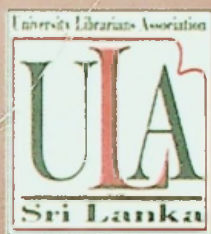


**Proceedings**  
**ULA Academic Sessions- 2014**

(ULA AS-2014)

**"Information Literacy for Moving to Mastery"**



**6<sup>th</sup> February 2015**

**University Librarians Association of Sri Lanka**

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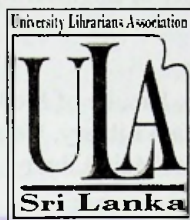
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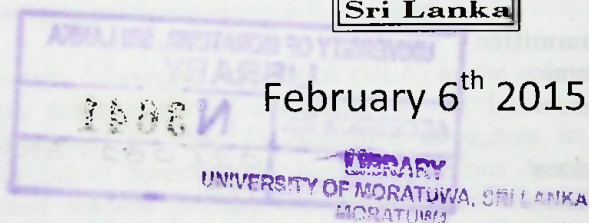
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(ULA AS-2014)

"Information Literacy for Moving to Mastery"



February 6<sup>th</sup> 2015



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## Proceedings

### ULA Academic Sessions- 2014, (ULA AS-2014)

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ISSN 2424-6824

Faculty of Medicine, University of Ruhuna, Galle, Sri Lanka

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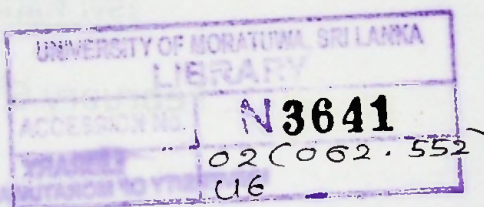
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## Forward

The immense bulk of knowledge manifested and accumulated so far in the world came into existence not in an overnight but in a step by step process over thousands of years. New knowledge is generally generated based on the existing knowledge and the main issue faced by knowledge developers is to overcome the barriers to access the existing knowledge which is extended with differences of time, format, geographical locations and language or medium. Thanks to the advancement of ICT, people today have been able to overcome this issue to some extent. People today can access the knowledge not only anywhere in the world but also in the space far from the globe with the help of ICT.

Research is the most effective way of developing the knowledge. All professionals have their own field to contribute to the knowledge. There is also a category of professionals who contributes to the generation of knowledge in all fields. They are none, but librarians acting behind the scene in various levels, designations and capacities. Ahead of us today is 'Knowledge Based Economy'. Everything is dominated by the knowledge and knowhow. Knowledge is created by transforming information and therefore, information has a prominent value in the knowledge based economy. Economy, education, culture, Science and everything in the society depend on information. Therefore, information service has become an essential factor to function the society. Librarians are the professionals contribute to the managing and manipulating of knowledge. Therefore, librarian's involvement in teaching, learning and research is very important.

University Librarians Association (ULA) as the only professional association for library professionals of universities in Sri Lanka has initiated a number of developments for the LIS profession throughout its thirty four year history. Publishing of Journal of University Librarians Association (JULA) which is a refereed indexed journal, Holding of International Conferences and research sessions and Seminars and conducting of training programmes for LIS professionals are some of them.

ULA Academic Sessions – 2014 is a research forum aimed to showcase the research of LIS professionals specially of young professionals in universities. The theme of the Session is **"Information Literacy for Moving to Mastery"** which is essential and applicable in any discipline. Research in Library and Information Science helps the proliferation of research in other areas and find more new ways to facilitate the knowledge community to generate new knowledge.

ULA Academic Session -2014 is one such step. I wish the success of ULA Academic Sessions – 2014. I take this opportunity to thank all authors, reviewers, evaluators, the organizing committee of the ULA Academic Sessions – 2014 and executive of ULA for their commitment in organizing the sessions.

J J G Arachchige  
President  
University Librarians Association, Sri Lanka



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## ULA Academic Sessions - 2014 Programme

08.00 – 09.00	Registration and Refreshment
09.00 – 09.10	Lighting of the Oil Lamp
09.10 – 09.15	Welcome Address Mr. J. J. Garusing Arachchige, President - ULA
09.15 – 09.25	Presenting of JULA
09.25 – 09.45	Keynote Speech Emeritus Professor D. Atapattu, University of Ruhuna <b>“Information Literacy for Lifelong Learning”</b>
09.45 – 09.55	Address by Dr. Nayana Alagiyawanna, Deputy Vice-Chancellor, University of Ruhuna
09.55 – 10.10	Address by the Chief Guest Senior Professor Gamini Senanayake, Vice-Chancellor, University of Ruhuna
10.10 – 10.30	ULA AS Oration-2014 Dr. (Mrs.) Pradeepa Wijethunga, Librarian, University of Peradeniya <b>“Shifting paradigm of the university library in the evolving landscape of higher education”</b>
10.45 – 10.50	Vote of Thanks Mr. K.T.S. Pushpakumara , General Secretary - ULA
10.50 – 11.15	Refreshment
11.15 – 13.00	Technical Sessions
13.00 – 14.00	Lunch
14.00 – 16.00	Technical Sessions
16.00 – 16.15	Tea



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## ULA AS 2014 -Keynote Address

### Information Literacy for Lifelong Learning

Danny Atapattu

Professor Emeritus, University of Ruhuna

#### Introduction

I have the great honour of greeting the organizers and the participants of the Academic Sessions – 2014 of the University Librarians Association of Sri Lanka. The theme of the sessions – “Information Literacy for Moving to Mastery”, is extremely topical and of vital importance today as information and communication technologies are developing apace, and information flows are swelling and getting ever more sophisticated. Information and communication technology and gadgetry have penetrated everywhere. People are flooded with information in professional activities and everyday life. That is why people need purposefully formed media and information competence – or they will feel lost, stunned by the world’s complexity, blind to the causes and motive forces of epoch-making events, and so will be unable to make correct decisions in everyday and professional life. In this situation, the ability to handle these information flows is an earnest of success in creating democratic knowledge societies, guaranteeing information security, and meeting other challenges that face particularly all nations in the world. Personal media and information literacy greatly determine the implementation of the rights to quality education and life with dignity as the information environment is getting ever more sophisticated. Efficient orientation in information flows and the ability to create one’s own information products are indispensable for quality education, professional fulfillment, participation in cultural and community life, and personal safety.

#### Information Literacy

The idea of information literacy, emerging with the advent of information technologies in the early 1970s, has grown, taken shape and strengthened to become recognized as the critical literacy for the twenty-first century. The key characteristic of the post-industrial twenty-first century is that it is information abundant and intensive. Information literacy is thus required because of the ongoing proliferation of information resources and the variable methods of access. Individuals are faced with diverse information choices, in their studies, in the work place, and in their lives. Information may come from another person, from a paper-based magazine or book, report or newspaper, from a digital source such as a database, a search engine or a e-book accessed through a computer, or it may come from any other form of media: film, video, DVD, radio, television, etc.

Increasingly, information comes unfiltered. This raises the question about authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, oral, and textual. These pose special challenges in evaluating, understanding, and using information in an ethical and legal manner. The uncertain quality and expanding quantity of information also pose large challenges for society. Sheer abundance of information and technology will not in itself create more informed citizens without a complementary understanding and capacity to use information effectively. Information literacy is an important skill to move ahead across the globe, flooded with information in an unprecedented way.

Within an environment of rapid technological change and proliferating information resources, information literacy forms the basis for lifelong learning and is essential element in the creation of an informed citizenry in a burgeoning information society. Information literacy enables learners to think critically, master content and extend their investigations, become more self-directed, and assume greater control over their own learning experiences. Information literacy is conceivably the foundation for learning in our contemporary environment of continuous technological change. Information literate people understand more than how to find information, they understand its limitations and the need to examine how they use information, and they understand how to manage and communicate information. In an era of lifelong learning, information literacy has relevance for all ages from primary school to senior citizens. Information literate people understand more than how to find information, they understand its limitations and the need to examine how they use information, and they understand how to manage and communicate information.

Over the last four decades, the definition of the term 'information literacy' has been interpreted in many different ways by librarians and scholars. Paul Zurkowski coined the phrase in 1974 and defined it as "anyone who has learned to use a wide range of information sources in order to solve problems at work and in his or her daily life". Other definitions contain elements of the existence of information needs, the necessity of engaging in the information seeking process, the use of tools to locate and access information, the synthesis and evaluation of information. As new definitions have emerged one finds the addition of ideas such as problem solving, critical thinking, lifelong learning and decision making. American Library Association Presidential Committee on Information Literacy states, 'to be an information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information'. According to Prague Declaration of UNESCO, 'Information literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate



information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning'.

The American Association for Higher Education and the Council of Independent Colleges have been established the Information Literacy Competency Standards for higher education. The Standards identify five characteristics of an information literate person:

- (i) **Determines** the nature and extent of information needed
- (ii) **Accesses** the needed information effectively and efficiently
- (iii) **Evaluates** information and its sources critically and **incorporates** selected information into his or her knowledge base and value system
- (iv) **Uses** information effectively to accomplish a specific purpose
- (v) **Understands** many of the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally.

The ability to use information technologies effectively to find and manage information, and the ability to critically evaluate and ethically apply that information to solve a problem are some of the hallmarks of an information literate individual. Other characteristics of an information literate individual include the spirit of inquiry and perseverance to find out what is necessary get the job done.

### **Why is information literacy important?**

In this Information Age, when the expansion of available information is proceeding at an unprecedented rate, clear concepts of how to access and evaluate this information are essential. We have the Internet, television, radio, and other information resources available to us 24 hours a day, 7 days a week. Simply being exposed to a great deal of information does not make people informed citizens; they need to learn how to use this information effectively. Furthermore, just because so much information is so easily and quickly available does not mean that all of it is worthwhile or even true. Information is created, disseminated and imposed on us by a vast number of ignorant, irresponsible and malicious people. As the result, Internet is full of both valuable and truthful information, and harmful and false one.

The term 'data smog' was coined by author David Shenk to refer to the idea that how the incredible amount of data available on the Internet would make it more difficult for the average individual to sift through and separate fact from fiction. Too much information can create a barrier in our lives. This data smog is produced by the amount of information, the speed at which it comes to us from all directions, the need to make fast decisions, and the feeling of anxiety that we are making decisions without having all the information that is available. Information literacy

is the solution to data smog. It allows us to cope by giving us the skills to know when we need information and where to locate it effectively and efficiently. It includes the technological skills needed to use the modern library as a gateway to information. It enables us to analyze and evaluate the information we find, thus giving us confidence in using that information to make a decision or create a product. Information literacy equips them with the critical skills necessary to become independent lifelong learners.

