Understanding the Users EIT Library services and Instructions

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ABSTRACT

We have to study about this paper how to instruct and guideline to the fresh man users students and staff members to access the library resources in words of print materials and non- print materials with using the some retrieval tools like cataloguing, classification, indexing and using any software applications online or offline software applications and access of digital information in our EIT Library. Library instruction deals with the overall instructions of how the users use the library resources. It consists of different guidance that lead users to easy access and retrieval of the effective information .In our EIT library, most of the users are not aware of the library instruction which are sated, so in order to solve this problem, our research will be conducted to the title of user understanding on library instruction in our EIT library.

Keywords: EIT Library, users, Library Resources, Services

1. INTRODUCTION
1. INTRODUCTION AND OBJECTIVES OF USER SERVICES

1.1. ABOUT ACADAMIC LIBRARY

An academic library is a library that is attached to a higher education institution, which serves two complementary purposes to support the school's curriculum, and to support the research of the university faculty and students. It is unknown how many academic libraries there is internationally.The support of teaching and learning requires material for class readings. In the past, the material for class readings, intended to supplement lectures as prescribed by the instructor, has been called reserves.

Academic libraries today vary relating to the extent to which they accommodate those who're not affiliated with their parent universities.

Academic libraries like other organizations or institutions have created a well developed

1.2. BACKGROUND OF EIT LIBRARY

In earlier times, there was no standardized education than after wards, government understood the concept of higher education and improved quality of education. Nowadays education has become significant and plays a crucial role in life. Taking this concept in mind the government of Eritrea was established for Eritrea Institute of Technology in, as a restructuring of the University of Asmara in 2004 it is not termed now more to say as a university, but it is actually an institute. The basic unit for any school including collage needs a library. Without the library level of education will not continue efficiently and creates a challenge to capture resources and services. Based on these understanding EIT worked hardly to open the library.

Although it takes more effort and work the library is not designed well, it is less secure, there is poor management of the library and the resources as well and it is difficult to

access data. Since it has insufficient number and quality of employees (Library staff), materials and services are not handled with care. Many of the books are multi volumes and some of documents are not properly organized on the shelves. There is no sufficient instructions and services overall.

Some of the reasons are arrangement or classification of the books is not well done, and the materials are not properly shelved, this irritates the user and wastes his/her time to retrieval their needed material. Even the instructions are not given properly and users are not adequate for applying them..

Therefore, EIT suffers by these problems as far as desired instruction service delivered.

1.3. SERVICES AND FACILITIES OF EIT LIBRARY

The central mission of a library is to collect, organize, preserve, and provide access to knowledge and information .In fulfilling this machine, libraries preserve a valuable record of culture that can be passed down to succeeding generations. Libraries are an essential link in the communication between the past, present, and future. Libraries provide people access to the information they need to work, play, learn, and govern.

The functions of libraries differ from one another depending up on the kinds of libraries and the services they provide.

For instance, the EIT library has been regarded as a free library set up to provide, service to everyone. The EIT library is a service-oriented institution with a set of goals to be achieved with in the resources made available to it by the parent institution.

1.4. RULES AND REGULATIONS OF EIT LIBRARY

❖ Silence should be maintained those who study in-group

❖ Do not spoil book pages with dirty, oil grease, etc. Have clean hands before entering library.

❖ Do not write on, or mark with color in any page of the book.

❖ Do not tear or damage any part of a book, CD and any material of library with sharp or mishandling (misusing) the book

❖ Use properly the shelf labels and know the call numbers of each book with certain title.

❖ Respect the check up or in the control counter when getting in and out of the library room

❖ Place your properties in property shelves provided in library rooms

2. LITERATURE REVIEW

2.1. INITIAL PROBLEMS

Reader instruction not yet fully integrated in to contemporary higher education systems the librarian who contemplates providing such instruction is confronted with certain choices to be made and important decisions to be taken ,before he can proceed with any definite plans .He will need to clarify his own mind as to what is not only possible now ,but possible to continue in the future ,as to what is best not only for his library and the college or university community it serves but also for the roll that college or university will have to play in the wider regional and national plans of education now emerging .

