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## **Where can we Establish new Public Library? : A Scientific Analysis.**

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### **Abstract:**

*Location is an important factor for the success of any profit or non-profit institution. Library is not an exempted one. At present the Govt. norms are where there is a free land available or where village people donate free land there a new library may be established without consideration about number of population. This library may not achieve the desired aim of the public Library but govt. should establish a new public library or convert the village library into a branch library, where the population and literacy rate are high. Donated land should be an inhabited area and then only the donation will achieve the desired aim.*

**Key words:**Public Library, Location, Centographic analysis

### **Introduction**

Libraries have a common objective to conserve and organize the resources of recorded thoughts and facts to make them available for present and future users. Therefore, libraries collect, preserve, organize, retrieve, disseminate and communicate information, ideas and creative product of human imagination. Public libraries are service institutions for the Public. They are meant to provide free service or charge a nominal fee for its services without any discrimination of caste, creed, age, sex, language, nationality and status etc. Public libraries are established for the social development of our nation. A Public Library is a social organization, supported by the public funds, which provides self-education, free information on social, economic, cultural and recreational needs to all members of rural and urban elites of the society It is, therefore described as 'People's University'. It is a democratic institution of the people, by the people, and for the people.

Branch library forms the fourth stage in the library movement. Every Panchayat with a population of 5000 and above shall have a branch library. Working under the District central library, the branch libraries get books from the former institution and help the reading

public. Village libraries are piled with the vowed objective of taking the libraries in to the remote areas of the state government's order.

The aim of the Public Libraries Department is to enroll all educated persons as members of the library and to encourage them for utilizing the services of this Department. Tamil Nadu is the first state that enacted Public Libraries Act in the independent India. It came into force with effect from 1 April 1950. The objectives of the Act are contained in its Preamble as, 'An act to provide for the establishment of public libraries in the province of (Madras) Tamil Nadu and the organization of comprehensive rural and urban Library Service therein". Many Public Libraries are small and can offer only basic materials; however, large public library i.e. District Central Library often provide materials for specialized reference and research, coordinate programs for continuing education, and sponsor cultural and recreational events. Every Local Library Authority one in each revenue district shall levy in the area a library cess in the form of surcharge on the property tax or house tax levied in such area under at the rate of ten paise for every rupee in the property tax or house tax so levied. (It was 3 paise since 1950 and 5 paise since in 1972 and 10 paise since 1992).

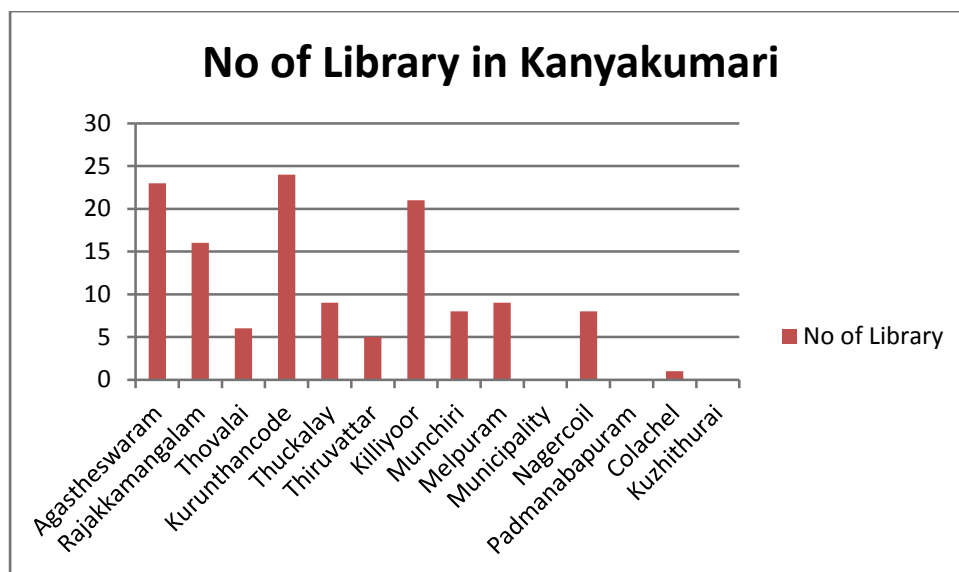
Balasubramanian<sup>1</sup> conducted a study regarding extension activities of the District Central Library, Tirunelveli. He found that the number of books referred by the users keep on increasing but books issued during the study period was less than that of previous years. The number of members has not increased considerably. He suggests that congenial sitting facility and attractive physical layout attracts more users to the library. Velmurugan<sup>2</sup> conducted a survey to examine the use of library sources and services of Virudhunagar district central library. He advocated that majority of the respondents are satisfied with reference collection. Only a minimum of them didn't get required information from the catalogue. Most of the users demanded the reprographic service in the library. Almost all of them are satisfied only with the newspapers available in the library. Padma P.et.al<sup>3</sup> conducted information seeking behavior of randomly selected 50 users at Usilampatty Public Library, Usilampatty, Tamilnadu in 2013. In this study 32% respondents opined that the quality of overall library services was good, 2% respondent felt it was satisfactory and 07 respondents rated the quality of overall library services as poor. Majority of respondents used the branch library at Usilampatti for preparing themselves for various competitive exams; 30 % respondents used the library once a week; Majority of users visit the library to read newspapers and reference books;; 32 respondents (64%) are highly satisfied with the information they access from magazines and journals and 24 respondents (48%) rated the quality of overall library services as very good.

Kanniyakumari District is named after the goddess 'KANYAKUMARI'. The District lies at the southernmost tip of the

Indian peninsula, where Indian Ocean, Arabian Sea and Bay of Bengal confluence. Kanniyakumari district is the smallest district in Tamil Nadu. Even though it is the smallest in terms of area (1672/Sq.Km), the density of population is the highest 1119/Sq.Km in Tamil Nadu next to Chennai. In literacy it stands first. Kanyakumari district had the population of 1870374 in 2011. It constituted 2.59 percentage of total Tamilnadu population. Average literacy rate of Kanyakumari district in 2011 were 94.75%. The gender wise, male and female literacy were 93.65% and 89.90% respectively.

