CONCEPT OF INFORMATION MANAGEMENT
PROGRAMMES FOR USERS AND REVIEW
OF RELATED LITERATURE

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3.0 INTRODUCTION

Information management programmes for users has been an unusual experience in the annals of library science. The need for this originated from the grass roots i.e the college libraries. Conant in his report on education of librarians has observed that continuing education with self study is most essential as professionals and specialists would be the gatekeepers of their own profession (1). In order to meet the challenges of the profession, user education and awareness to exploit the available information resources from the libraries, documentation and information centres is quite essential.

When we discuss about the user education many concepts like assessing the needs, planning, objectives setting, curriculum, teaching methods, classroom instruction, independent learning, instructional material development, learning outcome, evaluation of instruction, impact assessment, modification of the course etc., have to be understood. This educational function of the librarians has great interdependence on education and educational technology. Thus before going in detail about the literature review it is necessary to know some of the concepts which have great relevance to this study. In this section, first part deals with important concepts related to information management programmes for users in libraries and second section deals with literature review which covers subject development in general.
3.1. DEFINITION

An explicit definition of the term has not been developed for "Information Management Programmes" in particular as there have been many related synonymous terms in use. Riswadkar\(^{(2)}\) while discussing about "User Education Teaching or Promotion" has listed out some of synonymous terms of user training in libraries. Following terms are used by some of the libraries.

1. User education
2. Library use education.
3. Library use skills.
4. User orientation.
5. Library orientation.
7. Information management.
8. Library use instructions.
10. Scientific writing and library use skills.
11. Technical writings and information management.
12. Technical writings and editing.
13. Library instructions.
15. Literature search training/course.
16. Information handling skills.
17. Library education.
18. Information management skills.
19. Information skills etc.,

"User Education", Library Use Skills", " Information Skills", "Bibliographic instruction", Information Management Skills" are popularly used terminologies.

Mews defines the user education as "Instruction given to readers to help them to make the best use of a library(3).

Harrods Librarians Glossary(4) provides definition of user education as a program of information provided by libraries to users, to enable them to make more efficient independent use of the library’s stock and services". A program of user education might include tours, lectures, exercises and the provision of support materials.

In ALA glossary the user education is defined as the term which encompasses all type of activities designed to teach users about library services, facilities and organisation, library resources and search strategy. It includes instruction in the use of one or more reference sources as a part of reference transactions, library use, presentation and bibliographic instruction(5).
For the purpose of UNESCO's project user education and training has been defined in a generic way to include any effort or programme which will guide and instruct existing and potential users, individually or collectively with the objective of facilitating,

a) the recognition of their own information needs,
b) the formulation of these needs,
c) the effective and efficient use of information services, as well as
d) The assessment of these services.

Fjallbrant and Malley have mentioned that the "User education is concerned with the whole information and communication process, and one part of this involves the total interaction of the user with the library." Fjallbrant and Malley further have clarified about the user "Orientation" and user "Instruction". According to them "Orientation" is primarily concerned with the way of introducing the user to the general techniques of library usage and services available, and to the organization, layout and facilities of a particular library, "Instruction" is concerned with learning to make use of the information resources available within specific subject disciplines.

It is very difficult to arrive at a comprehensive and universally acceptable definition which would take into account all the aspects of user education. However, broadly it can be described as educating the potential users, jointly by the library and academic staff, in successive stages to help them make the best use of the library resources and acquire sophisticated knowledge.
3.2 USER EDUCATION "EDUCATION FOR LIFE"

To know how to use a library is an essential part of "education for life" (8). Systematic library use instructions would introduce the students to right methods that would enable them for the rest of their life to use libraries and make their work more expeditious. Cuming, while discussing the organisation of a university library expressed that to learn how to use a library and to acquire a disinterested love of reading were important elements of education (9). Knapp observes that learning how to use the library goes far beyond the traditional programmes of being introduced to library resources, services and facilities. It involves in developing the students’ rational power and encompasses learning, how to master to think, how to communicate thoughts and master skills of life long learning (10). The emphasis now in education is on "process rather than produce" acquiring capability for learning how to learn, rather than on just becoming learned (11).