2.2. GROWTH OF LIBRARY

Growing pool of experience in library instruction into which he can dip his bucket. The majority of recent papers give information about the libraries in individual libraries, usually confined to one subject or a group of similar subjects; a good deal of information concerning experiments with different audio-visual aids has also appeared in professional journals during the last few years. Instruction means different things to different people, and that is given by variety of methods, both traditional and audio-visual, and at various levels of thoroughness.

2.3. CLASSROOM INSTRUCTIONS

Most of the accounts are based on fact and include statistics of attendance at the classes , but for the greater part they maintain a scientific detachment from any consideration of the actual human and social situations in which the classes are given .Since many teachers of library skills find themselves in unfamiliar situations they welcome frank , first-hand accounts of actual class room experience as being particularly helpful to them ; for instance , the sympathetic psychological adjustments made in their mind. An indication of the kind of initial decisions mentioned above as

Confronting the librarian planning to begin reader instruction courses may perhaps be given by setting some of them out in the form of questions he might have to ask himself; in the following list these are arranged under headings indicating the groups of people concerned as well as the different practical aspects of the organization involved:

2.4. FOR ACADEMIC /TEACHING STAFF

Are the teaching staffs interested in library instruction, and do they believe it to have value? Do they wish their own students to have instruction, and will they co-operate in any plans, eg by suggestions as to content and timing and by encouraging their students to came along? Would they prefer?

A)   To give the instructions themselves?

B)   To co-operate with the library Staff in giving it?

C)   To have the library staff alone gives it.

Can answer these questions be best obtained by approaching faculty boards, departmental heads or individuals, and should the approach be formal (in writing) or informal?

2.5. FOR STUDENTS

Do the students need instructions?

At what levels do they need it?

Do the students realize their need and want library instruction, or are they inclined to think it is: A burden of busywork devised by fussy librarians? A subtle form of indoctrination or additional load devised by the establishment can and should their reluctance be overcome? How?

Should instruction be provided for all students or for some only? What should be the governing factors? If only a few students benefit from instruction has this sufficient ultimate, value to justify the use of the resources needed.

2.6. FOR LIBRARY STAFF

Are the library staffs as a completely enthusiastic, unexcited or friendly to the new work?

Are there enough competent assistants to tackle the work? Who should do the teaching? In a subject-specialized library should the subject specialist do it all, or should others be brought in?

How can time be arranged in the

Library's work timetable both for classes and for preparation?

2.7. CONTENT OF THE MOTIVATIONS

What exactly do the students need to be taught that concerns

✓   The individual library

✓   The subject being studied and that

Will encourage them to continue to use libraries after they have left college?

2.8. METHODS USED INT HE INSTRUCTIONS

Should lectures, seminars and/or tutorials class are used be used? Should audio-visual methods be used and what special purpose should they serve should there be a combination of both personal teaching audio-visual aids.

Supplementing the other? If audio-visual aids are used, is there a 'media department' with the necessary equipment and technical expertise on the spot or nearby? Should

films, tape /slides, etc, be made, brought or borrowed, or a combination of all three?

2.8.1. PLACE

Where the courses shall be held?

✓   In a library lecture or seminar room

✓   In a central university lecture hall

✓   In a departmental room

✓   In the media centre

✓   What number of students will need to be seated for each section of the courses?

2.8.2. TIME

✓   When shall the courses he held?

✓   At what times in the students' university years?

✓   At what time in the students 'time tables?

✓   How can times be chosen so that they fit in with departmental timetables and commitments /will the department and/or the faculty offices help in this?

2.8.3. BOOKS

✓   If books are needed in the classes, can they be borrowed from the library's present library's book stock without inconveniencing other readers?

✓   If books needed to be conveyed to departments or central lecture rooms and returned afterwards, can this be easily arranged?

2.9. CONSEQUENCES OF ANSWER   TO THE QUERIES OF USERS

❖   To pose such question is not, of course, to answer them; only the librarian of an individual library can make the necessary decision and try to foresee the consequences. a failure to think seriously about purposes or consequences, 'the failure of people at every level to ask why they are doing, what they are doing or to inquire the consequences '.one thing is certain in the field of reader instruction – if the librarian does not voluntarily confront these problems in the beginning, experience will soon demand decisions from him.

2.10. PROBLEM OF LIBRARY ARRANGEMENT

❖   A major task of the librarian is to see that maximum use is made of the collection of which he is in charge "Every reader his book and every book its reader". This collection consists of books and other records; each book is not only unique but exhibits relations of considerable complexity for centuries, and still is , a fundamental mechanism by which human thought is communicated ,and the thought content of books is in

some respects co-extensive with that of human knowledge.