Today, information and knowledge are often considered to be the most strategically important resources, and learning the most strategically important capability, for any individual, community, or entire nation. A media and information literate person must not only be a consumer of information, but also a responsible information seeker, knowledge creator and innovator, who is able to take advantage of a diverse range of information and communication tools and media.

Information literacy is conceivably the foundation for learning in our contemporary environment of continuous technological change. As information and communication technologies develop rapidly, and the information environment becomes increasingly complex, educators are recognizing the need for learners to engage with the information environment as part of their formal learning processes. Information literacy is generally seen as pivotal to pursuit of lifelong learning, and central to achieving both personal empowerment and economic development.

### **Information Literacy and Libraries**

Education systems and institutions must take seriously the challenges of the Information Age. This includes restructuring the learning process to reflect the use of information in the real world, changing the role of the teacher from presenter of fabricated facts, to facilitator of active learning and including the librarians and media specialists as collaborators in curriculum planning for effective use of information resources.

As we move into a knowledge economy, information maintenance, management and communication become of increasing importance. Libraries will continue to play a very crucial role in the extension and modification of knowledge. Today, the increasing role of electronic tools such as the Internet, I-pads, Kindles, E-readers, Tablets, and the whole E-osphere, and the immense amount of available information makes all modern libraries face new challenges. Libraries are threatened by competition and changing life-styles introduced by technologies and new digital age. The right information to the right person at the right time is the key to success for any library organization. An information literacy-practicing library can successfully enable easy access to information resources in all forms while



taking responsibility for its currency and relevance. A library status is no longer defined by the collection it housed; it is extended to include online and seamless access to information resources. The right amount of information at the right time has long since been an important factor for all kinds of libraries. In order to survive and meet the needs of potential customers, traditional libraries should be transformed into so-called *hybrid libraries* focused on providing information collected not only in books but also in all available electronic sources. Twenty-first century libraries do not have a lot in common with the traditional model. Their dominant element is no longer books, but electronic sources of information, including electronic documents, databases, web-resources, e-books, and virtual libraries.

Information competencies are a key factor in lifelong learning. The development of such competencies should take place throughout citizens' lives, especially during their educational years, where librarians as a part of the learning community and, as experts in information management should assume the key role of facilitating information literacy. One might think that with new libraries awash in electronic sources of information, a librarian is no longer necessary, because the process of gathering information may be automated. However, this is not true. The amount of information in the world and the speed of information growth in the Internet, with the number of indexed web pages currently estimated at 4.4 billion, consequently leads to the situation in which searching for information would require a great amount of time. In order to efficiently find, select, check, and make information available, and understand the users' needs, it is not only a matter of database being able to provide some sort of condensed data, but also requires an information expert such as a librarian. Since modern libraries play a vital role in creating the society of knowledge, a modern librarian is a guide who helps to search for relevant information in numerous sources of information. This librarian is constantly open to any changes in their field and eager to improve their skills and knowledge. Depending on whether one is ready for change and transformations, it is certainly an exciting time to be in a profession that is aligned to information.

I am sure this academic sessions will focus on many important issues facing in the development of modern hybrid libraries in our university system, and help its participants to share experience in the promotion of media and information literacy.

I wish you every success in your dedicated effort in building knowledge society in Sri Lanka. Thank you for inviting me here to speak to you today.

---

## **ULA AS 2014 - Oration**

### **Shifting paradigm of the university library in the evolving landscape of higher education**

**Dr. Pradeepa Wijetunge**

Librarian, University of Peradeniya, Peradeniya, Sri Lanka  
[librarianpdn@gmail.com](mailto:librarianpdn@gmail.com)

#### **Introduction**

There are many changes in the landscape of higher education in Sri Lanka, but this paper selected the introduction of Outcomes-Based Education (OBE) through Student-Centred Learning (SCL) as its scope considering its significant impact on the university libraries. A brief account of the OBE, SCL and the symbiosis between the two is followed by the challenges encountered by the teachers and students practicing SCL (other stakeholders are not considered here to limit the scope of the paper). The crucial role that can be played by the university library in the SCL environment is discussed with the emphases on providing access to increased volume of information needed, sharing information and other resources cost effectively, and enhancing information management skills through information literacy.

#### **Evolving landscape of Higher education**

A news item in the early part of 2014, publicised that, the Ministry of Higher Education (MOHE) would bring in two new changes into the university education; Outcome-Based Education and Student-Centred Learning to produce skilled graduates with theoretical and practical knowledge to suit the current employment market. The Secretary to the MOHE, at a recent inauguration of workshop on OBE through SCL, justified why this change is needed. He argued that graduates of some disciplines have a problem in securing employment according to available data. For instance, the employability of IT, Medicine, and Engineering graduates are in the range of 94%, 92% and 93% respectively, while it is 72% and 70% for Agriculture and Science graduates, and 65% for graduates in Management. However, the employability of the Arts graduates is only 28%. This is despite the many new employment opportunities available in the fields of social science and humanities in the emerging economy. He opined that this mismatch has occurred because the current graduates especially in social sciences and humanities, of our universities do not possess the skills and competencies needed for the world of employment although they have the appropriate theoretical knowledge.

What then are the skills and competencies needed by the contemporary graduates? Navaratne, Ponnamparuma and Nanayakkara (2014), did compare the skills needed in the early 21<sup>st</sup> century with those required in the late 20<sup>th</sup> century; in the late 20<sup>th</sup> century job demand was based mainly on routine and repetitive tasks such as ones represented by clerical work, and staffing factory chains therefore possession of



certain abilities was the main requirement to get a job. For this, the education system based on the three "R"s, (reading, writing and arithmetic) was sufficient, but in the 21<sup>st</sup> century, these routine and repetitive tasks have been largely automated, hence the employment opportunities have shifted to non-routine, non-repetitive tasks that a machine could not perform. These new employment opportunities require a new set of skills that goes beyond the three "R"s, to include creativity, problem solving, teamwork, effective interpersonal skills and managing information effectively. Not only the skills required are different, but also they keep on changing with the evolving customer needs. However, it is not possible to provide all these skills in any one degree programme. Navaratne et. al (2014) further comment that, the challenge of the 21<sup>st</sup> century higher education system is to produce graduates with mastery of the subject and lifelong learning skills, so that they have not only the necessary skills to perform but also have the ability to learn, unlearn and relearn according to the changing needs.

### **Outcomes-Based education**

According to Spady (1994), one of the most quoted authors in the subject,

"Outcome-Based Education means clearly focusing and organizing every-thing in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction, and assessment to make sure this learning ultimately happens." (Spady 1994, p.12).

Spady (1994) further comments that

"Outcomes are clear learning results that we want students to demonstrate at the end of significant learning experiences. They are not values, beliefs, attitudes, or psychological states of mind. Instead, outcomes are what learners can actually do with what they know and have learned - they are the tangible application of what has been learned. This means that outcomes are actions and performances that embody and reflect learner competence in using content, information, ideas, and tools successfully. Having learners do important things with what they know is a major step beyond knowing itself." (Spady 1994, p.13). Nevertheless, Spady (1993) insisted that "Outcome-based," does not mean curriculum based with outcomes sprinkled on top but it is a transformational way of doing business in education.

In the light of Spady's (1994) definition of OBE, MOHE of Sri Lanka has identified the following twelve learning outcomes to organise the curricula, instructions, and assessment around; 1) Subject / Theoretical Knowledge 2) Practical Knowledge and Application 3) Communication 4) Teamwork and Leadership 5) Creativity and Problem solving 6) Managerial and Entrepreneurship 7) Information Usage and Management 8) Networking and Social skills 9) Adaptability and Flexibility 10)

Attitudes, Values and Professionalism 11) Vision for Life and 12) Updating Self / Lifelong Learning (Navaratne et.al. 2014, p.12).

### **Symbiosis of OBE and Student-Centred Learning**

If all these skills are to be offered within one education programme, it is inevitable to use multiple teaching/learning methods which provide ample opportunities for the students to actively engage in learning activities, rather than engage in rote method of conventional learning in which teacher disseminates the knowledge to students. This leads us to the alternative approach of Student-Centred Learning in which the student is at the centre of learning and the teacher is only guiding the learning process. Student-Centred Learning (SCL) has no universally accepted definition (O'Neill and McMahon 2005) and is linked with many other terms like *flexible learning*, *experiential learning* and *self-directed learning* and it can mean different things to different people and there is no universally accepted definition (O'Neill and McMahon 2005). Many faculty members have developed approaches to teaching that fit the criteria for SCL i.e. *active learning*, *collaborative learning*, *inquiry-based learning*, *problem-based learning*, *team-based learning*, and *project-based learning*. Attard et.al (2011) comments that the conventional teacher-centred learning approach has been subject to criticism with the evolution of different learning theories, and the SCL is diametrically opposed to the conventional method of learning. "SCL allows students to shape their own learning paths and places upon them the responsibility to actively participate in making their educational process a meaningful one. Ponnampuruma (n.d.) asserts that SCL is the vehicle through which OBE is delivered.

In the conventional Teacher-Centred Learning (TCL), teacher plays the active role in designing the curricula, preparing notes, lecturing, and assessing the students and the student plays a passive role by taking notes, memorizing information and reproducing for assessment but in SCL, the roles of both the student as well as the student change considerably. O'Neill and McMahon (2005), perceives this dualism of learning as either end of a continuum. Low-level of student choice, student passivity and power primarily positioned with the teacher are at the end of TCL while high-level of student choice, student activeness and power primarily positioned with the student are at the end of SCL. Teachers as well as students encounter the need for fundamental changes in their deep-seated traditional TCL roles.

### **Challenges for teachers and students**

On the one hand, primary responsibility of the teacher would be to revise their curricula to incorporate the course outcomes as well as the national level graduate attributes paying attention to what the students will be able to do at the end of the course. Innovative teaching/learning methods, like problem-based and inquiry-based learning opportunities, fieldwork, and group work that make students more active in acquiring knowledge and skills than in the conventional classroom, need to be created. In the conventional TCL, giving marks and grades play a major role in assessment, but in SCL, more creative assessment methods like independent projects, reflective diaries, class presentations that motivates self-directed learning



and provide opportunities for more formative feedback have to be adopted. Not only teacher-assessment, but peer and self-assessments are used in SCL to give the responsibility of learning to students. Therefore, the teachers are expected to change their current assessment types into more SCL-oriented types. In addition to the revisions that need to be introduced to the curriculum, teaching / learning methods, assessment and evaluation, teachers need to acquire and update a wide range of generic skills, like giving continuous feedback, monitoring student work, creative teaching / learning methods and coping with individual learners with different learning styles, and many more in order to deliver SCL successfully.