3.3 AIMS AND OBJECTIVES OF THE USER PROGRAMMES

While planning and designing any programme it is essential to assess the needs of the target groups. This would help in formulating the aims and objectives of a programme.
Hutton at the 1942 ASLIB Conference\textsuperscript{(12)} for the first time listed out the following objectives for the university libraries instruction

1. To acquire facility to work easily and familiarity with books in large libraries.
2. To provide a basis for continuance of self-education.
3. To develop initiative and independence.
4. To learn how to find books on some special subjects.
5. To prepare surveys from world wide periodicals of some subject on which no book is sufficiently up to date.
6. To secure access to information on some subject outside one's normal interest.
7. To be able to find data as a basis for planning.
8. To study alternative views.
9. To survey current affairs in daily, weekly, monthly or other periodical literature.
10. To develop ability to judge the comparative merits of books.
11. To acquire knowledge, skill in using it, and experience in where to find it, upon which power for leadership is based.
12. To enjoy some general acquaintance with books, their individuality etc.,

Stevenson\textsuperscript{(13)} in his report submitted to British Library has following examples of the different aims of user education programmes adopted by many libraries in U.K.
a. To ensure that the user can exploit library resources adequately and to his own satisfaction (Bradford University).
b. To establish a link between the subject taught and the library resources available (Hatfield Polytechnic).
c. To enable to make maximum use of resources of local and national library system (Sheffield University).
d. To develop in the user, confidence in the use of the library and in the staff (Hatfield Polytechnic).
e. To give students practical experience of using the literature (Leicester University).
f. To enable the student to be independent in his information seeking (Leeds University).

Deakin University, Australia has defined the aims and objectives of the reader education programmes as:

AIMS
1. To educate all users to make effective use of the services and facilities of this and any library system.
2. To develop students skills in finding information and in identifying and locating bibliographic references for specific purposes.
3. To teach effective methods of approach to information searching task in such a way that the skills learned can be adapted by the user to other library search situations.
4. To encourage users to develop these skills.
5. To encourage users to ask for assistance.

OBJECTIVES:

1. That all users of the library will be aware of the types of material and services this library provides, and will know when and where to ask for assistance.

2. That all users will be able to identify specific material in the catalogues, serials lists and subject indexes, and will be able to locate such material the collection and that undergraduates in particular know how to obtain material in high demand.

3. That each student will be introduced to the major sources of information for the subjects which he is studying and that he will receive instruction on the most effective methods of information retrieval at a level appropriate to his current information needs and to the requirements of the course in which he is enrolled.

4. That each student majoring in a particular course of study. Particularly if he will be pursuing post-graduate study and/or a carrier in that area, has a basic understanding of the organisation of the literature of his subject so that he can identify the sources of information appropriate to a given task.
Malley\(^{(15)}\) while indicating the objectives of the library use instructions notes that the recent move towards the objectives of the course is to provide the user reading skills. Morris\(^{(16)}\) observes that such a course aims at fostering in the student, the ability to -

1. Read critically
2. Think logically and creatively
3. Communicate clearly.
4. Isolate, formulate and solve problems
5. Set knowledge in a social context.
6. Transfer skills acquired in the course.

3.4 MAIN AREAS OF COURSE CONTENT

Guha\(^{(17)}\) has reported some of the following areas broadly being covered in the user programmes in the libraries.

a. Organisation/structure of literature :

Definite pattern of organisation of literature of a subject, essential characteristic of the important types of documents; their inter-relationship and their internal presentation. Types of sources, primary secondary and tertiary.
b. Information Services and Products:

Important Services and Products in the field. Bibliographical Services of professional societies / associations and clearinghouses highlighting, scope, coverage and use. Brief description of the back-up, translation and referral services and centres.

c. Literature Search:

Literature Search Strategies. Searching / locating the information from abstracting / indexing periodicals of the subject, highlighting the specialities of the type of indexing followed. In search strategy, how to choose a proper word for searching information.

d. Fact finding:

Fact finding of information using reference sources, by using practical exercises. Information characteristics are always highlighted for practical use.

e. Organisation of personal information:

Proper maintenance of the accumulated information and proper use of the collected references in citations. Abstracting and indexing techniques.
f. Communication skills:

Technical writing, research paper writing, review papers writing and editing techniques. Book reviewing process. Presentation of research results at Conferences and Seminars. Topics relating to communication skills, though have not been included in the UNISIST Manual, inclusion of such topics have considerably extended the scope of the user education programmes. The participants have realised that the instructions in these areas have great practical utility and provide them with an opportunity to know many skills for effective communication.