- ❖ The objective of maximum use of stock in this context can be assisted in two ways.

    a) By personal assistance to readers

    b) By arranging and displaying the collection that it is resources are made as far as possible self-evident to the user. This will include the provision of catalogues and indexes (and particularly thorough, up-to-date alphabetical subject index to the subjects represented).

- ❖ It is obvious that the arrangement of the physical items themselves which make up a collection the books,

Periodicals, reports, maps,

2.11. IMPACT OF STATISTICAL SURVEYS

The many statistical surveys of the use of libraries by present-day students offer little help to those anxious to take a wide and long view, and to plan not just for tomorrow but also further future.

2.12. PREVIOUS GENERATION BROWSING THE RESOURCES

Previous generations of university librarians browsing rooms or arranged discussions on the *synotopicon and the world's great books*

Even if the university librarian plans displays of his library's treasures or arranges exhibitions in connection with some special anniversary, he must, if such exhibitions are to be acceptable by modern standards of display technique,

In the EIT library, facilities the major issues is the user knowledge deficit regarding guidance .Such problems have made the access to different information difficult.

2.13. *The common problems encountered within the EIT library facilities are*

- ✓ Mishandling of books
- ✓ Wastage of time while searching their information
- ✓ Users knowledge deficit related to library usage guidance
- ✓ Misplacement of books within the shelves
- ✓ Lack of awareness on how to search library resources
- ✓ Lack of instructions awareness

The problems that are stated above are occurred in EIT library causes a lot of problems to the users as well as to the staff, so in order to solve these difficult problems firstly we decided to study the initial problem and

discover it deeply for a better solution and easy access to users and staffs.

2.13. SCOPE AND LIMITATION

The scope of our research is to expose the users' level of understanding of the library instructions in the EIT .So that it makes effort to improve the level of instructional pathways in the EIT library. The study group that we have taken consists of a sample survey of EIT library students and staff members.

Data have been collected by different questionnaires given to different categories of users and clients.

3. RESEARCH METHODOLOGY

Research in common parlance refers to a search for knowledge. In fact, research is an art of scientific investigation. It is the per-suit of truth with the help of study, observation, comparison and experiment. In short, the search for knowledge through objective and systematic method of finding solution to a problem is research. The systematic approach concerning generalization and the formulation of a theory is also research. As such, the term 'research' refers, to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem or in certain generalizations for some theoretical formulation.

3.1. Objectives of research

The objective of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered yet. Though each research study has its own specific purpose, we may think of research objectives.

3.2. SIGNIFICANCE OF RESEARCH

It seems appropriate now to explain the difference between research methods and research methodology.

Research methods may be understood as all those methods/techniques that are used for conduction of research. Research methods or techniques, thus, refer to the methods the researchers use in performing research operations

The methods generate techniques. Keeping this in view, research methods can be put into the following three groups:

1. In the first group, we include those methods, which are concerned with the collection of data. These methods will be used where the data already available are not sufficient to arrive at the required solution;

2. The second group consists of those statistical techniques, which are used for establishing relationships between the data and the unknowns;

3. The third group consists of those methods, which are used to evaluate the accuracy of the results obtained.

4. Research methods falling in the above stated last two groups are generally taken as the analytical tools of research.

3.3. DEVELOPMENT OF WORKING HYPOTHESES

After extensive literature survey, researcher should state in clear terms the working hypothesis or hypotheses. Working hypothesis is tentative assumption made in order to draw out and test its logical or empirical consequences.

The role of the hypothesis is to guide the researcher by delimiting the area of research and to keep him on the right track. It sharpens my thinking and focuses attention on the more important facets of the problem. In addition, to personal interviews, distributing the questionnaires after collection the data I was used center tendency methods while I was using data analysis.

How does one go about developing working hypotheses? The answer is by using the following approach:

a) Discussions with colleagues and experts about the problem, its origin and the objectives in seeking a solution;

b) Examination of data and records, if available, concerning the problem for possible trends, peculiarities and other clues;

c) Review of similar studies in the area or of the studies on similar problems; and

d) Exploratory personal investigation, which involves original field, interviews on a limited scale with interested parties and individuals with a view to secure greater insight into the practical aspects of the problem.