On the other hand, students in SCL will have to take greater responsibility of their learning, than in the conventional TCL. Instead of being passive receivers of information from the teacher, they will have to find answers to their subject-related problems through active learning. Their success in learning will depend on a large extent on how active they are in the learning process. The students will encounter new and innovative assignments assessed under equal innovative methods. The assessment will not be on their subject knowledge but also on how they have achieved the learning objectives of the holistic programme. Under this novel learning environment the students will require a plethora of information of different types, i.e. background, historical, evolutionary, critical, comparative, analytical, statistical, theoretic as well as applied, and in different formats, i.e. in addition to textual information sources, they will need electronic, artefactual and human sources. It will not be sufficient for the students to depend on the lecture note or a couple of books borrowed from the library but they will have to move towards more electronic formats. They will also have to move beyond their comfort zones of Google and Wikipedia to more scholarly resources both open access as well as subscribed to. The wealth of information they need will not be available in their vernacular, but in other languages, especially in English. The students engaged in SCL will essentially need to determine the amount of information needed, access the desired information effectively and efficiently, appraise information and its sources critically, integrate information into one's own work, use information effectively to complete a specific purpose and use information ethically and legally.

### **Role of the university library**

The university library in the current Sri Lankan context is highly print-based. The strength of the library is measured by the number of the print volumes available in the library and the collection development is driven more by the principle of hoarding Just-In-Case they are needed. A significant proportion of the library staff time is spent on managing the physical collections and related issues and service delivery is oriented towards single users who will visit the library to borrow books, use the reference collection or use the reading space. A significant proportion of the library collection is stagnant, but not weeded in case they are needed by someone at some point (this is true mainly regarding the social science and humanities collections). Allocating space for modernistic services is becoming a critical issue in the older library buildings where a large proportion of space is taken up by the print collections. Most library websites are mainly guides to and descriptions of the physical collections, library layouts and rules and regulations although Institutional

Repositories and some tutorials are provided. Contrarily, university library has a substantial and heightened role to play in serving its user community moving into the sphere of SCL, in three aspects; providing access to increased volume of information needed, sharing information and other resources cost effectively, and enhancing information management skills through information literacy.

### **Volume of information**

Libraries at present are considered as the heart of the university and contain a wealth of curricula-related scholarly information. Yet, a colossal volume of more information is needed by the teachers and the students engaged in SCL. Of course the Internet provides convenient access to millions of resources but often they are not scholarly material published in high quality journals. Besides, grey literature like research reports and conference proceedings are not always available through the Internet. It is not always easy for the users to discover relevant material from the Internet using the appropriate search strategies. Moreover, with the ever-dwindling budgets and escalating publication prices, libraries cannot strengthen their collections to satisfy their user needs. To address these issues in the context of SCL, the traditional role of the library in selecting, acquiring and organising information resources need to be expanded upon the principle of access vs acquisition. While the conventional acquisitions has not completely ceased, the librarians must select material relevant to student-centred curricula and provide links to such resources by means of e-catalogues. The subject librarians can enhance their collections by creating e-collections. High-priced subscriptions to scholarly databases can be augmented by establishing Institutional Repositories and providing access to open access material through initiatives like DOAJ. Instead of Just-In-Case hoarding, a more rational Just-In-Time access can be provided by adopting more economical access models like pay-per-view.

Resource sharing- Implementation of SCL will require simultaneous access to resources by many and it is not viable to acquire multiple copies of even a limited number of resources, if not all due to high costs and space limitations. In a developing country like Sri Lanka, the majority of undergraduates are not in a position to purchase at least the basic reading material for their education programmes. Providing rational access to information resources through the library is the most sustainable alternative. The library must address this issue by hosting the reading material either using password controlled Moodle or the university Intranet, remaining within the limits of fair use of intellectual property. Library websites need to be exploited to their maximum to offer information to the users in a similar manner to that of Internet, so that the current rigidity is avoided and the library websites are made more relevant to the users. The e-repositories can be supplemented by providing e-directories to other Internet-based resources, e-directories of subject experts and other national and international sources of information (i.e. resources at FAO, World Bank, IMF, UNESCO etc.) through the library websites, so that the users are offered a similar service to that of the conventional library catalogue. In this endeavour, library must move beyond its physical boundaries to reach the university community within their own teaching/learning spaces, so that the services are delivered to their desktop avoiding



the need to visit the library in person. Librarians cannot forget the significant role played by the smart phones in the lives of their users, and must redesign the services to be delivered via mobile phones.

Opposing the customary individual studying, SCL will encourage collaborative learning through teamwork in which the students have to interact with one another in a space where they can discuss, and use a wide range of information resources as well as other equipment like video cameras, multimedia projectors, scanners, with flexible furniture and areas to display their work not forgetting food and drink to refresh and re-energise both the hard working students and their guiding teachers. What better space can they have for such activities than a library? The university library is the unique space which already contains a wealth of information and many of our libraries now have computer labs that can accommodate 50 or more students. University can provide a range of educational technologies needed to implement SCL successfully, cost effectively by providing such collaborative space in the library. However, creating these collaborative learning spaces known as Learning Commons (LC) need a radical shift in the conventional thinking and practice of the librarians as well as other stakeholders. Although it is possible to design new library buildings with allocated spaces for LCs, established libraries will have to reconsider their space allocation for physical collections, review the weeding policies and accept that the library need not be a silent place.

### **Enhancement of skills through information literacy**

It was mentioned above that the teachers as well as students engaged in SCL will essentially need to determine the amount of information needed, access the desired information effectively and efficiently, appraise information and its sources critically, integrate information into one's own work, use information effectively, ethically and legally to complete a specific purpose. The ability to perform all these tasks is defined as Information literacy (IL). The seventh national outcome mentioned above stresses the information usage and management resembling the other countries which have placed IL among their graduate attributes. IL programmes which develop a wide range of information management skills is the path for lifelong learning. In the Sri Lankan context this is especially needed, because the use of school libraries among our students is not well-established. They have been depending more on the teachers' notes and within the university system it is a common belief that they do not need any special guidance to use a library. Quite contrary to this misbelief, the new entrants need a considerable amount of guiding to use the advanced information system in the university. Currently around 70 IL programmes, of different lengths and depths are conducted in our universities but they do not adequately prepare the students for an SCL in the digital environment. Therefore the librarians must transform these programme to be more student-centric and geared towards more electronic resources than mere library tours and orientation programmes. Rather than restricting the IL programmes to first or final year students, all students must be provided with incremental training across their academic years. In addition to face-to-face programmes, there is a need to offer more web-based tutorials and guides so that support is available for students around the clock. However, as a recent study (Wijetunge 2014)

demonstrated, it is a consolation that the librarians have understood this need, but finding it difficult to implement due to various institutional constraints. Not only the students, but also the teachers and significant others need to be offered awareness programmes related to the services and resources and in offering such awareness, librarians must move out of the library building. If librarians and their staff remain in libraries, they will soon be placed on the list of endangered species" (Leonard 1994, p.29)

## Conclusion

MOHE has taken the initiative to introduce SCL in order to make the graduates, especially in the social sciences and humanities, more relevant to the world of work, but this imposes many challenges for both teachers and the students, especially in accessing information to fulfill the innovative teaching/learning opportunities. Teachers need access to more information not only in their own disciplines but also in curriculum design, and pedagogical methods while students need a wide range of information to enrich their learning experiences and they cannot escape the need to exploit the information offered in different types and formats, and the use of technology to manage and use information within the ethical and legal frameworks. The conventional role of the library has become further enhanced under the circumstances to provide access to the increased volume of information, to enable sharing information and other resources cost effectively and to improve the information literacy skills so that the students become lifelong learners with the ability to unlearn, relearn and learn when the need arises. In order to cater to the changing needs of the university community, librarians will have to radically redefine the service delivery models as well as the conventional professional roles they have been playing. Failure to do so will drive the users away from the library to Internet which offers convenient access to information notwithstanding the quality, leaving behind the libraries as outdated storages of printed volumes which will be considered as a liability by the funding authorities. However this change is not possible overnight, but need to be carefully planned in close collaboration with the teachers, higher authorities, policy makers, students and the administrators. LIS education programmes and professional bodies like ULA need to take leadership to provide the necessary training and motivation required for this radical change, as librarians too will need a range of skills and competencies, and the change of mindset to redesign their traditional service delivery models and principles.

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ULA AS 2014 - 01

## Use of Library and Information resources by academic sociologists in the University of Peradeniya

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This study investigates the use of information resources and library services of the academic sociologists in the Department of Sociology, University of Peradeniya. The objectives of the study were (1) to find out information sources and methods used by academic sociologists for teaching and research, (2) to study information gathering activities and (3) the use of information technology to access information.

A structured questionnaire was used as data collection tool for the study. The population of the study consisted of 17 lecturers in the Department of Sociology. In March 2014 the questionnaire was distributed to the whole population and 12 of them were returned. Overall response rate was 70.5%. The findings revealed that most of sociologists considered both books (50%) and journals (42%) as most preferred information sources that are used for research purpose. Meanwhile 75% of them considered the books as most preferred information source that are used for the teaching purposes. Results further showed that majority (75%) of the sociologists sought information for preparing lecture notes, 67% of respondents for keeping the knowledge update and 58% of sociologists for research purposes. It is also revealed that the sociologists used several sources of information to seek information, 58% of them prefer to consult a knowledgeable person in the field while 42% of participants prefer to use abstracting and indexed journals and 25 % of respondents used library indexes. It was particularly noted that none of them had marked the discussion with librarian or reference staff as a method for information seeking. The low usage of reference librarian as a source of information may be due to the fact that academic sociologists are not aware of consulting the librarian for current information. With regard to electronic information services, most of the respondents used the Internet for email communication and to search OPAC other than to access e- journals and library web pages. The study led to the general conclusion that the academic sociologists' information needs are diverse and they used a wide array of information sources for satisfying their information needs. Most of the sociology lecturers who responded to the survey rely on books and preferred to use printed materials than electronic version of the resources. Research results provide librarians with information that can help them in re-evaluating their user education programs and user awareness programs with the provision of library resources and services.