### Library facilities in Kanyakumari District

	Name of the Blocks/ Municipalities: Year: 2013- 2014	Branch	Village	Part time	Total	Area (sq.km)	Average (sq.km)	Population	Average (pop.)	Literate	Average (lite.)
1	Agastheswaram	2	18	3	23	133.1	5.7	16384	712	13689	595
2	Rajakkamangalam	0	16		16	120.1	7.5	16348	102	13650	853
3	Thovalai	1	4	1	6	369.0	61.5	12092	201	98890	164
4	Kurunthancode	4	20		24	106.8	4.4	19759	823	16328	680
5	Thuckalay	0	9		9	130.3	14.4	18786	208	15722	174
6	Thiruvattar	1	4		5	344.8	68.9	17668	353	14496	289
7	Killiyoor	1	20		21	82.7	3.9	17172	817	14065	669
8	Munchiri	3	4	1	8	72.01	9.0	19996	249	16016	200
9	Melpuram	2	7		9	271.8	30.2	19756	219	16084	178
	Municipality										
10	Nagercoil	1	7		8	24.27	3.0	22484	281	19436	242
11	Padmanabapuram	0	0		0	6.47		21342		17911	
12	Colachel	1	0		1	5.18	5.1	23227	232	18702	187
13	Kuzhithurai	0			0	5.15		21307		18322	
	TOTAL	16+	10	5	13	1672	12.7	18703	142	15487	118
	Source: Census 2011	1	9		1		76	74	78	38	22



In kanyakumari district one public library serves the average area of 12.76 Sq-km and per population has less than one book i.e.0.64 but educated person is concerned, 0.95% is the reader of public library. Among the total population 20% are readers of public library, in literate 24% of them are readers in public library. Among total village libraries, 39 are housed in own building and the remaining in donated building.

#### **Importance of Location**

Location is an important factor for the success of any profitable or non-profitable institution. Library is not an exemption. At present majority of the Public Libraries in kanyakumari are located in far away from the residential place or at the corner of the village. Library located in Govt. land i.e. puramboku land which is located at the end of the village habituated area. Only a nominal number of public Libraries are located in the middle of the villages. If there is a plan to establish new branch library, where should it be established. At present the Govt. norms are where there free land is available or where village people donate free land, a new library is established without consideration of number of population. This library will not achieve the desired aim of the public Library.

#### **Centrographic analysis.**

Centrographic analysis is a statistical technique that has been used for more than a century and has experienced a rapid renewal over the last five years in large part due to its integration to geographic information system. Finding out the villages having no public library and their considering the population as a criterion is classified in to highly populated, minimum and low populated villages. Then the govt. should establish new public library or convert the village library into branch library, where the population and literacy rate are high.

Libraries should offer convenient reading hours and special programs for children, and should have well-maintained buildings

along with books and information that are organized for easy self-service with ICT application. This can be achieved only when Govt. enact the order to provide accommodate to the public library in Govt. school building where there is a nominal number of pupil are studying. Every public library is to be adopted by bank or business house or industrial house for sustained development. The public library is increasingly being looked upon as a Community Information Centre. . Donation to a temple is useful only to the people of a particular religion. Donation to community hall etc. may be useful only to a particular community. Donation to library ensures benefit to all age-groups, people of all religions and all communities. Hence donation to the Public Library Movement is the real, superior and purposeful and most useful one” Donated land should be in an inhabited area then only the donation achieves the desired aim.

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## **Use of UGC-Infonet e-journals Consortium by the Research Scholars of Karnatak University, Dharwad: A study**

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### **Abstract**

*The main objective of the present study is to determine the use of UGC-Infonet e-journals consortium by the research scholars of Karnatak University, Dharwad. The study further emphasizes on frequency of use of e-resources, factors which motivate them, information content on e-resources, impact of e-resources and opinion about UGC-Infonet e-journals consortium. The outcomes of the study indicate that: majority, i.e. 84 (51.14 %) research scholars use e-resources on daily basis, 137 (83.53 %) respondents use e-resources because of core journals available in the consortium, 108 (65.85%) respondents opine that the content on e-resources is better than that of print version, and 76 (48.34%) respondents agree that the number of research publications have been increased after using UGC-Infonet consortium.*

**Keywords:** E-journals Consortium, INFLIBNET, Karnatak University, Research Scholars, Resource sharing, UGC-Infonet, University Grants Commission,

### **Introduction**

In the twenty first century no library is self sufficient, however the large it is to equip with all the resources available (Kumbar and Hadagali, 2009). In this regard the Resource sharing is a viable

solution to overcome this problem. The collection development of e-resources is a challenging task unlike its print counterparts (Kumbar et al. 2006). In a changed environment INFLIBNET has moved to the digital environment in the delivery of information services to the academic community across the country. The University Grants Commission (UGC) has started providing access to e-resources to modernize the universities campuses with the state-of-the-art campus. The programme is fully funded by UGC and monitored by INFLIBNET centre. The UGC-INFONET programme will be a boon to higher education systems in several ways. It would facilitate free access to scholarly journals and databases in all areas of learning to the research and academic community. The consortium provides current as well as archival access to more than 5000 electronic journals.

### **Objectives of the Study**

The main objective of the study is to determine the use of UGC-Infonet e-resources by the Research Scholars of Karnatak University, Dharwad. The specific objectives of the study are to:

1. study the frequency of use of e-resources by the research scholars;
2. know the factors which motivate the research scholars;
3. elicit opinion about the information content on e-resources;
4. determine the impact of e-resources on research activities; and
5. study the opinion about UGC-Infonet e-journals consortium

### **Methodology**

For the present study a questionnaire tool was used to collect the data from the regular research scholars of science and social science disciplines of Karnatak University, Dharwad. A total of 200 questionnaires were distributed randomly to the research scholars. Out of which, 164 questionnaires were received with duly filled in questionnaires resulting into a response rate of 82.0 %. The data collected then were fed into MS-Excel to calculate simple frequency.

### **Analysis and Interpretation of Data**

#### **Gender wise distribution of respondents**

The table 1 depicts the gender wise distribution of respondents. The study reveals that out of 164 respondents, 117 (71.34 %) respondents belong to male category, whereas, 47 (28.66%) respondents belong to female category. Since the male research scholars are more in Karnatak University, Dharwad, hence the result.