3.4. PREPARING THE RESEARCH DESIGN:

The research problem have been formulated in clear-cut terms, the researcher will be required to prepare a research design, i.e., I shall have to state the conceptual structure within which research would be conducted. The preparation of such a design facilitates research to be as efficient as possible yielding maximal information.

3.5. DETERMINING SAMPLE DESIGN

As per our study I could decide the way of selecting a sample or what is popularly known as the sample design. In other words, a sample design is a definite plan determined before any data are actually collected for obtaining a sample from a given population. Thus, the plan to select 100 peoples are participated in this sample collection in EIT a certain way constitutes a sample design. Samples can be either probability samples or non-probability samples. My study oversamples are based on Probability samples are simple random sampling, stratified sampling, Cluster sampling whereas non-probability samples are those based on convenience sampling, judgment by various participates of EIT users

3.6. TECHNIQUES OF RESEARCH METHODOLOGY

The task of data collection in my research methodology arises after the problem of research has been defined and the research design finalized out. While deciding about the method of data collection to be used for this study, I could keep in mind two types of data viz. Primary and secondary .the primary data are which are collected a fresh and for the first time regarding to the user instructions. The secondary data on the other hand, which I have already been collected by someone else and which have already been passed through statistical method.

3.6.1. Observation method

This method implies the collection of data by way of my study is own observation, the data obtained relates to what is present happening on the area and what is not convoluted by whichever the past manners or prospect intentions or attitudes of participates. This is only the method which is most commonly used specially in studies relating to behavioral science and is not suitable in inquires where large samples are concerned.

3.6.2. Personal Interview

This method of collecting data involves purely library professionals' are

Participated and they were presented of oral- verbal stimuli and reply in terms of oral –verbal responses. In this method, the investigation of my questions are follows unyielding procedure and seeks answers to a set of pre-conceived questions through my personal

Interviews. These interviews involve the use of a set of predetermined question and of highly standardized techniques of recording of respondent's answers.

3.6.3. Questionnaires Method: this method of survey is adopted. Questionnaires are disrupted to the users (students and faculties) of EIT as respondents with a request to return after completing the same. It is the most extensively used method in the field of educational surveys. Before applying this method, usually pilot study for testing the questionnaires is conducted which divulge the weak points of study, It may to be effective in collection the relevant information?

4. DATA COLLECTION AND ANALYSIS

4.1. DATA ANALYSIS

In this area an attempt has been made to evaluate the existing library instructions in case of EIT library, in all its performance in general, especially regarding the instructions and services of the users. To do the research study of the survey involves open-ended

Questionnaires and interview to the EIT library users and staff member. We used to collect the data from all users of three colleges including fresh man ,faculty and administrative staff representative of EIT community .The second data is based on the study of the literature review , how is going our library instructions on the information retrieval

EIT library have 32 staff members with only three of them are library professionals. Others are attendant .Our collections are around 70.000(seventy thousand) books, most of the books are up dated and few are old or out dated

Data was collected from EIT library users through questionnaire

4.2. QUESTIONNARE

The study was conducted through questionnaire from the participant of EIT library by choosing the sample representatives of the three college students including fresh man, faculty and administrative staff. The questionnaire was distributed for100-samples.

The questionnaire distributed as follow.

College	Male	Female	Total
Fresh man	15	5	20
Science	20	10	30
Education	15	5	20
Engineering	20	10	30

4.3. DATA ANALYSIS

The overall of the study are discussed

FRESH MAN

Alternatives	Frequency	Relative frequency
Male	15	75%
Female	5	25%
Total	20	100%

Above the table shows, that 75% of the respondents are males the remaining 25% are females answered the questionnaire.

COLLEGE OF ENGENERING

Alternative	Frequency	Relative frequency
Male	20	66.7%
Female	10	33.3%
Total	30	100%

This table shows that, 66.7%of the respondents are males the remaining 33.3% are female answered the questionnaire.

COLLEGE OF SCIENCE

Alternative	Frequency	Relative frequency
Male	20	66.7%
Female	10	33.3%
Total	30	100%

Above the table, shows that, 66.7% of the respondents are male and the remaining 33.3% are females answered the questionnaire.