Malley\(^{(18)}\) has identified the following information skills which are normally covered in the user education programmes.

a. Retrieval

1. Search Strategies
2. Reading skills
3. Sources of information
4. Using indexes
5. Using abstracts
6. Interpersonal skills
7. Listening skills
8. Keeping up-to-date with information.
9. Observational skills
b. Evaluating information

1. Selecting information
2. Evaluating books, journal articles, etc.,
3. Interpreting data, original documents, etc.

c. Organising information

1. Note-taking from lectures
2. Note-taking from book
3. Memory skills
4. Personal indexing / personally storing the information
5. Organisation of information in general.

d. Communicating skills

1. Essay writing
2. Examination techniques
3. Report writing
4. Thesis / dissertation writing
5. Writing abstracts
6. Preparing bibliographical references
7. Writing skills
3.5 TEACHING METHODS

Choice of media and teaching methods are decided depending upon the learning / teaching situation, the subject material, the participants by considering the group instruction, individualized instruction or combination of both. Fjallbrant and Malley have identified following methods and aids for different types of instruction (19).

I. For group instructions:

1. Lectures.
2. Seminars.
3. Demonstrations.
4. Tutorials.
5. Guided Tour.
6. Games and simulations.

II. Individualized instructions:

1. Printed guides.
2. Self-Instructional materials.
3. Desk top seminar guides.
4. Programmed instructions.
5. Learning packages.
6. Practical exercises.
8. Individual attention.

III For Group and Individualised Instructions:

1. Films.
2. Video Tapes.
3. Tape-slides.
5. Slides.
6. Transparencies.

a. Lecture method

Lecture method is the most popular method used in teaching. The chalk-board, overhead projector and slides have been used to supplement lectures delivered. This method was under sever criticism as the bibliographic aids and demonstrations were essential in information skills teaching. Inspite of a lot of criticism the lecture method is the most commonly practiced by many handling information skills programmes.
b. Seminars, Tutorials and Demonstrations

This method has become more effective than the lecture method as this provides great opportunity for the interaction between the teacher and learner. Motivational factors play a vital role here as the learner is more actively involved. The premises from classroom to library is possible and the source material can be used in teaching. Since the group in seminar tutorials and demonstration tends always to be smaller, it is possible to provide need-oriented and intensive training in library use skills. The participants in this can get an opportunity for searching information about some topics in which they are interested.

c. Library Tour/Guided Tour

Library tour is the first point of contact between the users and the librarians. In conducted tours often it has been observed that there is less participation by the participants. Moreover, library tours take a lot of library staff’s time. To have an effective method, self-paced printed or audio tour followed by proper exercises have been used, which provide an opportunity for the users to do practical exercises. The self-guided tours have been used successfully in many libraries in USA\(^{20}\) and the use has now spread to other countries such as Australia\(^{21}\) and Sweden\(^{22}\).
d. Audio-Visual Methods

Audio Visual methods in teaching the user education / orientation system have been increasingly used. Films, video tapes, tape-slides presentations, audio-tapes, overhead projections used in this method. Tapes / slide medium or the use of audio tape in conjunction with printed material and the interaction of the trainer in between has been found most suitable for library user education. Tape-slide productions have been used for both group teaching and individualised instruction for trainer as well as trainee. The presence of the Trainer may not be required when used individually for self training / instruction. Video tapes and films covering the motion pictures have helped in better understanding. Many organisations have developed such programmes. The learning packages on "Science Citation Index", AGRIS users package, Travelling Workshop Kits developed by Newcastle-upon-Tyne Polytechnic Library, England, (23) "Going online" and others are in use.

