

2005

(December)

LIBRARY AND INFORMATION SCIENCE

(**Information Users and Their Needs**)

Course No. : 302

Full Marks : 75

Time : 3 hours

The questions are of equal value

Answer **five** questions, selecting at least **one**
from each Unit

UNIT—I

1. Differentiate between information needs and information seeking behaviour. Why such studies are important in library and information studies?
2. Enumerate and discuss any three categories of information users highlighting their information needs.
3. Discuss any one of the users' studies giving its main findings.

UNIT—II

4. Explain the key stages or steps through which the 'information seeking behaviour' of an user passes through in relation to any given information environment. Give your answer with suitable examples with special reference to Davis Ellis's model.
5. Discuss Wilson's model of information seeking behaviour. What are the main differences between his first and second model?

UNIT—III

6. Explain briefly the various techniques applied in user studies. Give your answer with suitable examples.
7. What are the different methods used for collection of data in user studies? State the specific method which you would like to prefer in studying the needs of the library users. Why?
8. Discuss citation analysis as a method of identifying information needs giving advantages and disadvantages of this method.
9. What do you mean by 'User Education'? Explain briefly the different methodologies applied in educating the users in a modern Public Library.

10. Write short notes on any *two* of the following :
- (a) Kulthau model of information seeking behaviour
 - (b) Questionnaire method
 - (c) User education vs. User orientation
 - (d) Ethnic groups of users
 - (e) Media used in user education

2006

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UNIT—1

1. Why a Librarian is required to assess the information needs of its library users? Explain the key benefits of such studies with examples.
2. What are the different categories of users in an academic library? Describe the information needs and information seeking behaviour of the different categories.
3. Define information, information needs and information seeking behaviour. What are the factors that affect the information seeking behaviour of a user?

UNIT—2

4. Discuss the Brenda Dervins model of information seeking behaviour with suitable examples.
5. Critically examine the key differences between the David Elliz and Kulthau models of information needs and seeking behaviour with suitable examples.

UNIT—3

6. Explain briefly the different methods used in evaluation of user studies. Which method would you prefer to evaluate the users of your library and why?
7. Discuss the role and impact of a structured questionnaire in collection of data required for users study.
8. Compare the relative merits and demerits of interview and observation methods in collection of data for users studies.
9. What do you mean by User Education in a Library? Explain the goals and objectives of such user education with appropriate examples.

10. Write short notes on any *two* of the following :

- (a) Case-study Method
- (b) Techniques Used in Users Education
- (c) Quality Paradigms in User Education
- (d) Citation Analysis

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2007

4. Discuss Tom models of information seeking behaviour. (December)

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UNIT—III

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6. Enumerate the data collection methods that are used in conducting studies. Describe in detail the questionnaire method, highlighting its merits and demerits.

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7. Describe the methods of classification carried out in user studies.

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UNIT—IV

UNIT—I

1. Define the term 'information'. How is information generated, disseminated and used?
2. Describe the information needs and information seeking behaviour of the business community.
3. What kind of information is required by scientists? Discuss the changes that have taken place in the information needs and information seeking behaviour of scientists.

UNIT—II

4. Discuss Tom (Wilson's models of information seeking behaviour.
5. Attempt a comparative study of models of information seeking given by any two experts.

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UNIT—III

6. Enumerate the data collection methods that are used in conducting user studies. Describe in detail the questionnaire method, highlighting its merits and demerits.
7. Describe the various kinds of observation carried out in user studies.

UNIT—IV

8. What is user education? Describe the goals and objectives of a user education programme.
9. Discuss the various teaching methods applied in a user education programme.
10. Write short notes on any *two* of the following :
 - (a) Types of Users
 - (b) Technology Transfer
 - (c) Invisible College
 - (d) Interview Method

2008

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Full Marks : 75

Time : 3 hours

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Answer **five** questions, taking at least **one** from each Unit

UNIT—I

1. Explain the impact of Information Technology on Information use and seeking behaviour of Users.
2. Define 'Library' and discuss its role in Information Transfer.
3. Briefly explain the information needs and seeking behaviour of social scientists.

UNIT—II

4. What do you mean by 'Information Model'? Briefly compare the relative merits and demerits of various information models along with their core attributes.
5. Explain Wilson's Model of Information Seeking behaviour with appropriate examples.

UNIT—III

6. What are User studies? Describe the various steps required for conducting a successful User study in a university library.
7. Explain the role of 'Case Study Method' in L&IS Research.

UNIT—IV

8. Define 'Observation' and discuss its role in data collection.
9. What are the objectives of User Education? Describe the various teaching methods carried out in a User Education Programme.

10. Write short notes on any *two* of the following :

- (a) Invisible College
- (b) Interview
- (c) Information Overload
- (d) Questionnaire

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Answer five questions, taking at least one from each Unit.

UNIT—I

1. Explain the impact of information technology on information use and seeking behaviour of users.
2. Define 'Library' and discuss its role in information transfer.
3. Briefly explain the information needs and seeking behaviour of social scientists.

2009

(December)

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Course No. : 302

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Time : 3 hours

*The figures in the margin indicate full marks
for the questions*

Answer **five** questions, selecting at least **one**
from each Unit

UNIT—I

1. Define the concept of 'Information Need' and describe how it differs from information want, requirement and demand. 5+10
2. What is information-seeking behaviour? Describe the factors that influence information-seeking behaviour. 7½+7½
3. Discuss the information needs and information-seeking behaviour of scientists. 15

UNIT—II

4. Define models of information seeking. What are the elements that are included in an information-seeking model? 5+10
5. Discuss models of information-seeking behaviour given by any two experts. 15

UNIT—III

6. What kinds of questions can be included in a questionnaire? Explain the merits and demerits of the questionnaire method. $7\frac{1}{2}+7\frac{1}{2}$
7. Describe the uses, merits and demerits of the interview method. 15

UNIT—IV

8. Describe the goals and objectives of user education with special emphasis on goals and objectives in academic libraries. $7\frac{1}{2}+7\frac{1}{2}$
9. What are the different teaching methods in a User Education Programme? 15

10. Write short notes on any two of the following : 7½×2=15

- (a) Case study
- (b) Invisible college
- (c) Types of users
- (d) INFROSS