**Table 1: Gender wise distribution of respondents**

Sl. No.	Gender	No. of respondents	Percentage (%)
1	Male	117	71.34
2	Female	47	28.66
	Total	164	100.00

**Frequency of use of electronic resources**

A question was raised to know the awareness of UGC-Infonet e-journals consortium. The data reveal that all the 164 respondents are aware of the e-resources available in the consortia. The table 2 presents the frequency of use of e-resources by the respondents. The majority of respondents, i.e. 84 (51.14 %) research scholars use e-resources on daily basis, followed by 33 (20.12%) respondents use twice a week, 28 (17.07%) respondents use weekly. The other details are given in table 2.

**Table 2: Frequency of use of electronic resources**

Sl. No.	Frequency	No. of respondents	Percentage (%)
1	Daily	84	51.14
2	Twice a week	33	20.12
3	Weekly	28	17.07
4	Fortnightly	---	---
5	Monthly	04	2.43
6	Occasionally	15	9.14
	Total	164	100.00

**Factors which motivate to use e-resources**

The UGC-Infonet e-journals consortium facilitates free access to scholarly journals and databases in all disciplines of learning to the research and academic community. Hence, a question was raised on the factors which motivate the respondents to use e-resources. The study reveals that the majority, i.e. 137 (83.53 %) respondents use e-resources because of core journals available in the consortium, followed by 114 (69.51 %) respondents opine that wide range of online sources provided through the consortium motivates them to use e-resources. The other data on different factors such as Archival access, to obtain reprints and expert assistance by library staff are some of the factors which have less motivated them and are presented in table

**Table 3: Factors which motivate to use e-resources**

Sl. No.	Factors	No. of respondents	Percentage (%)
1	Archival access	87	53.04
2	Core journals are available	137	83.53
3	Wide range of online sources are being provided	114	69.51
4	Obtain reprints	67	40.85
5	Easy to use	98	59.75
6	Expert assistance by library staff	49	29.87

**Opinion about Information Content on e-resources**

The e-resources are gaining importance among the academic community. The table 4 provides the opinion about the content on e-resources compared to its print counterparts. The study indicates that 108 (65.85%) respondents opine that the content on e-resources is better than that of print version. Whereas, 30 (18.30%) respondents opine that the content on e-resources is not better than print version, followed by 26 (15.85%) are of the opinion the content is similar to that of print version.

**Table 4: Opinion about Information Content on e-resources**

Sl. No.	Opinion	No. of respondents	Percentage (%)
1	Better than print version	108	65.85
2	Not better than print version	30	18.30
3	Same as that of print version	26	15.85
4	Not sure	---	---
	Total	164	100.00

**Impact of E-resources on their Research**

A question was asked to the respondents on whether there is an impact of UGC-Infonet e-journals consortium on their research / academic activities or not. The data is present in table 5. It indicates that 64 (39.03%) and 72 (43.90%) respondents agree that UGC-Infonet consortium has made an impact on their research and academic life. Hence, the consortium has a significant impact even on science and social science research scholars.

**Table 5: Impact of E-resources on their Research**

<b>Sl. No.</b>	<b>Opinion</b>	<b>No. of respondents</b>	<b>Percentage (%)</b>
1	Strongly Agree	64	39.03
2	Agree	72	43.90
3	Uncertain	26	15.85
4	Disagree	02	1.22
5	Strongly Disagree	---	---
	Total	164	100.00

**Opinion about increase in number of research papers**

A question was raised to the respondents that whether the consortium helped them improve their research publications. The data is presented in table 6 which indicates that 40 (24.38%) respondents strongly agree and 76 (48.34%) respondents agree that the number of research publications have been increased after using UGC-Infonet consortium. The respondents are also of the opinion that the quality of the research publications has also been improved.

**Table 6: Opinion about increase in number of research papers**

<b>Sl. No.</b>	<b>Opinion</b>	<b>No. of respondents</b>	<b>Percentage (%)</b>
1	Strongly Agree	40	24.38
2	Agree	76	46.34
3	Uncertain	42	25.64
4	Disagree	06	3.64
5	Strongly Disagree	---	---
	Total	164	100.00

**Opinion about UGC-Infonet Programme**

The UGC-Infonet E-journals consortium was launched by the University Grants Commission (UGC) to provide access to e-resources to the academic community of Indian universities. A question was raised to know the opinion about UGC-Infonet Programme. The data reveal that 36 (21.96) respondents said the programme is excellent and 94 (57.32%) respondents said it is good initiative. The study also reveals that the consortium programme is gaining importance among the research and academic community.

**Table 7: Opinion about UGC-Infonet Programme**

<b>Sl. No.</b>	<b>Opinion</b>	<b>No. of respondents</b>	<b>Percentage (%)</b>
1	Excellent	36	21.96
2	Good	94	57.32
3	Satisfactory	28	17.08
4	Unsatisfactory	06	3.64
	Total	164	100.00

### **Conclusion**

The present study was conducted on the use of UGC-Infonet E-journals consortium by the research scholars of Karnatak University, Dharwad clearly reflects the current scenario of awareness of e-resources and their usage. The consortium has emerged as a necessary tool to provide information to both research and academic community. It can be observed from the study that e-resources are becoming more popular among the users community and considered as a better substitute of print journals. On the other hand, the usage statistics clearly indicate that there a lack of awareness of these e-resources among the most of the users. In this regard, it is high time for the library staff to create awareness of e-resources and their importance in research activities.

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# **Awareness, Attitude and Information Use Behaviour of School Teachers in CBSE Schools of Dakshina Kannada: A Study**

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## **Abstract:**

*School library plays a critical and crucial role in “supporting the new age education”, and that this is even more so in the new millennium when the nation propels itself towards a “truly information society”. In this context, it has been found necessary to study the role of library in catering to the academic needs of teachers and their use pattern, collaboration with librarian, level of satisfaction towards library resources, services and facilities and anxiety towards using information resources. The findings are intended to help identify factors that hinder teachers from using their school libraries and library resources effectively, and from actively collaborating with school librarians. Consequently, corrective necessary measures should emerge, capable of improving the overall educational environment in these central schools. Hence the study is undertaken to study the library use patterns of school teachers in CBSE Schools of Dakshina Kannada.*

**Key words:** School Library, Education, Information Resources.

## **Introduction**

**‘The School Library is the soul, the core and the pivot around which academic life in the school revolves’**

Schools have the continuous task of educating the nation for the future have to keep up with both the immediate and impending changes that permeate society. Education has now shifted from being teacher-centric to student-centric – in other words from directed instruction to active learning and knowledge discovery and construction. Thus, due to the new demands that the current information age places on individuals, schools no longer have the prime objective of helping students to read. Instead, they are expected to inculcate skills that go beyond that basic ability to read.