COLLEGE OF EDUCATION

Alternatives	Frequency	Relative frequency
Male	15	75%
Female	5	25%
Total	20	100%

Above the table shows that, 75% of the respondents are male the remaining 25% are female answered the questionnaire.

4.4. ANALYSIS OF THE QUESTIONNAIRE.

1. For what purpose you are visiting the library?

Alternatives	Frequency	Relative frequency
For studying	47	47%
For assignment	30	30%
For research	23	23%
Total	100	100%

The Above table shows that 47% of the users are visits to the library for studying purpose, 30% visits to the library for assignment, 23% visits to the library for research
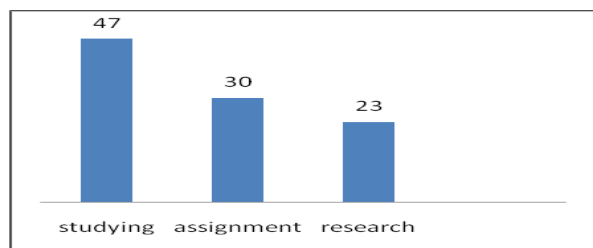
Figure 1

2. How is the service that is provided to you by our EIT library?

Alternatives	Frequency	Relative frequency
Satisfied	60	60%
Unsatisfied	40	40%
Total	100	100%

This table shows that 60% of the users are satisfied by the EIT library service, and 40% are not satisfied, so we have to improve the satisfaction of users.
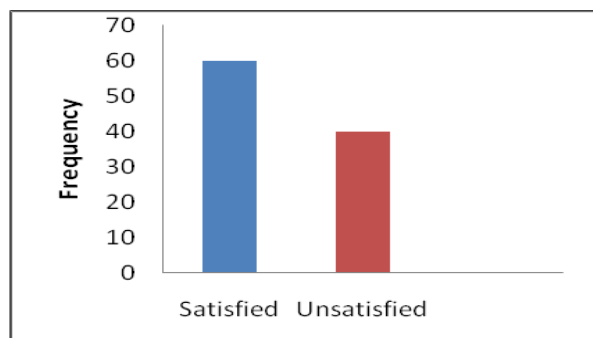

Figure 2

3. Some users tear pages from books in this case what is your" opinion"?

Alternative	Frequency	Relative frequency
Uneducated user	16	16%
Lack of instruction	22	22%
Irresponsibility	62	62%
Total	100	100%

This table shows that 16% of the respondent think that they are uneducated users, 22% of the respondent think that they have lack of instruction, most of the students about 62% think that they are irresponsible.
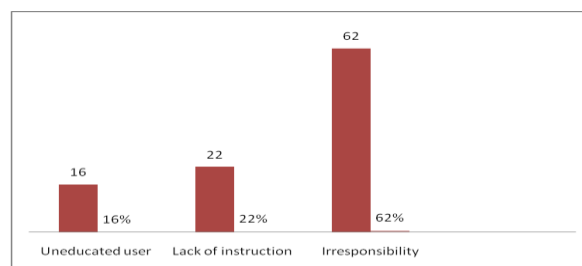

Figure 3

4. Let's say, if you find a user destruct a book as a user (student) what decision would you make?

Alternative	Frequency	Relative frequency
Inform the librarian	18	18%
Advise the student	49	49%
Keep silent	16	16%
No comment	17	17%
Total	100	100%

This table shows that, 18% of the respondent answered to inform the librarian, 49% answered to advice the student, 16% of the respondent answered to keep silent, and the remaining 17% of the respondent did not give any comment.
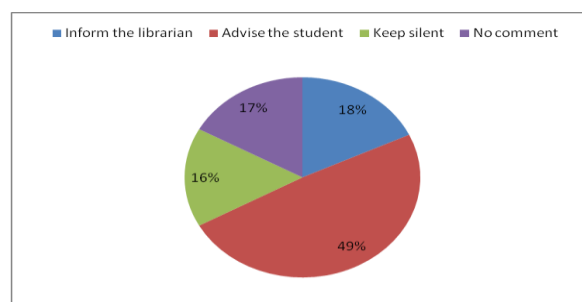

Figure 4

5. In some cases books are found misplaced in the shelves, what do you think of it from instruction and service perspective?