**Keywords:** *Information resources, Information use, Academic Sociologists, Library use, University of Peradeniya*



ULA AS 2014 - 02

# **Fore father of the concept 'documentation' and the first systematic approach to library networking: contribution of Paul Otlet in the 19<sup>th</sup> Century**

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The paper covers findings of a documentary and archival research conducted in 2013 by the author using preserved documents, ephemera, graphics, models, visual aids and most importantly a bibliographic repertoire that was preserved since late 1890s to date with the aegis of Belgium government. Objectives of the research were to explore the efforts of two visionaries, Paul Otlet and Henry la Fontaine and especially the methods Otlet used to organize world knowledge which was gathered into a card based repository (3"x5") that linked the persons, institutions and information and to retrieve the 'basic theory of documentation' brought out by him. This paper accounts the research carried out by the author on a bibliographic adventure that was carried out in 19<sup>th</sup> century which now is being described as the first steps of computer based search engines. Methodology employed to conduct the research were; i) observation and analysis of documents authored by these two visionaries by visiting the RBU, Repertoire Bibliographique Universalis, in Belgium, ii) analysis of the bibliographic archives, photographic and other visual media and iii) conducting of discussions with the archivists and visiting discussants during the exhibition period at the Mundaneum, Mons, Belgium. The researcher tried to investigate the available archives and were able to identify the early 'theory of documentation' envisioned by Otlet. Though there were few other theoretical approaches emerged later in 20<sup>th</sup> century on bibliographic control, such as Ranganathan and Loosjes's, Otlet's knowledge control and dissemination philosophy embraces not only the ordinary library users/researchers but the other creators and learners like laymen and differently able people. Hence it was witnessed that Paul Otlet had embraced the bibliographic control concept driving his vision towards capturing world knowledge through processes of creating, processing, organizing, cross linking and dissemination of information and knowledge. The author analyzed Otlet's approach and identified that there is a unique philosophy he had contributed to the documentation theory. The author identified that Otlet's documentation approach was twofold; vertical and horizontal. Vertically Otlet describes how the created knowledge is catalogued, analyzed and synthesized, compiled in bibliography or in indexes, elaborated in encyclopedic work and exchanged among international scientific associations. He introduced the Universal Decimal Classification as the subject codification tool since the DDC was

not adequate for him to embrace his visionary thinking for future 'knowledge synthesis' at that time.

Horizontal approach explains in his magnum opus, 'The traite de documentation' (still available only in French) how the created knowledge is printed, processed, organized, cross linked and housed. *The Trait* is a sole work of Otlet. The concepts and theories mentioned therein was materialized in a mammoth bibliographic adventure in a 'card based archive', publicly known as RBU (Repertoire Bibliographie Universalis) containing more than 18 million index cards. This was the first artificial conception of a hyperlink model of infogathering – infosharing. Outcome of the research reveals the base theory of 'documentation' and landmark contribution by Paul Otlet to the history of information science. This vision and design is now identified by computer scientists as the base structure of the World Wide Web and the base architecture of modern computer networks and search engines. It was introduced by computer scientists as 'paper google' and to regard the concept, the 2013 exhibition was sponsored by the Google Belgium. The archive is still preserved by the Belgium government and accessible at Mundaneum, in Mons, Belgium and virtually through their website.

**Key words :** *Paper google, Documentation systems, Documentation history, Indexing systems, Mundaneum , RBU, Repertoire Bibliographie Universalis, Paul Otlet, Henry la Fontaine*



ULA AS 2014 – 03

## Use of Electronic Information Resources and training needs of undergraduates of HSS

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Several studies proved that the use of Electronic Information Resources (EIR) to find information in the library is far from satisfactory, especially among undergraduates of Humanities and Social Sciences (HSS) faculties in the country. Therefore this study try to investigate how the undergraduates use EIR in the library; what are the barriers encountered and what types of training need for them to improve their EIR use skills. A survey research design was used with a close ended questionnaire. The specified population was the final-year specialising undergraduates in the HSS faculties in the four universities of Peradeniya Sri Jayewardenepura, Ruhuna and Rajarata University of Sri Lanka. The questionnaire was piloted with 900 final-year special undergraduates in the HSS faculties. After refinement of the research tool, it was distributed to 840 sample students to collect data for the main survey. Questionnaire included; computer experience, use of OPAC, WebOPAC, Internet, search engines, e-journals, barriers to use EIR, and training needs. 72% respondents were taken for the analysis and 21.7% were male students, while 78.3% were female students. The overall findings revealed that most of the students possess at least two years of computer experience. Regarding OPAC searches, students primarily run searches by author, title, and subject searches, instead of utilising other search strategies Furthermore, students are heavily dependent on only Google and Yahoo for online search engine providers; and students use the Internet primarily to check their e-mail, and not for academic purposes. Due to many similar negative reasons, e-journals are infrequently used by the study sample. The ICT unit staff revealed that only the RUH library has a developed ICT policy. All four universities in this study do not properly designed IL courses, so they should now prepare mandatory training programmes for their students. Such hands-on training in online search strategies could be taught by library staff. This recommendation should be followed without further delay to redirect students from unreliable open sources to scholarly digital online materials for their research.

**Keywords:** *Barriers to use EIR, EIR, Humanities and Social Sciences, training needs of undergraduates, Electronic Information Resources*

*Financial assistance given by the (UGC/ICD/01/25) is highly acknowledged.*

**ULA AS 2014 - 04**

## **Use of computer facilities by the undergraduate students: a case study at the Library of University of Ruhuna, Sri Lanka**

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Computer unit (CU) at the main Library of University of Ruhuna provides computer and internet facilities for teaching, learning and research purposes. The CU that is equipped with 25 desktop computers with internet access, caters for nearly 8000 users, including students and staff of the four faculties in the premises. Four faculties are, Humanities and Social Sciences (HSS), Finance & Management (FMF), Science (FOS), Fisheries and Marine Sciences and Technologies (FMST) faculties. The CU has commenced its works since 2002 December in order provide computer and internet facilities for academic purposes of the university community. However, the level of service, user requirements and satisfaction of the service of CU hasn't been investigated so far. Thus, the present study conducted to find the usage pattern and overall satisfaction of undergraduates towards the CU of the library. Results revealed that there is a significant difference ( $p=0.000$ ) in CU utilization among faculties. Usage frequency of the CU by members of the FOS is different from the other faculties significantly. The highest percentage (49%) from the visitors were weekly users to the CU while there were 10% of daily users, 9% of monthly users and 32% non-frequent users. Three percent of the population was extremely satisfied about the service of the CU while there were 53% of satisfied, 4% of extremely dissatisfied and 33% dissatisfied users. Interestingly Females show high visiting frequency than males at all visiting frequency levels other than daily visitors where males are high. It can conclude that the service provided by the CU is prevailing with a satisfactory level. However, the CU needs to be updated with more facilities and space for a larger community with a better attention than present.

**Keywords:** *Computer usage, undergraduates, library computer facility, University of Ruhuna*





ULA AS 2014 – 05

# **Difficulties in the information-related research tasks encountered by the undergraduates: a case study of third year science undergraduates of University of Colombo**

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A survey was conducted in 2013 in the Faculty of Science, University of Colombo on the information-seeking behavior of the third year undergraduates, and part of the findings are presented here. The specific objectives of this paper are 1) to illustrate the Difficulties in the Information-related Research Tasks (DIRT) encountered by the undergraduates 2) to examine the findings in the light of the previously published research, and 3) to make recommendations to improve the use of librarians in their information search. To study the (DIRT), twenty statements related to six stages of the research process; starting process, searching for information, evaluating, using, citing and completing the process\* were used with seven Likert type response categories and MS Excel was used to analyze the data.

Of 46 questionnaires, 74% were returned and the majority (65%) was from female between 21-23 years old. Majority (26%) of respondents have obtained a GPA of 3.0-3.5, but 38% of respondents did not reveal their GPA. There were no statistically significant correlation between the GPA and DIRT but a difference existed between gender and DIRT. Higher percentages of females recorded that, most of the tasks were difficult for them, than for the males. Twelve information-related research tasks out of 20 were difficult for the 50% of the respondents and the most difficult were the starting and searching processes. It is recommended to extend the current Information Literacy programme to all first year students and to offer a separate programme for the third year students paying more attention to the tasks, which are difficult for them.

**Keywords:** *Science undergraduates, Information seeking behaviour, difficulties in research, information-related tasks, Information Literacy.*

\*A survey instrument used by Head and Eisenberg (2009) was adapted for this research and these twenty statements are used in their instrument and includes various information-related tasks from starting to the end of the research.

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## **ULA Academic Sessions – 2014**

### **Oral Presentations**

#### **Technical Sessions – B**

**Time 11 .00 - 12.30**

**Chair: Prof. S. Manawadu**

**Evaluators: Dr.B. M. Sumanarathne  
Mr. R. Padmasiri  
Mr. Ananda Karunaratna**



# ULA AS 2014 – 06

පුස්තකාලයේ දුර්ලභ අංශය භාවිතය පිළිබඳ විමර්ශනාත්මක අධ්‍යයනයක්:

කැලණිය විශ්වවිද්‍යාලය ඇසුරින්

ඒ. ප්‍රදීපා උදයංගනී ද සිල්වා

සහකාර පුස්තකාලාධිපති, කැලණිය විශ්වවිද්‍යාලය  
[udayangani@kln.ac.lk](mailto:udayangani@kln.ac.lk) & [udayanganide@yahoo.co.in](mailto:udayanganide@yahoo.co.in)