## **Need for the Study**

With the changing concept in a new era of education after independence of the country in 1947, the school library as a repository of all kinds of learning materials that includes both print and electronic resources. The need of the hour is therefore, the important part of school libraries have to play a significant role in

national service and recognition of joint efforts of teachers and librarians to make the school as a model library and future of the society.

### **Statement of the Problem**

Awareness, Attitude and Information use behaviour of School Teachers in CBSE Schools of Dakshina Kannada: A Study.

### **Objectives of the Study**

The broad objective of the study is to determine the use of School libraries by Teachers in CBSE schools of Dakshina Kannada. More specifically the objects of study are.

- To identify the reading skills and time spent on academic and research activities
- To understand the frequency and purpose of visiting to the school library.
- To explore the Information sources and services used by the teachers for their academic and teaching pursuit.

### **Methodology**

Research data would be collected using a questionnaire method. Around 15 CBSE schools in Dakshina Kannada would be covered and suitable statistical tests will be applied to test the hypothesis of the study at 0.05 level of significance.

### **Scope and Limitations of the Study**

The study is confined to teachers working in Central CBSE schools of Dakshina Kannada. The limitation has been the research instrument i. e. questionnaire and covered only teachers of the region and not the students.

General Information about Dakshina Kannada district are

Total Geographical Area in Hectares	477149
Total Male Population	9,38,434
Total Female Population	9,59,296
Total Population	18,97,730
SC Population	1,31,160
ST Population	62,396
Sex Ratio	1022
Literacy Rate	83.4%

### **Analysis Of Data And Interpretations**

Table 4.1 shows the sex of the respondents of the study.



**Table 4.1: Sex of the Respondents**

Sex		Frequency	Percent	Cumulative Percent
Valid	Male	178	50. 9	50. 9
	Female	172	49. 1	100. 0
	Total	350	100. 0	

It is found from the table that, the percentage of male and female teachers covered in the study is more or less of same proportion, i. e. male teachers (50. 9%) and female teachers (49.1%).

**Table 4.2: Age Wise Distribution of Respondents**

Age of the Respondents		Frequency	Percent	Cumulative Percent
Valid	Less than 25 years	14	4. 0	4. 0
	26-30 Years	60	17. 1	21. 1
	31-35 Years	64	18. 3	39. 4
	36-40 Years	84	24. 0	63. 4
	40 and above	128	36. 6	100. 0
	Total	350	100. 0	

From the above table, it is observed that, respondents above 40 years of age accounts to 36. 6% and they are followed by respondents in the age group of 36-40 years (24%), 31-35 years (18. 3%), 26-30 years (17.1%) and Less than 25 years (4%).

Thus, the major proportion of respondents belongs to age group between 40 and above years.

Table 4.3 shows that 52% of the school teachers possess Post graduation while 48% possess degree only. Thus, there is a little variation between teachers having degree and Post graduation qualification.

**Table 4.3 : Qualification of Respondents**

Qualification		Frequency	Percent	Cumulative Percent
Valid	Degree	168	48. 0	48. 0
	Post Graduation	182	52. 0	100. 0
	Total	350	100. 0	

**Table 4.4: Teaching Experience of Respondents**

Teaching Experience		Frequency	Percent	Cumulative Percent
Valid	1-5	78	22. 3	22. 3
	6-10	80	22. 9	45. 1
	11-15	100	28. 6	73. 7
	16 and above	92	26. 3	100. 0
	Total	350	100. 0	

The results indicate from the table that, 28. 5% of the school teachers possess teaching experience of 11-15 years and followed by teacher with 16 and above years, 6-10 years (22. 9%) and 1-5 years (22.3%) of teaching experience.

**Table 4.5: Pursuing Higher Studies by Teachers**

Higher Studies		Frequency	Percent	Cumulative Percent
Valid	Yes	126	36. 0	36. 0
	No	224	64. 0	100. 0
	Total	350	100. 0	

It is found from the table that, 36% of the school teachers carrying out their higher studies for their academic development, while 64% of them are not pursuing higher studies.

**Table 4.6: Library is Essential for School**

		Frequency	Percent	Cumulative Percent
Valid	Yes	350	100. 0	100. 0
	No	-	-	-
Total		350	100. 0	

The opinion was sought about the need and essentiality of library in the school and all the respondents of the study positively noted that Library is very essential for school forming integral part of school system.

**TABLE 4.7: Library Use Skills of Respondents**

		Frequency	Percent	Cumulative Percent
Valid	Excellent	78	22.3	22.3
	Very Good	146	41.7	64.0
	Good	100	28.6	92.6
	Fair	26	7.4	100.0
	Total	350	100.0	

More than 40% of the respondents have rated their library use skills as very good (41.7%), while 28.6% and 22.3% of teachers state their library use skills as good and excellent respectively. Just about 7.4% are below par indicating fair in their library use skills.

**Table 4.8: Computer Use Skills of Respondents**

Computer Skills		Frequency	Percent	Cumulative Percent
Valid	Excellent	62	17.7	17.7
	Very Good	110	31.4	49.1
	Good	92	26.3	75.4
	Fair	54	15.4	90.9
	Poor	32	9.1	100.0
	Total	350	100.0	

It is found from the table that, 31.4% of the respondents have rated their Computer skills as very good, while 26.3% and 17.7% of teachers state their Computer skills as good and excellent respectively and 15.4% indicate just fair enough. About 9.1% are below par indicating poor in their Computer skills.

**Table 4.9: Time Spent on Academic Activities**

Academic Activities	1 - 2 hours	3 - 4 hours	5- 6 hours	7 - 8 hours	9 & above
Teaching	34 (9.7)	80 (22.9)	168 (48.0)	44 (12.6)	24 (6.8)
Research /higher studies	132 (37.7)	36 (10.3)	6 (1.7)	4 (1.1)	4 (1.1)
Reading Information in library	292 (83.4)	46 (13.1)	6 (1.7)	4 (1.1)	46 (13.1)
Preparing for Classes	244 (69.7)	70 (20.0)	22 (6.2)	14 (4)	-

As seen from the Table, it can be noted that majority of the respondents (48%) spend 5-6 hours every day for teaching and 22.9% spend 3-4 hours. Majority of the teachers (76.5%) spend 1-2 hours in providing Student advice /guidance.