e. Books, printed guides and self-instructional manuals

Printed guides provide easy access for the sources by the user as it gives an opportunity to work at their own pace, place and as well as a chance to repeat learning. Many libraries have developed printed guides and also self instructional manuals which are distributed to the users for acquainting themselves with the library facilities and the system. Structured exercises in the work books
ranging from those covering basic library skills based on the holdings of a specific library, to subject related workbooks also are prepared and given to the learners for self learning.

f. Library Pathfinders

The use of library pathfinders is a significant development, which serves as an alternative to the traditional printed guides. The library pathfinder is a kind of map to the resources of the library; it is an information locator for the library user whose search for recorded materials on a subject of interest is to begin. It is a compact guide to the basic sources of information specific to the user’s immediate needs. It is a step-by-step instructional tool that will, if followed, place before the user those items that the most skilled reference librarian would suggest as basic to an initial investigation to the topic\(^{(24)}\). This is designed to locate the published information in specific fields.

g. Programmed learning/instruction

Programmed learning is the method for providing right kind of bibliographic instruction tailored to the needs of users. Programmed learning is being carried out through the workbook, audio visual programmes or computer assisted instruction (CAI)\(^{(25)}\).
3.6 REVIEW OF RELATED LITERATURE

Historical development of library user education is well documented. Many bibliographies and reviews have been published. An occasional paper No 143 by J.M. Tucker was brought out by the University of Illinois which covered the development of bibliographic instruction between 1876 and 1932\(^{(26)}\). Bonn made a detailed survey of the whole field of user education during 1960\(^{(27)}\). This was followed by many updated bibliographies and one of these is by Lockwood\(^{(28)}\). Series of reviews and bibliographies on user education appeared in Reference Services Review\(^{(29)}\). INFUSE Series by Ian Malley\(^{(30)}\) and Library Orientation Series by Project LOEX\(^{(31)}\) have brought out many annotated bibliographies. Tidmarsh in 1968, described the developments in the theory and practice of user education in academic libraries\(^{(32)}\). Mews examined courses for new students and undergraduates\(^{(33)}\). Mews study was followed by Stevenson’s detailed study on the development, organisation, methods and assessment of user education programmes in British University and Polytechnical libraries\(^{(34)}\). Fjallbrant carried out surveys of the development user education in the British, Scandinavian and Swedish libraries \(^{(35-36)}\). Fjallbrant and Malley \(^{(37)}\) have provided detailed account of development of user education in their book. Exhaustive review papers on “Current library use instruction and all other related aspects were published in Library Trends\(^{(38)}\).
Development in user education reported earlier deals with school libraries to post graduate programmes in Academic libraries, Public libraries and also in Scientific and Technical special libraries. Reviewing all published literature here would be difficult, but a few references related to the Academic libraries have been covered as this study pertains to "Information management programmes for users in Indian agricultural libraries".

Penland\(^{39}\) traces the "Counselor Librarianship" as its roots in the historical foundation of the profession and the concept of the user education. Counselor librarianship assumes a helping relationship on the part of the librarians. Counselor librarianship helps the users to organise their unresolved personal experiences and discuss the felt needs.

Maxfield\(^{40}\) while discussing about the "Counselor librarianship" has identified the following five levels in professional counseling used for educational vocational or library purposes.

a) Answering question as in reference works by librarian or retrieving data by an information scientist.
b) Advisement on reading programme or an appropriate bibliographic or search technique.
c) Counseling which is more than advisement helps to develop cognitive flexibility, solve immediate problems, and make wiser decisions in the future.
d) Clinical counselling and
e) Psychiatric Consultation.
Tews(41) observes that level ‘d’ and ‘e’ of counselling are conducted by specialists. Often these are called as "bibliotherapists".

Letters of Cassidorus Senator after 551 A.D, indicate a psychological and intellectual rationale for reading as a base for self educational development. Cassidorus considered the need for intrapersonal communication as this would help the individual move from the limitations of whimsical, nonverbal and perceptual experiences into an active and intellectual participation in more of civilization’s achievement in recorded knowledge and value systems. This intrapersonal dependence upon reading is a method of self education as applied by Alcuin of York in 796 A.D, (42).