කැලණිය විශ්වවිද්‍යාලයේ දුර්ලභ ග්‍රන්ථ අංශය දුර්ලභ ග්‍රන්ථ, විශේෂ එකතුව, ශ්‍රී ලංකා එකතුව හා පෞද්ගලික එකතුවන්ගෙන් සමන්විත වේ. විමර්ශන අංශය, බැහැරදෙන අංශය, වාරසඟරා අංශය යන අංශයන් මෙන් පාඨකයන් අතර දුර්ලභ ග්‍රන්ථ අංශය එතරම් ජනප්‍රිය නොවූන ද දුර්ලභ ග්‍රන්ථ අංශය ද පාඨක භාවිතයේ අඩුවක් නොමැති බැව් පෙනී යන කරුණකි. මෙම අධ්‍යයනයේ මූලික පරමාර්ථය වී ඇත්තේ පුස්තකාලයේ දුර්ලභ ග්‍රන්ථ අංශයේ පාඨක භාවිතය පිළිබඳ විමර්ශනාත්මක අධ්‍යයනයක් සිදු කිරීම වේ. ප්‍රමාණාත්මක ගණයට අයත් පර්යේෂණයක් වන මෙය මූලිකවම පාඨක පැමිණීමේ සංඛ්‍යා ලේඛන මත පදනම්ව සිදු කරන ලදී. මෙහිදී 2013 වර්ෂය සඳහා උපාධි නිබන්ධන නිකුත් කිරීමේ ලේඛන හා පොත් නිකුත් කිරීමේ ලේඛනවල දත්ත භාවිතයට ගෙන අධ්‍යයනය සිදු කරන ලදී. එමෙන්ම දුර්ලභ ග්‍රන්ථ අංශයට පැමිණෙන සිසුන්ගෙන් අහඹු ලෙස තෝරා ගත් සිසුන් 50 ක් සමඟ සම්මුඛ සාකච්ඡා කොට අදහස් ලබා ගැනීම සිදු කරන ලදී. 2013 සංඛ්‍යා ලේඛන වාර්තාවන් වලට අනුව පාඨකයින් 5500 ක් දුර්ලභ ග්‍රන්ථ අංශයට පැමිණ ඇත. මෙය 2012 වර්ෂයේදී 2920 කි. උපාධි නිබන්ධන පරිභරණය දෙවන අර්ධ වාර්ෂිකයේ මුල් මාස කිහිපය තුළ ඉහළ ගොස් ඇති බව පාඨක සංඛ්‍යා ලේඛන අනුව පැහැදිලි වේ. 2013 වර්ෂය තුළ වැඩිම පාඨක සංඛ්‍යාවක් වාර්තා වනුයේ සැප්තැම්බර් මාසයේ වන අතර එය 595 කි. එමෙන්ම මෙහිදී අනාවරණය වූ තවත් කරුණක් වනුයේ සමාජීය විද්‍යා පීඨයේ සිසුන් වැඩි වශයෙන් (81%) උපාධි නිබන්ධන පරිශීලනයට යොමු වී ඇති බවය. මෙම අධ්‍යයනයේදී අනාවරණය වූ විශේෂ කරුණක් වනුයේ වානිජ්‍ය හා කලමනාකරණ පීඨයේ සිසුන් කිසිවෙක් උපාධි නිබන්ධන විමර්ශණයට පැමිණ නැති බවයි. මානව ශාස්ත්‍ර පීඨය 7% (385) ද, විද්‍යා පීඨය 3% (165) ද, පශ්චාත් උපාධිධාරීන් 7% (385) ක් හා වෙනත් සිසුන් 2% (110) ක් වශයෙන් උපාධි නිබන්ධන පරිභරණය සඳහා පැමිණ ඇත. සංඛ්‍යා ලේඛන පරීක්ෂාවේදී 2012 වර්ෂයට සාපේක්ෂව 2013 වර්ෂයේ කැපී පෙනෙන පාඨක වර්ධනයක් දුර්ලභ අංශය තුළ දැකිය හැකිය. 2012 වර්ෂයේ සමාජීය විද්‍යා පීඨ සිසුන් 2432 (83%) ක් ද, මානව ශාස්ත්‍ර පීඨ සිසුන් 164 (6%) ක් ද, විද්‍යාපීඨ සිසුන් 73 (2.5%) ක් ද, පශ්චාත් උපාධි පීඨ සිසුන් 184 (6%) ක් දුර්ලභ ග්‍රන්ථ අංශයට පැමිණ ඇති බව දක්නට ලැබේ. බැහැරදෙන අංශයේ මෙන් දුර්ලභ ග්‍රන්ථ අංශයේ පොත් බැහැරට නිකුත් කිරීමක් සිදු නොවන අතර විමර්ශණය සඳහා පමණක් පොත් නිකුත් කරනු ලැබේ. 2013 වර්ෂයට අදාළව පාඨකයන් 460 ක් පොත් ලබා ගැනීමට පැමිණ ඇති අතර ඔවුන්ගේ පොත් භාවිතය 595 කි. පොත් පරිභරණය කරන සිසුන් අතර වැඩි පිරිසක් (91%) සිව්නුවේ සමාජීය විද්‍යා පීඨයේ හා මානව ශාස්ත්‍ර පීඨයේය. පශ්චාත් උපාධි අපේක්ෂකයන් 8% (37) ක් පැමිණෙන අතර වාණිජ්‍ය හා කලමනාකරණ පීඨයේ සිසුන් 1% (5) ක් පැමිණීම වාර්තා වේ. 2013 වර්ෂයට ප්‍රථම දුර්ලභ ග්‍රන්ථ අංශයේ පාඨක පැමිණීම අඩු වූ අතර වර්තමානය වන විට සිසුන්ගේ පැමිණීමේ වර්ධනයක් දැකිය හැකිය. දුර්ලභ ග්‍රන්ථ අංශය නව ගොඩනැගිල්ලේ ස්ථාපිත කිරීම, වැඩි ඉඩකඩක් විමර්ශනය සඳහා ලබා දී තිබීම, පාඨක මිත්‍රශීලී පරිසරයක් නිර්මාණය කර තිබීම, විධිමත්ව එකතුව පවත්වා ගෙන යාම, විවෘත රාක්ක ක්‍රමයට යොමු වීම පාඨක පැමිණීම වර්ධනයට බලපා ඇති කරුණු කිහිපයක් ලෙස පෙන්වා දිය හැකිය. දුර්ලභ ග්‍රන්ථ අංශයේ පාඨක පරිභරණය සඳහා තව දුරටත් ඉඩකඩ පුළුල් කිරීම, විවිධ විෂයයන් යටතේ උපාධි නිබන්ධන එකතුවට එක් කිරීම, පාඨක පරිභරණයට පරිගණක තව දුරටත් ස්ථාපිත කිරීම තුළින් පාඨක භාවිතය වර්ධනය කර ගැනීමට හැකියාව ලැබී ඇත.

මූල පද: දුර්ලභ ග්‍රන්ථ භාවිතය, කැලණිය විශ්වවිද්‍යාලය, පාඨක කැපීම්ත්භාවය

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මහජන පුස්තකාල එකතුව පිළිබඳ පාඨකයන්ගේ තෘප්තිමත්භාවය පිළිබඳ  
අධ්‍යයනයක් (කොළඹ දිස්ත්‍රික්කයේ මහජන පුස්තකාල ඇසුරින්)

සකුන්තලා සෙනෙවිරත්න,

සහකාර පුස්තකාලාධිපති, රුහුණ විශ්වවිද්‍යාලය

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මහජන පුස්තකාලවල එකතුව පිළිබඳ පාඨකයාගේ තෘප්තිමත්භාවය සොයා බැලීම මෙම අධ්‍යයනයේ මූලික අරමුණයි. ඒ සඳහා පාඨකයන් වැඩි වශයෙන් භාවිත කරන තොරතුරු මාධ්‍ය මොනවාද, පුස්තකාල එකතුව තුළින් වඩාත් ප්‍රිය කරන එකතුව කුමක්ද, පාඨකයාගේ තොරතුරු අවශ්‍යතා සපුරා ගැනීම සඳහා පුස්තකාල එකතුව සංවර්ධනය වී ඇති ආකාරය පිළිබඳ පාඨකයන්ගේ ප්‍රතිචාර කෙසේද, එකතුව පිළිබඳ පාඨකයා සැහිමකට පත්වන්නේද යන්න පිළිබඳව සොයා බැලීම මෙහි සෙසු අරමුණු වේ.

මෙම පර්යේෂණය සඳහා කොළඹ දිස්ත්‍රික්කය පමණක් ආවරණය කරන මහජන පුස්තකාල ඇතුළත් මහ නගර සභා මගින් ක්‍රියාත්මක වන පුස්තකාල 2 ක් ද, නගර සභා මගින් ක්‍රියාත්මක වන පුස්තකාල 2 ක් ද, ප්‍රාදේශීය සභා මගින් ක්‍රියාත්මක වන පුස්තකාල 2 ක් ද යොදා ගනිමින් ඒ ඒ පුස්තකාලයන්හි පාඨකයන් 150 ක් සඳහා ප්‍රශ්නාවලී යොමු කරමින් දත්ත ලබා ගැනීම සිදු කළ අතර වගු හා ප්‍රස්ථාර ආශ්‍රේයන් එවා විශ්ලේෂණය කොට ඉදිරිපත් කරන ලදී.

මෙම අධ්‍යයනයේ දත්ත විශ්ලේෂණය තුළින් අනාවරණය වූ ප්‍රධාන කරුණ වූයේ ලංකාවේ මහජන පුස්තකාලවල සමස්ත එකතුව පිළිබඳ පාඨකයාගේ තෘප්තිමත් භාවයක් නොමැති බවයි. එය ප්‍රතිශතයක් ලෙස 46.70% කි. පාඨකයන් වැඩි වශයෙන් භාවිත කරනුයේ තොරතුරු මාධ්‍ය එකතුව බව හා වැඩි ප්‍රියතාවයක් දක්වන එකතුව පොත්පත් එකතුව බවත් 44.70% ක ප්‍රතිශතයකින් අනාවරණය විය. තවද පාඨකයාගේ තොරතුරු අවශ්‍යතා සපුරා ගැනීමට හැකි සුදුසු එකතුවක් නොමැති බවත්, දැනට පවතින එකතුව ද යල් පැන ගිය තොරතුරු එකතුවක් බවත්, කාලීන තොරතුරු ඇතුළත් එකතුවක අවශ්‍යතාවයක් පවතින බවත් පාඨක ප්‍රතිචාරවලින් අනාවරණය විය.

පුස්තකාල එකතුව පිළිබඳ පාඨකයාගේ තෘප්තිමත්භාවයක් නොමැති බවත්, පාඨකයන් වැඩි වශයෙන් භාවිත කරනුයේ පොත්පත් එකතුව බවත්, පුස්තකාල එකතුවෙහි ප්‍රමාණාත්මක බව පිළිබඳ සැහිමකට පත් නොවන බවත් මෙම අධ්‍යයනයෙන් නිගමනය විය. ඒ අනුව පුස්තකාලයේ සමස්ත එකතුව සඳහා නව තොරතුරු මාධ්‍ය ප්‍රතිග්‍රහණය කළ යුතු බවත්, පාඨකයාගේ තොරතුරු අවශ්‍යතාවන්ට ගැළපෙන ලෙස එකතුව සංවර්ධනය කළ යුතු බවත්, ඒ සඳහා භෞතික හා මානව සම්පත් වර්ධනය කිරීමත්, ප්‍රමාණවත් තරම් මූල්‍ය ප්‍රතිපාදන වෙන් කිරීමත් සුදුසු බව යෝජනා කළ හැකිය.