Only 37.7% of the teachers spend 1-2 hours time for administration and research activities. Major of the respondents (83.4%) spend 1-2 hours time for reading information resources in the library, while 69.7% and 20% of the teachers spend 1-2 hours and 3-4 hours time for Preparing course materials for Classes.

**Table 4.10: Frequency of Visit to The Library**

Frequency Of Visit		Frequency	Percent	Cumulative Percent
Valid	Almost daily	164	46.9	46.9
	Once week	140	40.0	86.9
	once month	22	6.3	93.1
	Several times	22	6.3	99.4
	Never	2	0.6	100.0
	Total	350	100.0	

From the table it is noted that nearly half of the respondents visit to the library every day (46.9%) and 40% of them visit once a week. However very few teachers visit once a month or so (6.3%). Thus, almost all the respondent's visit the library for their school related activities.

**Table 4.11: Purpose of Visiting to the Library**

Purpose	Frequency	Percentage
To take the students to Library	44	12.6 %
To Refer books	322	92 %
To prepare for class notes	92	26.3 %
To refer AV / Video / CD Materials	62	17.7 %

It is observed from the study that majority of the respondents visit library to refer books (92%), followed with a purpose to prepare for class notes (26.3%), To refer AV / Video / CD Materials (17.7 %) and To take the students to Library (12.6 %)

Table 4.11 shows that, among the various information sources used by the respondents, Books (76.6% and 16%) followed by Newspapers (44.6% and 30.9%), Dictionaries (41.7% and 28%) and Journals (25.7% and 46.3%) are very frequently and moderately used information resources. On the contrary, Encyclopedias, Internet and AV / Video / CD ROMs are less used information sources compared to other sources.

## Summary of Findings

The major findings of the study are

- The percentage of male and female teachers covered in the study is more or less of same proportion, i. e. male teachers (50. 9%) and female teachers (49. 1%).
- Respondents above 40 years of age accounts to 36. 6% and they are followed by respondents in the age group of 36-40 years (24%).
- 52% of the school teachers possess Post graduation while 48% possess degree only.
- 28. 5% of the school teachers possess teaching experience of 11-15 years and followed by teacher with 16 and above years.
- 36% of the school teachers carrying out their higher studies for their academic development.
- More than 40% of the respondents have rated their library use skills as very good (41. 7%).
- 31. 4% of the respondents have rated their Computer skills as very good, while 26. 3% and 17. 7% of teachers state their Computer skills as good and excellent respectively.
- Majority of the respondents (48%) spend 5-6 hours every day for teaching and 22. 9% spend 3-4 hours.
- Nearly half of the respondents visit to the library every day (46. 9%) and 40% of them visit once a week.
- Majority of the respondents visit library to refer books (92%), followed with a purpose to prepare for class notes (26. 3%).

## Conclusion

Today, this scene would look far different than a decade ago. Our libraries of today include open shelving, computer access, a virtual as well as a physical space. They are community centers, literacy playgrounds for many of our children. Libraries are vital for children's achievement and developing informational needs and as such school teachers should be oriented to know the importance of libraries and in turn will lead the younger school students to attract to the library through teachers.

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## Usage Of Social Networking Sites By Students And Faculty Members Of College Libraries

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### **Abstract:**

*What are the implications of increased use of SNSs in recent years among college students? Can students academic performance be affected by the increased usage of SNSs which takes away considerable amount of time for studying and completing assigned homework? Can the elevated use of SNSs affect the communication patterns among college students and their friends and family members? In addition to these research questions, this study examined the usage and implications of social networking sites among college students.*

**Keywords:** Social networking sites, college students, library.

### **Introduction:**

Abbreviated as (SNS) a **social networking site** is the phrase used to describe any web site that enables users to create public profiles within that Web site and form relationships with other users of the same web site who access their profile. Social networking sites can be used to describe community-based Web sites, online discussions forums, chatrooms and other social spaces online.

People are finding new ways of keeping in touch with others every other day; they are discovering and adopting different means of transmitting, exchanging and accessing information. Nonetheless, the essential chief needs for communicating linger on. Trenholm & Jensen (2004) note that regardless the technological advancements in the communication channels or how large the audience is communicators must make sense with one another. While the previously used communication modes remain, revolution in computer technologies has seen new methods of communication come up and get adopted at an astronomical rate and this has in one way or another affected our interactions socially, culturally and even biologically. It has also changed how we perceive others as well as how we present ourselves to them (Tyson, 2009). As Tyson (2009) notes, technology allows for a variety of choices and many people are now opting to communicate with it and use it in massive numbers.

This rapid increase in technological adaptation is also giving people the preference and the alternative to communicate in far-reaching and more open, unrestricted arenas. As more techno savvy individuals promote use of these new technologies, the public is gradually more appealed to exchange ideas in these settings. The social media and especially through the social networking sites is increasingly being adopted by people all over the world and the interactions on these platforms are incredibly challenging people's perceptions, eliminating social barriers and altering our lexicon.

### **Background:**

Since their inception in the 21<sup>st</sup> century, Social Networking Sites (SNSs) have grown popular so much that millions of users have adopted and integrated the constant use of these sites into their daily practices. SNSs are becoming a preferred mode of communication and many are logging in these social sites daily as they seek to gratify their social needs which have initially been resolved through other means such as e-mails, texts and phone calls. Gross & Acquisti (2005) note that the daily use of SNSs such as Facebook has become a routine for millions of internet users and that as a result, SNS's are becoming more than just a phenomenon; they are a type of technology that is being massively adopted by societies around the world.

SNSs are web based sites which allow individual to present themselves by creating online accounts as well as define, create and expand their social networks by connecting with other people all over the world. These sites are not just a recent way of linking up people but also an opportunity to reinforce interpersonal interactions among users such that they are incorporated into a live communal system which comprise of their private profiles and ties between them. SNSs such as Facebook and twitter present a blend of interactive and exclusive features in every person's online profile as available as individual accounts. Moreover, what complicates these sites from an impression? From a formation perspective is that people other than the person about whom the site is focused also contribute information to the site.