Current ideas about the library instructions grew from Ralph Waldo Emerson’s comment urging colleges to appoint a Professor of Books and stating that no faculty position was so desperately needed(43). Mac Mullen has traced "Professor of Books" reference to Emersons lectures in 1840’s when the older Classical Colleges were in a state of inertia(44). Ralph W. Emerson might have agreed upon group of important works, a kind of "great books" for liberal education to the students. This dictum might have inspired the library professionals, to think of library use instructions. Emerson might have envisaged a "new era" of collegiate education which provided the context for library instruction during 1870’s Morrill Federal Land Grant Act of 1862 was the legal basis and
political impetus for the establishment of public colleges offering technical education for the farmers and labourers on practical problems(45).

Tucker(46) while discussing about the "User education in academic libraries : A century retrospect" has observed that the colleges and universities were undergoing changes during 1870's and 80's. The first conference of American library Association, first issue of American library journal and the U.S. Bureau of Education's massive report on "Public Librarian as Educator" began to take shape. Otis Hall Robinson of University of Rochester referred the librarians as educators rather than keepers of books. Melvil Dewey wrote that the time had arrived "when the library is a school and the librarian is in the highest sense a teacher and the visitor is a reader among "the books as a Workman among his tools"."(46)

Schneider has observed that the librarians devised and organised programmes of user education with the material and opportunities at hand. Their purpose was to enhance and strengthen the liberal arts and bibliographical research aspects of under graduate education. Course elective system were quickly were adopted in land grant colleges with credit courses. University of Michigan under the leadership of Raymond C.Davis took the lead and played an influential role in furthering the bibliographical instruction movement(47).

Holley(48) while speaking on Academic libraries in 1876 observes that college libraries as aids to instruction was promoted by H. Robinson
of Rochester and W. Justin of Harvard. At Rochester every Saturday morning as many as 20-30 percent of the students, one half of the faculty and occasionally even the University President could be found engaged in their own investigation under the guidance of the University Librarian.

Hopkins\(^{(49)}\) in his paper "Century of Bibliographic Education" has observed that American system of higher education and the development of librarianship as a distinct consequence of (i) growing importance of technology; (ii) democratization of the American culture, (iii) secularisation of knowledge, and iv) burgeoning of basic scientific research and systematic scholarship.

Tucker\(^{(50)}\) views that establishment of land grant colleges based on the Morrill Federal Land Grant Act of 1862 is the major trend in the new era of library use instructions as many colleges introduced credit courses in library use skills.

Cuming\(^{(51)}\) while discussing about the organization of a university library has observed that to learn how to use a library and to acquire a disinterested love of reading were important elements of education. Knapp observes that world wars brought a lot of drift and disappointment in user programmes. Librarians interested in user education could not help but share psychological unease due to economic scarcity. After world war II the library instructions advanced in technical and practical ways. The decade of 1950’s
showed a lot of world wide changes in educational system. Libraries, teaching
departments and research laboratories enjoyed phenomenal growth. This growth
accompanied an insurgent professionalism and heightened sense of social and
educational responsibility towards the library user.\textsuperscript{(52)}

Stevenson\textsuperscript{(53)} observes that the former colleges of advanced
technologies in 1950's initiated the user education by appointing Tutor Librarians.
Sullivan's survey of inhouse user education in special libraries shows that out of
the 698 libraries that responded to the questionnaire 78.4\% libraries were giving
the instruction in U.K. but orientation dominated\textsuperscript{(54)}.

Due to the technological developments and new emphasis on
education, research and development, there were increased world wide activities in
the user education programmes. This was mostly seen in English speaking
countries.

Monteith college experiment\textsuperscript{(55)} "An experiment in coordination
between teaching and library staff for changing student use of university library
resources" is one of the land marks in user education. In order to explore the
methods of developing more vital relationship between the library and college
teaching, this project at Monteith College, one of the affiliated colleges of Wayne
State University, USA was taken up. Monteith College had a small student
enrollment of about 700 and a compact faculty numbering 30. This experiment is
one of the finest examples of interdisciplinary endeavour. It had the following objectives:

"The ultimate purpose of Monteith Library programme is to stimulate and guide students in developing sophisticated understanding of the library and increasing competence in its use. To achieve this, the programme was functionally related to the course work".