**මූල පද :** මහජන පුස්තකාලය, පුස්තකාල එකතුව, පාඨක තෘප්තිමත්භාවය



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ශ්‍රී ලංකාවෙහි විශේෂ පුස්තකාල තුළ තොරතුරු අලෙවිකරණය ආශ්‍රිත ගැටලු  
ඒ. එම්. එස්. කේ. ගිරාකඩුව

සහකාර පුස්තකාලාධිපති - සෞන්දර්ය කලා විශ්වවිද්‍යාලය.

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අලෙවිකරණය යන සංකල්පය මූල්‍යමය අරමුණු සපුරා ගැනීම උදෙසා මිලදීගැනීම හා විකිණීම පමණක් සිදු කෙරෙන ලාභ අරමුණුකරගත් ආයතනයන්ට පමණක් සීමා වූවක් නොවන අතර ලාභාපේක්ෂාවෙන් ක්‍රියා නොකරන පුස්තකාල වැනි සමාජ සේවා ආයතන උදෙසා ද ස්වකීය ආයතනයේ අරමුණු හා පරමාර්ථ වූයින් පමණුවා ගැනීම සඳහා පොදු වූවකි. පුස්තකාලයක සේවා අලෙවිකරණය තුළ තොරතුරු නිෂ්පාදන ක්‍රියාවලිය උපයෝජකයන් කේන්ද්‍ර කරගනිමින් විධිමත් බෙදා හැරීම හා පාලනය කිරීම සිදුකළ හැකිය. එමඟින් පුස්තකාලයේ ප්‍රගමනය හා සේවා ප්‍රවර්ධනය වීම ද සිදු වේ. ශ්‍රී ලංකාවේ තොරතුරු සේවා පද්ධතියේ ප්‍රධාන භූමිකාවක් ඉටුකරන පුස්තකාල පද්ධතිය තුළ අලෙවිකරණ ක්‍රියාවලිය ශක්තිමත් නොවීම සහ ස්වකීය පාඨක ප්‍රජාව තෘප්තිමත් වන අයුරින් ඔවුන්ගේ තොරතුරු අවශ්‍යතාවයන් සපුරාලීමට අපොහොසත්වී ඇති බවක් දක්නට ලැබේ. මෙකී තත්ත්වය පාදක කරගනිමින් විශේෂ පුස්තකාල තුළ තොරතුරු අලෙවිකරණය සම්බන්ධයෙන් දක්නට ඇති ප්‍රගමනය හා ඒ හමුවේ උපයුක්ත ගැටලු සොයා බැලීමත් මෙම අධ්‍යයනයෙහි ප්‍රධාන ගැටලුව විය. ඒ අනුව ශ්‍රී ලංකාවේ විවිධ ක්ෂේත්‍රයක විශේෂ පුස්තකාල දහයක් නියැදිය වශයෙන් යොදා ගනිමින් ඒ ආශ්‍රිත තොරතුරු සේවා අලෙවිකරණය සම්බන්ධයෙන් පවත්නා වූ අද්‍යයන තත්ත්වයන් පිළිබඳව නිසි අවබෝධයක් ලබා ගැනීමත්, තොරතුරු අලෙවිකරණ ක්‍රියාවලිය තුළ ඉලක්කගත සේවාවන් සැළසුම්කරණය සහ ක්‍රියාත්මක කිරීම මෙන් ම තොරතුරු අලෙවිකරණය විශේෂ පුස්තකාල සඳහා යොදාගනු ලබන ආකාරය හා අලෙවිකරණ ක්‍රියාවලියේදී පුස්තකාල හා තොරතුරු මධ්‍යස්ථාන මුහුණ දෙන්නා වූ බහුවිධ ගැටලු හඳුනාගැනීම මෙම අධ්‍යයනයෙහි මුඛ්‍ය අරමුණ විය. මෙහිදී සමීක්ෂණය මඟින් දත්ත රැස්කර ගන්නා ලද අතර ද්විතියික වශයෙන් දේශීය හා විදේශීය වශයෙන් ඇති මූලාශ්‍ර ගවේෂණය කිරීම සිදු කරන ලදී. මෙසේ රැස් කර ගත් දත්ත විස්තරාත්මක සංඛ්‍යාන ශිල්ප ක්‍රම භාවිතයෙන් විශ්ලේෂණය කරන ලදී. එකී තොරතුරුවලට අනුව තොරතුරු අලෙවිකරණය පුස්තකාල තුළ තෘප්තිමත් ආකාරයෙන් ක්‍රියාත්මක නොවන බව ගම්‍ය විය. ඒ අනුව තොරතුරු සැපයීම පිළිබඳ මනා අවබෝධයක් නොමැතිවීමත්, පුස්තකාල ක්ෂේත්‍රය තුළ පවත්නා විභවාචස්ථාවන් පුස්තකාලාධිපතින් නිවැරදිව හඳුනා නොගැනීම හා ඊට ඔවුන් සුදානම් නොවීමත්, වෙළඳපොළ තුළ තොරතුරු අලෙවිය සඳහා ඇති ඉල්ලුම හා ඒ සඳහා ඇති තරඟකාරිත්වයන් ජයග්‍රහණය කර ගැනීමට පුස්තකාලාධිපතින් සුදානම් නොවීමත් අලෙවිකරණ ක්‍රියාවලිය පුස්තකාලයන් තුළ ක්‍රියාත්මක කිරීමේදී මතුව ඇති දුර්වලතාවයන් ලෙස මෙම අධ්‍යයනයේ දී අනාවරණය කරගත හැකි විය. මීට හේතුව ලෙස පුස්තකාල සම්පත්වල ඇති සීමා සහිත බව, ප්‍රචාරණ දුර්වලතා, තාක්ෂණික හා භාෂාමය බාධක මෙන්ම නිසි ප්‍රතිපත්ති රාමුවක් රහිත වීමද ප්‍රධාන වශයෙන් දක්නට ලැබුණි. ඒ අනුව තොරතුරු අලෙවිකරණය සම්බන්ධයෙන් පුස්තකාලාධිපතිවරුන්ගේ දැනුම පෝෂණය කිරීම, විශේෂ පුස්තකාල අතර අන්තර් සහයෝගිතා වැඩි දියුණු කිරීම, ස්වකීය සේවාවන් පුළුල් කිරීම හා උපයෝජකයන් අතර මේ සම්බන්ධයෙන් යහපත් ප්‍රචාරණයක් ලබා දීම ආදිය තුළින් පුස්තකාලය තුළ සක්‍රීය තොරතුරු අලෙවිකරණයක් ක්‍රියාත්මක කළ හැකි බව පෙනේ.

මූලපද : අලෙවිකරණය, තොරතුරු අලෙවිකරණය, තොරතුරු සේවා, පුස්තකාල සේවා, විශේෂ පුස්තකාල

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### ත්‍රිපිටකය ග්‍රන්ථාරූඪ කිරීම හා අනුරාධපුර යුගයේ ග්‍රන්ථ ප්‍රකාශනය පිළිබඳ අධ්‍යයනයක්

අනුෂා සජීවනී රුබසිංහ<sup>1</sup> සහ ගීතාංජලී සමන් දොළගේ<sup>2</sup>

<sup>1</sup> ජ්‍යෙෂ්ඨ සහකාර පුස්තකාලාධිපති, කැලණිය විශ්වවිද්‍යාලය [sajeewanie@kln.ac.lk](mailto:sajeewanie@kln.ac.lk)

<sup>2</sup> ජ්‍යෙෂ්ඨ සහකාර පුස්තකාලාධිපති, කැලණිය විශ්වවිද්‍යාලය

ග්‍රන්ථ ප්‍රකාශනය යනුවෙන් අදහස් කරන්නේ අත් පිටපතක් ලිවීමේ කාර්යයේ සිට එය අවසන් උපයෝජකයාගේ භාවිතය සඳහා වන සියලුම ක්‍රියාවලීන්හි ප්‍රතිඵලය වේ. ශ්‍රී ලංකාවේ ග්‍රන්ථ ප්‍රකාශනය වර්තමානය වන විට හුදු වානිජමය කටයුත්තක් වශයෙන් ක්‍රියාත්මක වුවද අතීතය පිළිබඳව විමසිලිමත්වීමේදී පැහැදිලි වන්නේ එය හුදෙක්ම සමාජයේ යහපත උදෙසා වානිජමය පරමාර්ථයෙන් තොරව ක්‍රියාත්මක වූවක් බවයි.

මෙම අධ්‍යයනයෙහි මූලික අරමුණ වන්නේ ත්‍රිපිටකය මුළු භාෂිතයෙන් ආරක්ෂා කර ගෙන ආ සංවිධාන ව්‍යුහය පිළිබඳව අධ්‍යයනය කිරීම, ත්‍රිපිටකය ග්‍රන්ථාරූඪ කිරීම පිළිබඳව හා අනුරාධපුර යුගයේ ග්‍රන්ථ ප්‍රකාශනය පිළිබඳව අධ්‍යයනය කිරීමයි.

ඓතිහාසික මූලාශ්‍ර හා වෙනත් ද්විතියික මූලාශ්‍ර භාවිතයෙන් පර්යේෂණයට අදාළ දත්ත රැස් කරන ලද අතර ඓතිහාසික විශ්ලේෂණ විධික්‍රමයෙන් දත්ත විශ්ලේෂණය සිදු කරන ලදී.