However, the disclosure of quantum large amount of personal data floating around in society today leaves individuals open to having their privacy violated, sometimes with dire consequences (Agre, 1998). Social networking is a phenomenon which has been in existence since society began. Human beings are social beings and as such they have always sought to live in social environments (Barabasi, 2002). However, using SNSs to communicate and socialize is a relatively recent phenomenon which is becoming immensely popular especially among Kenyan college students. The proliferation of SNSs and their pervasion in everyday practices is affecting how these students manage their social.

### **Social Networking Sites Motivation**

It will be essential to comprehend the motivations that trigger SNSs usage among college students because various individuals join these sites for various and different purposes. It will be important in this research therefore for the researcher to identify the root motivations for the students to be part of these sites as it will be able to answer questions pertaining to the popularity of SNSs and the extent of reliance on these sites. There must be rewards for the students to be motivated to use SNSs and reviewing literature from previous researchers about the motivations pertaining use of social sites will be important for linking with the study on the ground.

### **Social Networks and Education**

The advent of social networking platforms may also be impacting the way(s) in which learners engage with technology in general. For a number of years, Prensky's (2001) dichotomy between Digital Natives and Digital Immigrants has been considered a relatively accurate representation of the ease with which people of a certain age range—in particular those born before and after 1980—use technology. Prensky's theory has been largely disproved, however, and not least on account of the burgeoning popularity of social networking sites and other metaphors such as White and Le Cornu's "Visitors" and "Residents" (2011) are greater currency.

The use of online social networks by school libraries is also increasingly prevalent and they are being used to communicate with potential library users, as well as extending the services provided by individual school libraries.

Social networks and their educational uses are of interest to many researchers. According to Livingstone and Brake (2010), "Social networking sites, like much else on the Internet, represent a moving target for researchers and policy makers. Pew Research Center project, called Pew Internet, did a USA-wide survey in 2009 and in 2010 February published that 47% of American adults use a social networking website. Same survey found that 73% of online teenagers use SNS, which is an increase from 65% in 2008, 55% in 2006. Recent studies have shown that social network services provide opportunities within professional education, curriculum education, and learning. However, there are constraints in this area. Researches, especially in Africa, have disclosed that the use of social networks among students have been known to negatively affect their academic life. This is buttressed by the fact that their use constitutes distractions, as well as that the students tend to invest a good deal of time in the use of such technologies.

Albayrak and Yildirim (2015) examined the educational use of social networking sites. They investigated students' involvement in Facebook as a Course Management System (CMS) and the findings of their study support that Facebook as a CMS has the potential to increase



student involvement in discussions and out-of-class communication among instructors and students.

### **Social Trading Networks**

A social trading network is a service that allows traders of financial derivatives such as Contracts for Difference or Foreign Exchange Contracts to share their trading activity via trading profiles online. Such services are created by financial brokers.

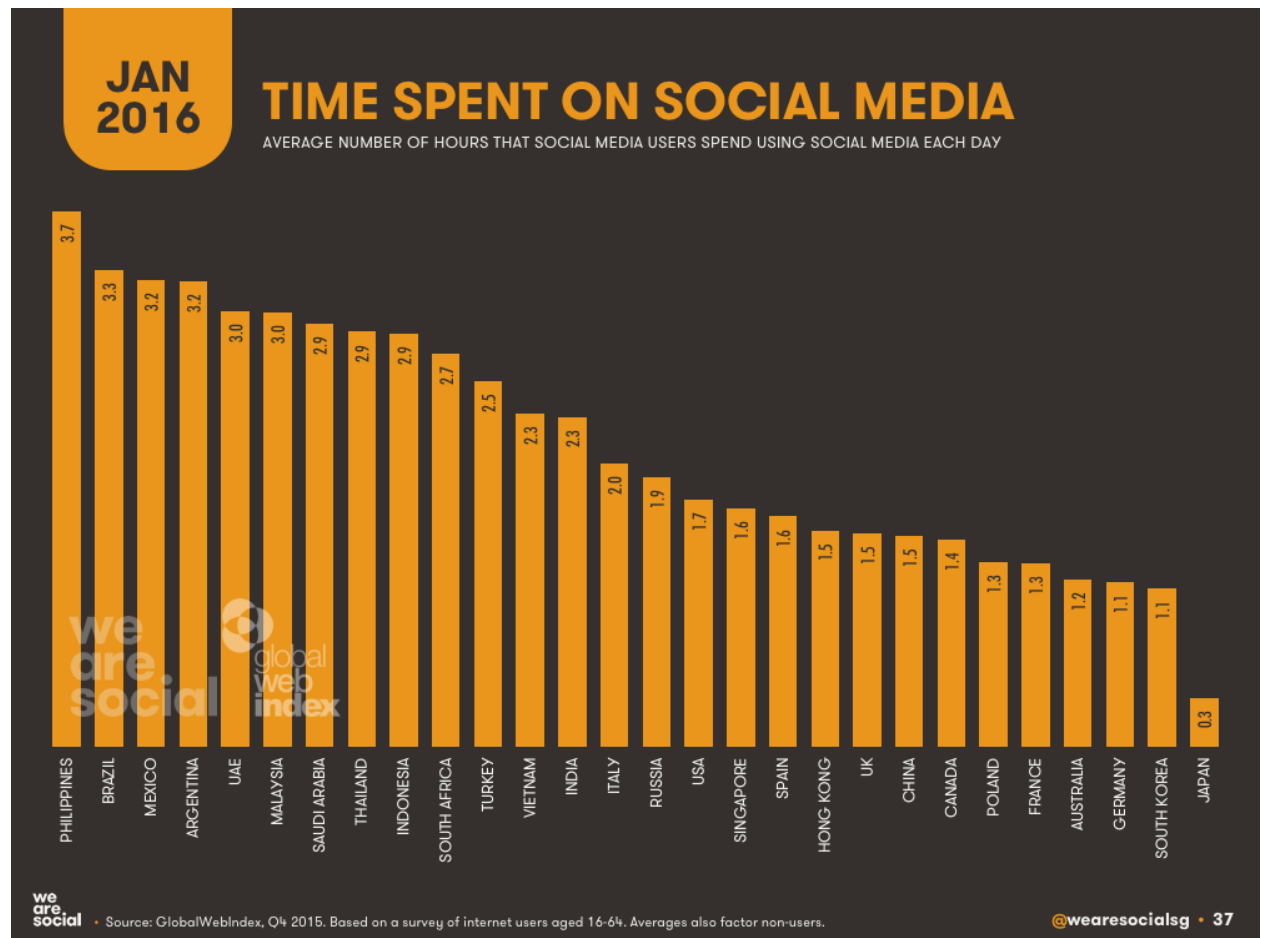
### **Constraints of Social Networking Services in Education**

In the past, social networking services were viewed as a distraction and offered no educational benefit. Blocking these social networks was a form of protection for students against wasting time, bullying, and invasions of privacy. In an educational setting, Facebook, for example, is seen by many instructors and educators as a frivolous, time-wasting distraction from schoolwork, and it is not uncommon to be banned in junior high or high school computer labs.

