businessman, etc. The categories of users will vary from library to library. Of course, the requirements of each category will also vary (Krishan Kumar, 1985).
User education is the genuine fountain on which the education system needs to be restructured, especially in less developed countries. These countries need to have a socially related educational system, which is not possible without introducing democratic norms in their functioning. User education is a concept of universal application and is no longer a preserve of undergraduate education. It has large ramifications for higher education and indeed school level education, especially with regard to the teaching and learning process (Morris, 1994).

4.6.1 Teaching methods in user education

User education involves teaching the user through a variety of methods. The choice of teaching methods and media depends on the learning/teaching situation, the subject material, the students and the teachers. No single method can be suitable for all occasions. Thus there are methods that are suitable for group instruction, those that are suitable for individual instruction and those that are suitable for both (Fjall and Malley, 1984).

Before plunging into the types of teaching methods however, it is necessary to study the factors that affect the learning process. They include:
- Motivation
- Activity
- Understanding

4.6.2 Traditional Teaching Methods

Traditional Teaching Methods in user education include the following:
- Shelf guiding
- Orientation Week
- The lecture method
4.6.3 Signs and informational graphics

These are one of the most basic ways available for providing orientation about the use of the library. Librarians are gradually beginning to apply a systems approach in which different types of signs are used to illustrate different functions such as orientation, direction, identification, instruction, prohibition or regulation and current awareness. These functions fall into two main types – signs related to direction finding and signs related to the use of library resources. To be effective, their position, content and presentation should be carefully planned (Tiefer, 1990).

<table>
<thead>
<tr>
<th>1. Lecture</th>
<th>1. Book, printed guide etc. (micro-media)</th>
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<tbody>
<tr>
<td>2. Seminar/tutorial/demonstration</td>
<td>2. Practical exercises</td>
</tr>
<tr>
<td>3. Guided tour</td>
<td>3. Programmed instruction</td>
</tr>
<tr>
<td></td>
<td>4. Self-instruction material (tours, signs etc.)</td>
</tr>
<tr>
<td></td>
<td>5. Individual help</td>
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Fig. 4. Teaching Method for Group and Individual Instruction
4.6.4 Problems in User Education

- Lack of resources
- Lack of time
- Lack of staff
- The relationship of librarians with faculty may be difficult. Faculty may request for user education sessions without allocating sufficient time to deliver material adequately.
- Some faculties do not want to participate in user education activities at all. While others regard user education as an 'extra' rather than an integral part of students' education.
- Some people are too busy or are unwilling to admit that they have anything to learn.
- Although students may receive user education at the beginning of the academic year, very often they are not yet aware of their information needs (Heidi, 1998).

4.7 Information Literacy

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the complexity of this environment, individuals are faced with diverse, abundant information choices—in their academic studies, in the workplace and in their personal lives. Information is available through libraries, community resources, special interest organizations, media and the Internet—and increasingly, information comes to individuals in unfiltered
formats, raising questions about its authenticity, validity and reliability. In addition, information is available through multiple media, including graphical, aural and textual and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal and social issues surrounding the use of information and access and use information ethically and legally (Grassian 2004)

4.7.1 Information Literacy and Information Technology

Information literacy is related to information technology skills, but has broader implications for the individual, the educational system and for society. Information technology
skills enable an individual to use computers, software applications, databases and other technologies to achieve a wide variety of academic, work-related and personal goals. Information literate individuals necessarily develop some technology skills.

Information literacy, while showing significant overlap with information technology skills, is a distinct and broader area of competence. Increasingly, information technology skills are interwoven with and support, information literacy. A 1999 report from the National Research Council promotes the concept of ‘fluency’ with information technology and delineates several distinctions useful in understanding relationships among information literacy, computer literacy and broader technological competence. The report notes that ‘computer literacy’ is concerned with rote learning of specific hardware and software applications, while ‘fluency with technology’ focuses on understanding the underlying concepts of technology and applying problem-solving and critical thinking to using technology. The report also discusses differences between information technology fluency and information literacy as it is understood in K-12 and higher education. Among these are information literacy’s focus on content, communication, analysis, information searching and evaluation; whereas information technology fluency’s focus on a deep understanding of technology and gradually, increasingly skilled use of it.

‘Fluency’ with information technology may require more intellectual abilities than the rote learning of software and hardware associated with ‘computer literacy’, but the focus is still on the technology itself. Information literacy, on the other hand, is an intellectual framework for understanding, finding, evaluating and using information—activities which may be
accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reasoning. Information literacy initiates, sustains and extends lifelong learning through abilities which may use technologies but are ultimately independent of them (Berivik 2006).