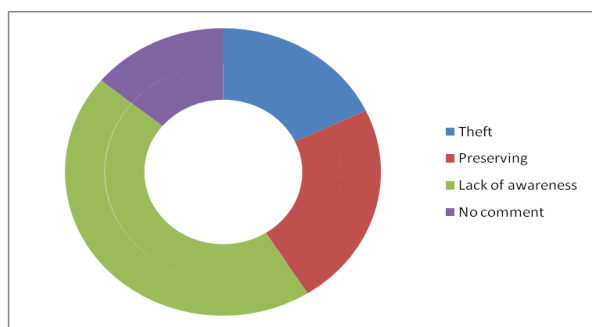| Alternative	Frequency	Relative frequency
Theft	18	18%
Preserving	23	23%
Lack of awareness	45	45%
No comment	14	14%
Total	100	100%

Figure 5

The and table and figure5 shows that , 18% of the respondent answered that it is theft , 23% of the respondent answered that it is preservation , 45% of the users respond that it is due to lack of awareness ,and the rest 14% have no comment .

6. The EIT library has provided appropriate library services and instructions?

Alternative	Frequency	Relative frequency
Yes	63	63%
No	37	37%
Total	100	100%

This table shows that, 63% of the respondent answered yes, the remaining 37% answered no. Most of the EIT users suggested that the EIT library is providing appropriate service.

7. How many times do you want to library orientation class in EIT Library?

Alternative	Frequency	Relative frequency
Twice a year	66	66%
Once a year	34	34%
Total	100	100%

This table shows that, 66% of the respondent wanted to have the library orientation twice a year, and the remaining 34% prefer to have the orientation once a year.

8. Do you think that library instruction is helpful in finding your relevant information?

Alternative	Frequency	Relative frequency
Yes	64	64%
No	36	36%
Total	100	100%

This table shows that, 64% of the respondents answered YES for the library instruction that is helpful in finding their relevant information and the remaining 36% answered NO.

9. Do you have any knowledge about how to use bibliography, catalogue, for retrieval your information?

Alternative	Frequency	Relative frequency
Yes	20	20%
No	80	80%
Total	100	100%

From the above table Most of the users they don't know how to use the bibliography and catalogue for their information retrieval.

10. If the physical collections three of the libraries (college science library, college of engineering library, college of education) are join together it has become a single new library, in this case the library services become sufficient.

Alternative	Frequency	Relative frequency
Agree	54	54%
Disagree	46	46%
Total	100	100%

This table shows that, 54% of the users Agree combination of the three libraries; and the rest (46%) are disagree for the idea of the combination.

11. Do you think the digital library will be satisfying your resources?

Alternative	Frequency	Relative frequency
Yes	75	75%
No	25	25%
Total	100	100%

This table elaborates that, 75% of the users responds says YES digital resources will satisfying, the remaining 25% responds says NO.

12. Are you a regular user of the EIT library?

Alternative	Frequency	Relative frequency
Yes	42	42%
No	58	58%
Total	100	100%

These tables show that, 42% of the respondents are regular users; the remaining 58% of the users are not regular.

13. What perspective do you have on the library service hours?

Alternative	Frequency	Relative frequency
Good	27	27%
Fine	30	30%
Moderate	33	33%
Poor	10	10%
Total	100	100%

Chart Title
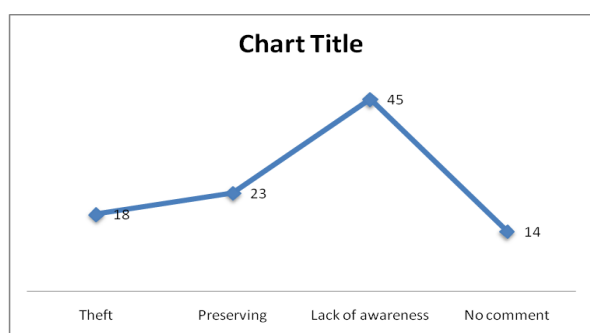
The above table and figure shows that, 27% of the respondent answered good, 30% of the respondent answered fine, 33% of the respondent answered moderate, the remaining 10% of the respondent answered poor on the library service hours.

14. Do you agree that the EIT library is stated comfortable place to all users?

Alternative	Frequency	Relative frequency
Yes	50	50%
No	50	50%
Total	100	100%

From the above table, equal percentage of user (50%) answered Yes and No

Most of the respondent answered that they get up-dated books that fit their academic curriculums, and some of them they did not get their needs yes.