Cyber bullying has become an issue of concern with social networking services. According to the UK Children Go Online survey of 9- to 19-year-olds, it was found that a third have received bullying comments online. To avoid this problem, many school districts/boards have blocked access to social networking services such as Facebook, MySpace, and Twitter within the school environment. Social networking services often include a lot of personal information posted publicly, and many believe that sharing personal information is a window into privacy theft.

Schools have taken action to protect students from this. It is believed that this outpouring of identifiable information and the easy communication vehicle that social networking services opens the door to sexual predators, cyberbullying, and cyberstalking. In contrast, however, 70% of social media using teens and 85% of adults believe that people are mostly kind to one another on social network sites. Recent research suggests that there has been a shift in blocking the use of social networking services. In many cases, the opposite is occurring as the potential of online networking services is being realized. It has been suggested that if schools block them [social networking services], they're preventing students from learning the skills they need. Banning social networking [...] is not only inappropriate but also borderline irresponsible when it comes to providing the best educational experiences for students. Schools and school districts have the option of educating safe media usage as well as incorporating digital media into the classroom experience, thus preparing students for the literacy they will encounter in the future.

## Mobile & Social: The Future of E-Commerce



All this means that mobiles have the potential to become essential online commerce devices. Already, some Asian markets are showing the impact that mobiles can have on the online shopping behaviours. Last month, close to half of South Koreans used their mobile to shop online. And in China, mobile commerce has become the norm, with consumers now almost as likely to complete a purchase online via their mobile as via a laptop/PC.

As yet, digital consumers in Europe and North America may be more attached to their laptops and PCs for online shopping, but the trend here is clear. In the UK, for example, where more than three-quarters are online shoppers, it may be only 1 in 4 who are buying via mobile now but with smartphones capturing an average of nearly 2 hours of online time per day, it's only a matter of time before these consumers become mobile shoppers.

We Are Social's report, and Global Web Index's data, also highlights another key opportunity in the world of online commerce – social. As Digital in 2016 reports, nearly 1 in 3 of the entire world's population are using social media, a rise of 10% from this time last year. These figures put paid to talk of the 'social media bubble bursting'. In fact, social media users are now spending more time than ever using social

networks each day. In the most enthusiastic markets, like the Philippines, Brazil and Mexico, users are devoting over 3 hours daily to social media, while in most European markets we are seeing daily figures of 1-2 hours.

**Social Networking Websites That the Listed Number of Unique Visitors:**

According to Com Score, up to the end of November 2011, the following top social networking websites that the listed number of unique visitors.

<b>Worldwide</b>	<b>Unique Visitors</b>
Facebook	900,000,000
Twitter	310,000,000
LinkedIn	255,000,000
Pinterest	250,000,000
Google+	120,000,000
MySpace	61,037,000
Others	255,539,000

**Recommendations:**

Social media studies need to be included in the curriculum where students can be taught in their course of study. This particular course could teach the students there volition of social media, importance of social media and diversified social media uses such as to gather important information, how to research and how to network with people relevant to their line of study.

Etiquette of using the social media could also be taught so that students engage in proper use of the medium as it could affect their future plans in their career and other aspects of their life. Social awareness campaigns should also be conducted to inform people of the effects of being too dependent on the social sites. The society needs to be conscious of the problems that could arise from spending too much time on the social sites by theyoung generation. It will be

easier to tackle the problem at an early stage before it gets out of hand. Parents, teachers, lecturers and people generally dealing with the youth need to be extra vigilant with their internet and social sites use patterns and guide them.

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# **Effective use of E-Resources Consortia for Indian Universities: New challenges**

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## **Abstract**

In the modern era of information technology and internet, knowledge is most powerful asset of the country. The library environment is currently undergoing a rapid and dynamic revolution leading to new generation of libraries with the emphasis on e-resources. UGC-INFONET and INDEST consortium are two major initiatives that have come to the rescue of academic libraries. The web resources and the use of web as a tool is changing the way users live and learn. In many consortiums a large number of electronic journals are hosted which outnumber other electronic resources. these revolutionary steps are providing scholarly resources including peer reviewed journals, databases, abstracts proceedings etc. the phenomenon of consortium or group of libraries buying e-information together has become very important in the last few years.

**Key Words:** E-resources, Library Consortia, Features of E-resources.

## **1. Introduction**

The web resources and the use of web as a tool is changing the way users live and learn. The internet and electronic publishing have changed the role of libraries all over the world in providing access of e-resources to the users. The emergence of the internet is particularly the World Wide Web, as a new medium of information storage and delivery in the 21<sup>st</sup> century. Library consortium is an association of a group of libraries to achieve mutually the common objectives. Now most of the Indian libraries of universities and research institutes are rich in e-resources. Access of e-resources has also been started up to college level in the university system through consortia.

## **2. Definition of E-resources**

Electronic resources are a bibliographic or full text database that allows you to search for relevant articles in your subject areas for a book or journals that has been made available in electronic

format that are accessed on electronic device such as a mobile phone, computer, web pages, etc. these are published resources in electronic version such as encyclopedias, pamphlets, e-books, e-journals, database etc.

### **3. The Mission**

Indian Universities constitute of the largest higher education systems in the world. Today there are a total 665 Universities, including 45 central Universities, 322 state Universities, 128 deemed Universities, 192 Private Universities along with 35829 colleges, 7.8 million students and 3.1 million teachers, it is a great challenge to ensure effective coordination and communication.

In last three years UGC has taken certain steps to improve the network infrastructure and access to scholarly journals to all qualitative change especially for higher education.