These objectives of Monteith College, cover practically all the basic ideas that govern the theme of user education, and moreover this course was extensive, functionally related to the "Content" of the four year undergraduate studies having ten assignments. Patricia Knapp attempted to build a theoretical framework for user education in this experiment\(^\text{56}\).

Thomas G. Kirk initiated the Earlham College experiment based on the experiment at Monteith College. This experiment was also built upon the premises of course related bibliographic instruction and continuing cooperation of the faculty in conducting user education. Since the course-related bibliographic instruction is the distinctive feature, it involved a close relationship with practically every member of the faculty\(^\text{57}\). This experiment has shown that the user education needs to be an integral and fundamental part of the course work\(^\text{58}\). The course had two components one concerning the sources for imparting knowledge, the other relating to the development of skills so essential for imbibing bibliographic instructions.
In 1967 Swarthmore College introduced the course as per the report of the special committee on library policy. Williamson\(^{(59)}\) observes that Swarthmore enunciated the concept of the teaching library. The goal was "to extend the faculty - centered, discipline oriented studies to include development of research ability and bibliographic sophistication to the levels, not normally achieved by undergraduates". This course is a mere recapitulation of the Earlham experience excepting appointment of library teaching faculty for humanities and social sciences.

Shores traces back the "The Library College Movement" to the theories and discussions on library user education in the 1930's \(^{(60)}\). The library college idea is based on library learning experiences as the fundamental method of instruction. The library was envisaged as the centre of college with academic and library staff working as an integrated unit.

The concept of "Library - College" employs the vehicle of independent study and the library thus becomes the heart of an academic institution. The library college movement brought the librarians and the faculty on one platform. On one hand, librarians were assigned the role of instructors in the process of course-related bibliographic instruction; and on the other, the library-college faculty members were expected to play a similar role of counsellor to the individual students \(^{(61)}\).
Kulik et al.\(^{(62)}\) evaluated the "Keller Plan" which was introduced at Arizona State University. The Keller plan is an euphemism for personalized system of instruction. Following were the five distinctive features of the Keller plan.

- a. Individually paced
- b. Mastery - oriented
- c. Student - tutored course
- d. Uses printed study guides for the communication of information, and
- e. Includes few lectures for stimulation and motivation of students.

Association of college and Research Libraries\(^{(63)}\) has published a handbook on bibliographic instruction during 1979 which provides model objectives. In this handbook following three basic patterns of instruction have been mentioned:

i) At freshman level there are three components orientation by tours, printed guides, audio-visual presentations, and bibliographic guides,

ii) Term-Paper clinics dealing with information retrieval, indexing and abstracting services, and subject bibliography, and

iii) Evaluation via assignments, credit courses and questionnaires.
Laidlaw\textsuperscript{(64)} indicates that about 16 universities, nine colleges and nine subject or division libraries within university libraries in Ontario and Quebec provinces introduced the course around 1973 in Canada. The courses were mostly non-credit courses, and dealt with teaching component of library instruction, analysis of user needs, production of programmes to meet the users needs etc. In 1976, Laurentian, Toronto successfully conducted one term - course, "Information Skills" within the faculty of Arts and Science.

Condon\textsuperscript{(65)} reports that throughout Australia user education services have been developed in libraries serving institutions of higher education. These user programmes have been based on the belief that "Society consciously or sub-consciously expects of the graduate, that he is either the possessor of knowledge or that he knows where he can find it and that competence in locating and handling information involves the efficient use of libraries." In Australia reader education dates from the fifties when the Royal Melbourne Institute of Technology began giving library instructions. The second report of the Commonwealth Advisory Committee of Advanced Education, 1969, has stressed the teaching function of a library. It is observed in this report that the libraries should actively encourage the use of its facilities. Inculcating in the user bibliographical and information skills, valuable to him in any future career\textsuperscript{(66)}.