15. Are you familiar with the library instructions, what do you know?

Most of the respondents mention some of the basic library instructions that are common, such as

- ✓ Keep silent in the library
- ✓ Switch off any electronic device
- ✓ Properly handling of library books

- ✓ Don't come with yours Owen books
- ✓ Don't take the books to up stairs
- ✓ Don't throw unnecessary papers
- ✓ Regular orientation program me should be conducted for freshmen

Even though the users know some of the basic instruction, they do not know how to retrieve the information resources by using the basic retrieval tools such as Indexing, catalogue, classification

4.5. FINDINGS

As per my study above in the data collected from the EIT library users. The Library has weakness in instructing the users and provides moderate service in its all functional area.

The problems that face the users are:-

1. Uncomfortable condition for the users as well as for the resources, like pressure that is created in the library building

2. Borrowing of books must be available.

3. Internet service must be implemented in the library building.

4. The main function of the EIT library is to fulfill the needs and requirements of users in terms of their study and research activities and the same time achieve their objectives in the teaching and learning process.

In my opinion from the finding I want to suggest the EIT library

Professionals to find solution as follows:-

a) EIT library needs professionals employers for give instruct to users.

b) EIT should require skilled

Professional

c) Frequent orientation period for users.

This case must have solution to improve the way of delivering of information that is needed by the library users, and applying the instructional knowledge in order to help the users for their needs and wants .This analyzing the problems helps to work in an effective way for providing library service .These will help the EIT library that the users have to facilitate better access for their study and research in effective manner. Majority of the respondents gave their suggestions to have the library orientation at least two times a year , and to implement digital library for their prospect needs .There should be a clear EIT library instructions and services to all users .a need to introduce electronic resources taking advantage

of the EIT ICT centre should improved institute network technology.

5. CONCLUSION AND RECOMMENDATIONS

5.1. CONCLUSION

The purpose of our research study is to be study of the user understanding on library instruction and services. Effective and efficient library instruction and services are essential to the users, if the EIT library provide quality services and give orientation about the library instructions and produce of their achievements, goals of the users and their requirement information. The library should have provided sufficient instructions and services; otherwise the users will not show the interest to come to the library. The most important function of the library is to provide user orientation on the library instruction and services. If possible twice a year if not once in a year and to initiate new

Services for their users.

The academic library is established for systematic collection development, organization, retrieval, appearance and dissemination of knowledge and information to EIT users. The study has shown that the EIT library is that focus on broad range of services to the users. The library has to be services for different kinds of users such as, students, researchers, and teachers. The role of instruction is the important factor in any institution or library to facilitate the function of the library. As we stated in the findings the EIT library require a great change in the way of up-dating library instruction and services. The EIT library needs well-defined instructions and appropriate services.

Hence, government should play active role in deficits of the library services to colleges, universities and research organizations.

Finally, our research paper could conclude the EIT library need to focus in restructuring by the way of enhancing the quality and effective library function.

RECOMMENDATION

According to this research, we recommend that the library should be-

- ❖ All the students of the college should be able to understand the importance of the library instruction and services

- ❖ The users must be aware of the digital library. In order to make the users understand in terms of instructions

- ❖ It is necessary to improve equal priority for all kinds of subjects to meet the users requirements

- ❖ New and recent books should be added to the collection at the right time. The newly acquired books must be effectively selected and evaluated.

- ❖ Directions should be stated at the entrance to

- ❖ Hawing the path ways of resources in the form of stickers, slide shows, bulletin boards etc…

- ❖ This helps to save users time in searching of acquired information.

- ❖ In order to increase the borrowing of books, multiple copies of books should be maintains is required. Not only for borrowing but also for the users to use while they visit the library.

- ❖ To avoid disturbance in the library there should be a separate room for discussions and group work

- ❖ Access to all audio and video parts to help the disabled users.

- ❖ The digital library database must be designed well, the bandwidth should be wide, and the system must be networked with different areas in order to get information from the library.

  - ❖ Number of computers in digital library must increase, to full fill our visitor's needs.

At finally yet importantly, the library must have effective instruction and service of information system to satisfy the users, to expand the collection, to enlarge the services and all the community of EIT must participate in the improvement of our library for better services.

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