### **4. Features of E-resources**

- a) Easy access to information any where any time to any one without physical existence.
- b) Enhanced search ability including full text.
- c) Ability to satisfy request for surrogates photocopies, photographic prints, slides, etc.
- d) Integration of different media.
- e) The potential to display materials that are in accessible formats for instance, large volumes or maps.
- f) Comparatively economical and potential for integration into teaching materials.

### **5. Need of E-resources**

The increasing growth of digital environment as digital libraries is becoming even more important in knowledge society. Libraries are needed to play to meet the demands of current and potential users. Information literacy ICT skills and library skills made enables to function effectively in the electronic resources due to following reasons.

- a) Provide access to very large and global information collection.
- b) User friendly.
- c) Digital consortia.
- d) Promote universal accessibility.
- e) 24X7 services.
- f) Collection development of the materials made core values of digital collections in librarianship.
- g) Contributes positively to the learning community and to society.

## 6. Types of e-resources

- a) E-journals
- b) E-books
- c) Websites
- d) Online database
- e) CD Rom
- f) Diskettes

## 7. Library consortia in India

During the last decade in India many consortium have been emerged for providing access of e-resources to the users. Library consortia are the sharing of e-resources among the participant's libraries. INDEST-AICTE and UGC-INFONET Digital library consortium are two large consortium covering most of the University and technical education institutions in India.

### 7.1 UGC-INFONET

UGC -INFONET E-journals consortium initiative was under taken by UGC to facilitate scholarly e-resources to Indian academic through joint partnership of UGC, INFLIBNET and ERNR. All universities and colleges who are under the purview of UGC have been provided UGC-INFONETconnectivity and access to scholarly e-journals and database. The access is based on IP range. This effort has had a noticeable impact on the research and academic community.

#### E-resources made available

Name of the E-resources	IP address
American Physical Society	<a href="http://www.aps.org">http://www.aps.org</a>
American Institute of Physics	<a href="http://www.aip.org">http://www.aip.org</a>
Annual Reviews	<a href="http://www.journals.annualreviews.org">http://www.journals.annualreviews.org</a>
American Chemical Society	<a href="http://pubs.acs.org/about_category.html">http://pubs.acs.org/about_category.html</a>
Cambridge University Press Journals	<a href="http://journals.cambridge.org">http://journals.cambridge.org</a>
Encyclopedia Britannica	<a href="http://searcheb.com/">http://searcheb.com/</a>
JSTOR	<a href="http://www.jstor.org">http://www.jstor.org</a>
Science Online	<a href="Http://www.sciencemag.org/">Http://www.sciencemag.org/</a>
SciFinder Scholar	<a href="http://www.aip.org">http://www.aip.org</a>



## 7.2 INDEST-AICTE

The Indian National Digital Library in Engineering Science and Technology(INDEST)consortium was set up in 2003 by the Ministry of Human Resources Development on the recommendation of an expert group appointed by the Ministry under the chairmanship of Prof. N Balakrishnan. The Ministry provides funds required for providing access to electronic resources to the core members through the consortium headquarters set-up at the IIT Delhi. The consortium subscribes to over 6500 electronic journals from a number of publishers and aggregators.

<b>Name of the E-resources</b>	<b>IP address</b>
ACM Digital Library	<a href="http://portal.acm.org/portal.cfm">http://portal.acm.org/portal.cfm</a>
IEEE/IEE Electronic Library Online	<a href="http://ieeexplore.ieee.org">http://ieeexplore.ieee.org</a>
Springer Link	<a href="http://www.springerlink.com">http://www.springerlink.com</a>
DEL	<a href="http://www.digitalengineeringlibrary.com">www.digitalengineeringlibrary.com</a>
American Society of Mechanical Engineering journal	<a href="http://www.asme.org/pubs/journal">http://www.asme.org/pubs/journal</a>
Proquest Science Journal	<a href="http://www.ll.proquest.com">http://www.ll.proquest.com</a>
Science Direct	<a href="http://www.sciencedirect.com">http://www.sciencedirect.com</a>
Inspection village	<a href="http://www.engineeringvillage2.org">http://www.engineeringvillage2.org</a>
Engineering Science Data Unit	<a href="http://www.esdu.com">www.esdu.com</a>

## 7.3 INFLIBNET

Information and library network center is a integrated and information system created in 1991 to support teaching and research in higher education. INFLIBNET is providing a variety of services to the academic community of the country and is helping libraries in their automation efforts.

## 7.4 N-LEST

Looking to the success of library e-resources consortium in India, the project entitled “National Library and Information Services Infrastructure for Scholarly Content. Under N-LIST selected resources of these consortiums are accessible to the users of both the consortium. N-LIST project the authorized users from eligible colleges under section 2(F) 12(B) of UGC Act 1956, can now access e-resources from the publishers website once they are duly authenticated as authorized users through services deployed at the INFLIBNET Centre.

#### 7.5 **Council of Scientific and Industrial Research (CSIR)**

CSIR research and development activities, NISCAIR implemented an agency for access to electronic journals. On behalf of CSIR, it has entered into an agreement with Elsevier to access its 1500 e-journals and intends to subscribe to more CSIR consortium has extended its access to other of e-journals.

#### 7.6 **HELINET (Health Sciences Library & Information Network)**

A Health Science Library & Information Network hosted by Rajiv Gandhi University of Health Sciences, Bangalore. HELINET is the first medical library consortium launched in the country with an objective of networking the libraries affiliated to the University to promote resources sharing to international medical journal and databases.

#### 7.7 **IIM's Library Consortia (The Indian Institute of Management)**

IIM Library consortia is a Digital Library network system based on internet technology to provide the IIM community an online web enabled access to the information resources available in all the IIM's without any barriers of the time and distance.

### **8. Issues and Challenges**

There are several issues and challenges in optimum utilization of e-resources. A few among them are mentioned bellow.

- a) Cost factor
- b) Copyright issues
- c) Availability
- d) Achieving
- e) Infrastructure
- f) User attitude towards e-resources
- g) Technicalities

### **9. Conclusion**

The effort of UGC-INFONET and INDEST consortium are appreciated and will definitely strengthen higher education system in India. The consortium with its collective strength of participating has attracted highly discounted rates of subscription with most favorable terms of agreement. Academic libraries have really understood that consortia based subscriptions is cost effective and also avoids redundant expenses and duplicate subscriptions. So it is essential that every user should be oriented from the latest technologies to maximize use of e-resources in minimum efforts.

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