Fjallbrant carried out a survey during 1981 on user education in Australia \textsuperscript{(67)} and has observed that almost every higher education library offers at least a talk, or some substitute during the orientation week for the freshers.
Fjallbrant observes that the interest in user education has been particularly marked during 1970's in Scandinavian University and academic libraries wherein orientation dominated education. The common method was a guided tour with the help of slide / tape presentations. Video tape programmes have been designed to provide the use of library at Central Medical Library, Helsinki, University of Technology Library, Finland and at the library of Orebro, Sweden. At Chalmers University of Technology Library, Gothenburg, Sweden, self-instructional material like colour / shape coding systems and signposting, coloured tracks and a slide / tape introductory programme were used.

Fjallbrant further reports that five modules for user programme have been identified, such as problem formulation, literature search, documentation and report writing. The course on literature searching consists of four three hour sessions followed by practicals and consultations. In Helsinki, University of Technology Library, Finland has introduced one compulsory orientation course for freshmen and an elective subject oriented course (for credit) for third and fourth year students. The course consists of two lectures held over six weeks and the participants numbered between 15 to 40. Each lecture is followed by practical assignments, students are also taught how to write reports. This programme consists of use of libraries, general information sources, classification and indexing, computer based information systems; subject related abstracting and
indexing journals, subject related reference works, techniques of manual search, online search, use of report literature, use of patents, standards, how to write a report etc.,

According to Stevenson\(^{(70)}\) many user courses have been introduced in Eastern Europe. In the USSR an inter-faculty chair of scientific information at the Moscow State University has been established to acquaint students with natural sciences with methods and means of scientific information.

Sudu\(^{(71)}\) observers since 1980 in Japan, Keio University offers an optional course in library user education. A number of attractive handouts, guides have been produced for the new users. Library and information skills are interwoven into the user courses. Training in the use of library and report writing by emphasizing education for life aspect is dealt with Kanazawa Institute of Technology Library Centre has introduced a compulsory course which covers information systems, classification systems, manual information retrieval, computerized information retrieval, reading techniques, personal record keeping, report-writing, verbal presentations and documents storage. A fifteen chapter text book has been written and CAI programmes involving individual exercises have been produced\(^{(72)}\).

UNESCO has paid special attention over the past few years to the issue of educating and training information users. These efforts were initiated under the UNISIST General Information Programme and are now being continued in the frame work of PGI\(^{(73)}\).
Unesco's efforts in this specific area may be categorized into three broad types of activities:

1. The creation of forums for discussing the issues involved and exchanging information and experiences thereof. As examples of this type of activity one may cite two seminars organised by Unesco in Bangkok\(^{74}\) and Rome\(^{75}\) in 1976.

2. The development of tools, publications and guidelines to help in user-training efforts. Users are trained at various levels and in different ways through courses and workshops. The UNISIST has brought out guidelines intended for teachers conducting such courses. "Education and Training of Users of Scientific and Technological Information: UNISIST Guide for Teachers"\(^{(76)}\) and Guidelines for Developing and Implementing a National Plan for Training information Use\(^{(77)}\) to mention just a few.

3. Assistance to developing countries in:

   a. formulating a national policy and plan in user training and education. This type of activity involves assistance in the form of providing international experts, fellowships and financial contributions;

6\(\times\)5

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6\(\times\)5
b. organising actual training workshops for users. Four such workshops were organised in the Republic of Korea, India, Indonesia and Yugoslavia. These workshops are usually organised in a national centre e.g. (KORSTIC in the Republic of Korea, INSDOC in India) for a homogeneous group of present and potential users selected by the host country. The main purpose is to show what services and information sources are available in the national centre or in the country for that specific group of users.

Besides UNESCO a number of other international associations and organisations have also contributed extensively for the promotion and development of user education. Mention should be made of the European Association of Information Services (EUSIDIC)\(^{78}\) the World Federation of Engineering Organisation (WFED)\(^{79}\) as well as the International Federation for Documentation (FID) and the Organisation for Economic Co-operation Development (OECD) IFLA and others.