පර්යේෂණයෙන් බැස ගන්නා ලද නිගමනයන් මෙසේය. අනුරාධපුර යුගයේ ප්‍රකාශන කර්මාන්තයේ මුල් බිජු දක්නට ලැබෙන්නේ මුළු පරම්පරා ගත ඥාන සමුච්ඡය තුළය. එතෙක් පැවති මුළුභාෂිත ක්‍රමය වෙනුවට ස්ථිරසාර පදනමක් ත්‍රිපිටකය ග්‍රන්ථාරූඪ කිරීමත් සමඟින් ඇති විය. එමෙන්ම මෙරට අත්පිටපත් ග්‍රන්ථ ප්‍රකාශනය සිදු වූයේ පුස්තකාල ලේඛන කලාවක් මගිනි. සිංහල අවධානයට පාලියට පෙරලීම අනුරාධපුර යුගයේ ග්‍රන්ථ ප්‍රකාශන කර්මාන්තයේ වැදගත් අවස්ථාවක් ලෙස සැලකිය හැකිය. ග්‍රන්ථ රචකයා බොහෝවිට ධර්මධරයෝ වූහ. ඔවුන්ගේ අත්පිටපත් සෙසු පිටපත්කරුවන් විසින් පිටපත් කොට දිවයින පුරා බෙදා හරින ලදී. මේ කාර්යය සඳහා රාජ රාජ මහාමාත්‍යාදීන් මෙන්ම අවශේෂ පොදු ජනතාව විසින් අනුග්‍රහය සපයන ලදී. පිටපත්කරුවන් විසින් සිදු කරන ලද්දේ වර්තමාන මුද්‍රණකරුවන්ට සමාන කාර්යයකි. අනුග්‍රාහකයන්ගේ කාර්යය වන්නේ ප්‍රකාශකයන්ගේ කාර්යයට සමාන විය. ලේඛන පිටපත්කරණය බෙදාහැරීම යන ප්‍රකාශනයට අදාළ මූලික ලක්ෂණ මෙරට අතීත ග්‍රන්ථ සම්ප්‍රදාය තුළද දක්නට ඇති බව මේ පර්යේෂණයේදී තහවුරු විය.

**මූලාසර්ග :** ත්‍රිපිටකය ග්‍රන්ථාරූඪ කිරීම, ග්‍රන්ථ ප්‍රකාශනය, අනුරාධපුර යුගයේ ඉතිහාසය



## ULA AS 2014 - 10

**Study on orientation as a strategy for making a great first impression of the academic library: Library orientation ideas of Wayamba University of Sri Lanka.****W. M. Thusithakumari<sup>1</sup> and K. G. I. Jayawardana<sup>2</sup>,**<sup>1</sup> Senior Assistant Librarian, Wayamba University of Sri Lanka<sup>2</sup>. Assistant Librarian, Wayamba University of Sri Lanka

In a dynamic academic environment, careful attention on user needs is required to provide directions for achieving goals of the library service. The university library faces many challenges in the familiarizing of the library to newly enrolled undergraduates due to variations of the prior university environments experienced by them. Orientation Programmes are conducted to familiarize the academic environment of the university to new comers, specially aiming at students who come from rural schools with less exposure to advanced learning environments and information resources associated with new information technology.

The objective of this study was to explore how the orientation programmes can be used as strategies to make a higher impression of the academic library among new intake in case of Wayamba University. 186 newly registered students of faculty of Business studies & Finance were selected as the sample for this study. An orientation programme was conducted in two parts: first the library and its services were introduced to freshmen through the brochures, handouts, PowerPoint presentations, library handbook, placing notices on the board, video shows, web resources and the Library Tour. Secondly the students were provided with hands on session on Library Catalogue search, database searching and use of the Internet. Finally a structured questionnaire was distributed among them to collect data regarding their impression on the orientation programme of the library.

According to the results, 79.55% of new students appreciated the warm, friendly, and positive welcome of the staff of the library. The majority (91.3%) of students believed that the orientation programme was a good strategy to familiarize the library with new comers. 81% of participants indicated that the orientation programme can initiate a significant relationship between the library and new comers. 64.5% of respondents indicated that the help of Reference Librarians was useful to enhance the locating of relevant resources.

The study concludes that the orientation programme is an essential strategy to make a good impression on the library services among new comers that leads the students to lifelong learning. The study recommends that the orientation programmes should be conducted with comprehensive searching strategies and practical sessions. Library tour is very important to newcomers to adopt to the library environment.

**Key Words:- Academic libraries, Library Orientation, Impression of Academic Libraries, Learning Skills, Library Orientation, Library marketing, Learning Skills, Learning support services**

## ULA AS 2014-11

### Initiation of digitization process in university and special libraries in Sri Lanka

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Digitization has been a dominant concept during the last decade in the library and information service sector in Sri Lanka. Several workshops and training programs have been conducted on this theme to encourage and initiate the digitization process.

#### Technical Sessions – C

Time - 13.30 - 15.30

**Chair:** Prof. Mangala Chathura De Silva

**Evaluators:** Dr. A. J. M. Chandradasa

Mr. R. Maheshwaran

Mr. W. Jeyaraj

A study was conducted to assess the digitization process in university and special libraries in Sri Lanka. A sample of 30 libraries from 11 university libraries and 19 special libraries were selected as the sample and a structured questionnaire was used to gather data from the sample. Libraries in North and East provinces were not selected for the study as the region was affected with the war for a few decades and was difficult to gather reliable data. 74.3% of university libraries and 73.7% of special libraries responded to the questionnaire. The overall response rate to the survey was 74%. The study revealed that 91.6% of university libraries and 82.9% of special libraries have initiated or were about to initiate digitization activities. In relation to the type of materials being digitized, journal articles were the most common material to be digitized in university libraries (70%) and special libraries (28.5%). As a side to digitization process is perceived a little in Sri Lanka. In comparison, university libraries in other countries have involved that special libraries (42.9%) in the digitization process. Most of university libraries and 50% special libraries have their main plan to digitize their materials and build up digital collections.

It is found that 71.3% of university libraries and 71.1% of special libraries have no future plans for digitization due to various reasons. It is also revealed that the lack of funds and lack of knowledge are main issues for building digital collections. The study recommends that librarians should be encouraged in developing their



## ULA AS 2014-11

### Initiation of digitization process in university and special libraries in Sri Lanka

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Digitization has been a demotic concept during the last decade in the library and information service sector in Sri Lanka. Several workshops and training programs have been conducted on this theme to encourage and initiate the digitations process. However, the building of digital collections is still a challenging task in university and the special libraries as the main issue in this regard is the lack of funds. This study describes the digitization process initiated during 2006 -2007 and the main emphasis was given on the exploration of the existing and planned digitization practices in university and special libraries in Sri Lanka. The study also explores the digitization policies, materials being digitizing, nature of the content digitized, funding sources obtained, collaborative activities in university libraries and special libraries for digitizing process and obstacles they found in digitization process.

Involving the sample survey method, a total number of 70 libraries from 35 university libraries plus 76 special libraries were selected as the sample and a structured questionnaire was used to gather data from the sample. Libraries in North and East provinces were not selected for the study as the area was affected with the war for a few decades and was difficult to gather reliable data. 74.3% of university libraries and 73.7% of special libraries responded to the questionnaire. The overall response rate to the survey was 74%. The study revealed that 53.8% of university libraries and 42.9% of special libraries of Sri Lanka have involved in some kind of digitization activities. In relation to the types of materials being digitized, Journal articles were the most common material to be digitized in university libraries (50%) and special libraries (28.6%). As a whole digitization process is pervasive a little in Sri Lanka. In comparison, university libraries (53.8%) have involved than special libraries (42.9%) in the digitization process. 34.6% of university libraries and 50% special libraries have their future plans to digitize their materials and build up digital collections.

It is found that 11.5% of university libraries and 7.1% of special libraries have no future plans for digitization due to various reasons. It is also revealed that the lack of funds and lack of knowhow are main issues for building digital collections. The study recommends that librarians should be encouraged to developing own

digitization policies. Conducting of training programmes for the library staff, consulting of legal expertise to tackle legal issues in digitization process, introducing collaborative or twining activities for digitization are also suggested. "Digitization" should be included as a course module in the curriculum of undergraduate and postgraduate courses on Library and Information Science in Sri Lanka. In addition, creating of new cadre positions for digitization activities in libraries is highlighted.

**Keywords:** digitization, special libraries, university libraries,



## ULA AS 2014-12

### Protection of the library materials: suggestions from the library staff of University of Peradeniya

**B. N. G. S. Premarathne**

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University of Peradeniya Library is the largest University Library Network in Sri Lanka. At present the cumulative book stock well exceeds one million. The library provides open access to most of the resources except for a few special collections such as 'Legal Deposit' collection. Services are provided to a wide range of users in-university and as well outside with varying levels of facilities. University libraries face a number of challenges in protecting of resource collections both print and non-print. Stealing of books, mutilation, marking on pages, underlining, removing of pages or parts of pages, removing of spines, barcodes and call No. labels, loosening the binding and damaging or defacing library materials are the threats and malpractices of users seriously affect to the protection of the library. By these abusing practices the library loses not only the money spent on resources but also the staff time and effort devoted for searching, re-ordering and processing. This also causes the frustration of users when they seek the material in the library. Therefore it is essential to take strategic measures protect the resource collections of the library. The objectives of this study were (1) to identify various forms of abusing the library materials, (2) to identify the reasons for the abuse and (3) to identify the possible solutions to protect the resource collections of the library. All the senior staff members and other staff of the Reader Service Division of the Main Library were selected as samples in this survey. Questionnaires with close and open ended questions were the data gathering tool. 32 questionnaires were distributed among the staff members and 25 of them had responded to the questionnaire. The response rate was 78%. As the result 80% of respondents indicated that mainly the tearing of pages, writing notes inside the text books, highlighting/underlining the pages, mutilation, hiding of books, scribbling, creasing, of pages are the forms of abusing the library materials. Additionally 60% of participants indicated the use of correction fluid as a misuse. The study suggests that constant educating of users on the protection library materials, increase the number of copies of high demand books and digitizing of rare materials can be implemented to protect the information sources of the library. The study also suggests not to issue partly damaged books to users. Introducing punishment mechanisms to careless employees of the library, providing of adequate staff to each division and introducing motivational guidelines for library staff will be effective. Proper orientation to users, improving the photocopying service, introducing an electronic checking system at the main entrance, establishing a Closed Circuit Television (CCTV) in the rare collections and regular reviewing of library instructions should be considered seriously.