4.7.2 Information Literacy and Higher Education

Developing lifelong learners is central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking and by helping them construct a framework for learning how to learn, colleges and universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities. Information literacy is a key component of, contributor to, lifelong learning. Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions and increasing responsibilities in all areas of life. Because information literacy augments students' competency with evaluating, managing and using information, it is now considered by several regional and discipline-based accreditation associations as a key outcome for college students.

For students not on traditional campuses, information resources are often available through networks and other channels and distributed learning technologies permit teaching and learning to occur when the teacher and the student are not in the same place at the same time. The challenge for those promoting information literacy in distance education courses is to develop a comparable range of experiences in learning about information resources as are
offered on traditional campuses. Information literacy competencies for distance learning students should be comparable to those for 'on campus' students.

Incorporating information literacy, in all programs and services and throughout the administrative life of the university, requires the collaborative efforts of faculty, librarians and administrators. Through lectures and by leading discussions, faculty establish the context for learning. Faculty also inspire students to explore the unknown, offer guidance on how best to fulfill information needs and monitor students' progress. Academic librarians coordinate the evaluation and selection of intellectual resources for programs and services; organize and maintain collections and many points of access to information; and provide instruction to students and faculty who seek information. Administrators create opportunities for collaboration and staff development among faculty, librarians and other professionals who initiate information literacy programs, lead in planning and budgeting for those programs and provide ongoing resources to sustain them.

4.7.3 Information Literacy and Pedagogy

The Boyer Commission Report, *Reinventing Undergraduate Education*, recommends strategies that require the student to engage actively in framing of a significant question or set of questions, the research or creative exploration to find answers and the communications skills to convey the results..." Courses structured in such a way create student-centered learning environments where inquiry is the norm, problem solving becomes the focus and thinking critically is part of the process. Such learning environments require information literacy competencies.

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Gaining skills in information literacy multiplies the opportunities for students' self-directed learning, as they become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions and sharpen their critical thinking for still further self-directed learning. Achieving competency in information literacy requires an understanding that, this cluster of abilities is not extraneous to the curriculum but is woven into the curriculum's content, structure and sequence. This curricular integration also affords many possibilities for furthering the influence and impact of such student-centered teaching methods as problem-based learning, evidence-based learning and inquiry learning. Guided by faculty and others in problem-based approaches, students reason about course content at a deeper level than is possible through the exclusive use of lectures and textbooks. To take fullest advantage of problem-based learning, students must often use thinking skills requiring them to become skilled users of information sources in many locations and formats, thereby increasing their responsibility for their own learning.

To obtain the information they seek for their investigations, individuals have many options. One is to utilize an information retrieval system, such as may be found in a library or in databases accessible by computer from any location. Another option is to select an appropriate investigative method for observing phenomena directly. For example, physicians, archaeologists and astronomers frequently depend upon physical examination to detect the presence of particular phenomena. In addition, mathematicians, chemists and physicists often utilize technologies such as statistical software or simulators to create artificial conditions in which to observe and analyze the interaction of phenomena. As students progress through their
undergraduate years and graduate programs, they need to have repeated opportunities for seeking, evaluating and managing information gathered from multiple sources and discipline-specific research methods (IFLA 2008)

4.8 The Present Scenario of College Libraries

The expansion of higher education particularly the growth and development of college libraries has been very uneven. There are colleges, which have a library, a reading room with a few hundred textbooks and current magazines (more for the use of postgrads). Inadequate funds, unattractive building and poor facilities further hamper the growth of such college libraries and thus minimize their impact on the teaching-learning environment of the institution. The system of education is totally examination oriented, it prepares the college graduate for some kind of job, merely to earn livelihood. It is not surprising to find that a student might spend three to five years in a college and yet never makes use of the library. During the first two years, due to an abrupt raise in the standard of college education, students are under a lot of strain, they are so much burdened with their syllabi that their teaching and learning process remain confined to their text books. The system of higher education continues to encourage memorisation of facts and regurgitation rather than creativity. We cannot ignore the fact that we don not have many colleges today which can pride themselves of imparting under-graduate education of the highest quality, comparable to some of the known institution in the world. There is a tendency to keep the students so tied down to their timetable that they find most of their time consumed in the classroom or laboratory. Consequently, they get left with very little leisure time, which they can spend in the library. After the
college hours most of their time is spent in watching the television.

The college faculty remains too busy with the course work, strikes and Bandhs, which are so rampant to disrupt their work that as such they have very little time to concentrate on the development of the personalities of their students. The present scene of teaching-learning encounter in the classroom also does not present a very rosy picture. Most of the times teachers have to manage a class consisting of a large number of students, therefore, they cannot pay individual attention.

The educational scene of the country reflects that it is not conducive to the overall development of the personality; rather it is depriving the students of opportunities of learning by themselves, their creativity, imagination and interests, all are being curbed in this process.