Fjallbrant and Malley\(^{80}\) in their book on "User education in academic libraries" have observed the world wide functioning of many clearinghouses on user instruction. Project LOEX, in U.S.A, INFUSE in U.K. and USER in Australia have been quite active and functioning very effectively. One of the main objectives of these clearinghouses is to share ideas, resources, materials and other aids relating to information skills.
Malley(81) points out that for educating the special library user, since 1977, the British Library Research and Development Department (BLR & DD) has funded many projects and IATUL has organised many conferences in U.K.

Earnshaw(82) has discussed about the co-operative efforts in development of library use programmes in U.K. Since 1970 the Standing Committee on National and University Libraries (SCONUL) supported a scheme on SCONUL Section on co-operative production packages for user education. Harris et al (83) have reported that during 1975 a Travelling Workshop Experiment (TWE) was initiated. In this experiment information source material, teaching aids, demonstrations and examples were produced. Thirty two workshop in three subject areas were planned. TWE attempted to promote the use of effective instructional systems in user programmes in the libraries.

Malley(84) in his book "Basics of Information Skills Teaching" has brought out many issues relating to effective teaching skills. Instructional methods, modes Audio-Visual use, evaluation of the teaching and training and other related aspects of information skills teaching have been discussed extensively. Concept of information skills and its comparison with library skills also has been made.
Haarala(85), reporting on UNESCO expert meeting on user education held at Finland, August 13-17, 1990, has listed out nine important recommendations. These recommendations have a lot of relevance to the present scene of user education.

3.7 USER EDUCATION PROGRAMMES IN INDIA

There has been no concrete effort at the national level in formulating user education programmes in India. In a general way, many of the workshops and seminars sponsored by DST / INSDOC / DRTC / AALDI / UNESCO/ IASLIC have served to promote user interest in information services. UNISIST workshop for training of user of S & T information was held at National Science Library, of INSDOC as a pilot project of UNESCO in August 1975. Inspite of many workshops and conferences user education continues to be equated with library orientation(86). The National Academy of Agricultural Research Management, Hyderabad has been offering a special course on "Scientific Information Management and Research Communication since 1976(87).

Phadke, in his survey, has observed that all the five Indian Institutes of Technology Libraries(88) provide the user education programmes. Prasher (89) observes that at the Punjab Agricultural University (PAU), Haryana Agricultural University (HAU), G.B.Pant University of Agriculture and Technology (GBPUAT) and others a regular post-graduate credit course is run for the post graduate and research students. At PAU and HAU, it forms a part of a
larger course known as Scientific and Technical writing and at GBPUAT, Pantnagar, it is designed as the Use of Scientific and Technical Literature.

Inamdar and Riswadkar\(^{(90)}\) while discussing about the Indian academic libraries have reported that the Indian Agricultural Research Institute, New Delhi, a deemed University offers a special course on library use, reference compilation, scientific paper writing and proof correction. Subbaiah \(^{(91)}\) has observed that the planning of User Education Programmes in agricultural libraries in India was discussed elaborately in All India Seminars on Agricultural Librarianship conducted at Punjab Agricultural University, Ludhiana in 1977 and Bidhan Chandra Krishi Vishwa Vidyalaya, Mohanpur (West Bengal).

Gaddagimath \(^{(92)}\) while reporting at the National Workshop on User Instruction Programmes in Indian agricultural Universities has observed that over 19 agricultural libraries had introduced the user programmes. Fjallbrant in her survey of library orientation and instruction programmes in India conducted for UNESCO observes that 19 of the 46 responding libraries gave a course in manual information retrieval. Thirteen of these courses were of the postgraduate level \(^{(93)}\). This is how the concept of user education, information skills etc., emerged and librarians are actively engaged in using this mode to train the users for the maximum utilization of the resources.
As indicated in the beginning of this chapter, enormous information has been published on information skills teaching/user education and only a few documents related to this study have been reviewed. This does not mean that other references are not related but and if they are to be covered, voluminous bibliographies could be compiled on all these aspects/references.

In the following chapter - 4 attempt has been made to provide a detailed account of the curriculum / topics covered in all the agricultural universities in India on "Information Management Skills" teaching.

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