**Key words:** *Protection of the collections, Mutilation, Malpractices of readers, vandalism*

**LA AS 2014-13****Evaluation of Issues faced by Undergraduate Students on using the Lending Library, University of Moratuwa****D. N. T. Gunawardhana**Assistant Librarian, University of Moratuwa  
[nayanig@uom.ac.lk](mailto:nayanig@uom.ac.lk)

The library is regarded as the most expedient source, which provides information and knowledge for undergraduate students in the university. Lending Libraries play a significant role in enhancing performance and skills of undergraduates by providing access to information resources. In the recent past, any research has not been carried out to assess the issues of Lending Library. The objectives of this research were to find out the issues faced by undergraduate students when using the Lending Library and to propose necessary strategies to increase effectiveness of the Lending Library. Survey method was used for the data collection. The entire population in the study was all the students visited the Lending Library on 05<sup>th</sup> June 2014. Incidental sample of hundred undergraduate students were selected. Eighty percent of students indicated that the staff provided quality service by responding in a timely manner, treating them fairly without discrimination and in a professional approach, that attracts students. Eighty eight percent of them revealed that resources were up to date and relevant. Ninety three percent of them were satisfied with counter service. Eighty percent had used online catalogue, the OPAC when searching for resources. Seventy-two percent wish to get current information declared by the Library via SMS messaging, sixty percent through information available on Twitter or Facebook and forty percent by email. According to results, using the lending library depends on two possibilities; during the examination days and normal student days. Using the Lending Library during the examination days would be on a higher degree than normal student days. All most (99%) were satisfied with library facilities and services. Students suggested that the library should increase the number of Sinhala and literature books, change the reservation system, extend opening hours and use SMS message and email to inform registration and to remind them about their date of expire of the registration and date of return of checked-out items.

***Key words: Lending Library, University of Moratuwa, Undergraduate students***



## ULA AS 2014-14

## Reaching the students with e- resource facilities

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The Library, University of Sri Jayewardenepura as a well established academic library caters for undergraduates, postgraduates, academic and non academic staff members of the five faculties of the university. The library spends a large sum of money to purchase books, periodicals and e-databases annually. In 2014 access was given to our users for five major databases through the consortium of University Grants Commission namely Emerald, SAGE Research Methods, Oxford Journals, Taylor and Francis and Wiley online and in addition for the subscribed database JSTOR. The objective of the study was to examine the importance of IL (Information Literacy) sessions conducted by the library staff to the students with regard to the knowledge imparted on information seeking aspects. With this objective library conducted sessions on e-resources. Though the library is conducting such programs for all categories of patrons, the sessions conducted for undergraduates were selected for this study. Participants included third year and fourth year undergraduates of faculties of Management Studies and Commerce, Applied Sciences and Medical Sciences. The total population was 308 undergraduates. Content of the program covered Introduction to the library, Information Resources on different media and types, steps in searching information, searching techniques and formulation of search strategies, services offered by the library and library website. Pre-assessment and a post-assessment were performed using questionnaires designed to evaluate the awareness of the library and its resources, effectiveness of the session and to get their suggestions and recommendations for improvement. According to the pre-assessment it was found that 90 % of undergraduates have not visited the library website before the session. 98% of them have not used the electronic databases available. 75% of the participants have stated that they have used only "Google" for searching information for their studies. Only 9% of the participants have used "Google Scholar". 5% of respondents have stated that they are using databases but the databases were not specified. Others have not indicated anything. 97% of participants were not familiar with any type of Advanced Searching options such as Boolean, Phrase searching, Wild card characters and Truncations. No significant difference was found among the 3<sup>rd</sup> and 4<sup>th</sup> year undergraduates, neither in gender-wise or faculty or department-wise. Almost all have indicated that they used Google search engine but not the Google Scholar to find out required information.

According to the post assessment, all participants had responded that the sessions were highly useful or useful. 99% of them felt that it would be much beneficial if they were given this type of sessions in their first or second year of the course of study. All (100%) participants have confirmed that after the session they would be able to retrieve information more efficiently and effectively using advanced search techniques and with the use scholarly databases for their studies rather than using search engines. Since the results of this study show that the awareness about the electronic databases among students is poor. The study emphasizes one successful way to develop the awareness is to collaborate librarians with teaching faculty. It can be a continuum from one-shot programme to a credit-based module on information literacy.

**Key Word :** *Academic Libraries, Information Literacy, User Education, E-resource facilities*





**ULA AS 2014-15****A bibliometric study on the literature of Sinhala fiction during the time period of 2001- 2010****C. K. Gamage,**

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Bibliometric is a type of research method used by the researchers in different disciplines to quantitatively analyze scientific and technological literature. Today Scientrometrics, Librometrics and Informetrics are also used as synonymous to bibliometrics. Bibliometric studies can be used not only in library and information science but also in fields of literature of fiction, medical science, and social sciences studies to achieve various kinds of objectives. Out of a number of bibliometric laws there are three prominent laws. Zipf's law about the frequency of occurrence of words in a text, Bradford law of scattering of articles and Lotka's inverse square law of scientific productivity. The progress of human civilization so far achieved is depend on several factors, which are the basis for the building of a sustainable society. Literature occupies a significant place among these several factors. In an ancient times, literature has been categorized into three parts like prose, poems and champu (mixed method). At present, it divides into several categories based on various points of views. This study is based on the literature of fiction, published from 2001 to 2010, the first decade of the 21<sup>st</sup> century in Sri Lanka. Literature of Sinhala fiction consisted of three categories, novels, short stories and fictions. Adventure novels, historical novels and scientific fictions are included in the category of novels. The main objective of this study is to explore the category wise distribution of fictions within the time period of 2001 to 2010 in order to understand the direction of literature of fiction in Sri Lanka. The other objectives are (1) to investigate most favourable category of fiction, author/authors and the book/books acquired the highest user popularity with the help of fictions published from 2001 to 2010 (2) to investigate vividness of popularity of users according to the vividness of fictions, (3) to investigate the contribution of authors according to the time frames and (4) to analyze the literaturve of fiction according to the bibliometric features such as author, publisher, price and pages etc. This research occupied the bibliometric method, and relevant data were collect from the National Bibliography of Sri Lanka which is published monthly. Lotka's law is used to analyze the data as it was the most relevant technique for this research. The total number of 2627 fictions had been published from the 2001 to 2010. Among them 1950 novels and 78 fictions and 599 short stories. The majority of fictions were published in the year 2006 and least number of fictions were published in the year of 2004. The normal range of published fictions varies from 219 to 334 of the selected time period. There were two limitations related of this study, one was the

time frame and the other was form of fiction. Martin Wickramasinghe was the key author of first group (From 1910 to 1960) and most heavily reprinted novel was Rohini. Gunadasa Amarasekara was kept the record of second place. Edward Mallawaarachchi and Chandi Kodikara were the first two authors who published majority of novels of second group, which was started from 1960 decade. The last group, (before nearly 21<sup>st</sup> century and up to date) involved in literary of fiction similarly consisted with male and female authors. Sujeewa Prasannaarachchi scored the majority of novels of this third group and second place goes to Ramani Bulathsinghela. Both of Yavvana Sameendra Rathnayake and Tharanga Dissanayaka were kept the record of third place. The significant factor that is evident from this research is the fact that only few fictions of a high order is published every year during this time period. And also the facts reveled by this study highlights the various priorities and will shed light on the future research targets of the field of literary on fiction.

**Keywords –Bibliometric Research, Sinhala Literature, Fiction, Information Dissemination, User Popularity**



# ULA AS 2014-16

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ඒ. එම්. පී. ගල්ලඬ

ජ්‍යෙෂ්ඨ සහකාර පුස්තකාලාධිපති, ශ්‍රී ජයවර්ධනපුර විශ්වවිද්‍යාලය

විශ්ව විද්‍යාලයේ දැනුම කේන්ද්‍රය පුස්තකාලයයි. දැනුම ගවේෂනය, නිෂ්පාදනය හා බෙදාහැරීම සම්බන්ධ සුවිශේෂී කාර්ය භාරයක් පුස්තකාලය විසින් ඉටුකරනු ලබයි. මෙහිදී අඛණ්ඩව සිදුකරනු ලබන දැනුම හඳුනාගැනීම, අත්පත්කරගැනීම, සංවිධානය, සංරක්ෂණය හා නිරාවරණය යන සමස්ත කාර්යාවලිය පුස්තකාල සේවා ලෙස සලකනු ලැබේ. විශ්ව විද්‍යාලයේ ආචාර්ය මණ්ඩලය, පර්යේෂකයින් හා ශිෂ්‍යයින් සඳහාත්, ඉන් බැහැරවූ ජාතික අවශ්‍යතාවන් සඳහාත් පුස්තකාලයේ අධ්‍යයන හා අනාධ්‍යයන කාර්ය මණ්ඩලය විසින් සිදුකරනු ලබන මෙම කටයුතුවලදී වැදගත්වන නීති ප්‍රතිපාදන බොහොමයක් දැකගත හැකිවෙයි. පුස්තකාල හා එහි කාර්යන්ට අදාළ සේවා ඇතුළු විවිධ අංග සම්බන්ධයෙන් සිදුකර ඇති බොහෝ වූ සමීක්ෂණ, අධ්‍යයන හා පර්යේෂණ දැකගත හැකිය. එහෙත් පුස්තකාල සේවා සම්බන්ධයෙන් වැදගත්වන නීති ප්‍රතිපාදන කෙරෙහි අවධානය යොමු වූ අධ්‍යයනයන් හෝ සමීක්ෂණයන් හෝ පර්යේෂණයන් අප කළ සමීක්ෂණයේදී දැකගත නොහැකිවිය. එසේම දශක තුනකට වැඩි කාල පරාසයක් තුළ මෙරට විශ්ව විද්‍යාල පුස්තකාල සේවයේ දී ලද අත්දැකීම් සමූදායකි. විද්වත් වෘත්තික සංවිධාන, ශාස්ත්‍රීය කමිටු හා නීති අධිකරණ කටයුතුවලට සහභාගි වෙමින් ලද අත්දැකීම් රැසකි. මේ සියල්ල හා පොතපත පරිහරනයෙන් ලද පෙළඹවීම නිසා පුස්තකාල සේවාවන්ට වැදගත්වන ශ්‍රී ලංකාවේ බලපැවැත්වෙන නීති ප්‍රතිපාදන සම්බන්ධයෙන් මෙම අධ්‍යයනය සිදු කිරීම කෙරෙහි අවධානය යොමු විය. නීතිය විසින් ඉටුකරවා ගැනීමට වගබලා ගන්නා වගකීම (Legal Obligation ) සමූහයක් වෙයි. එබදු තෛතික වගකීම ඉටුකරවා ගැනීම මගින් පුද්ගලයන්ට හා සංවිධානවලට හිමිවන තෛතික අයිතිවාසිකම් (Legal Rights ) ආරක්ෂා කිරීමට මෙරට නීති පද්ධතිය (Legal System) වගබලාගනී. තෛතික වගකීම ඉටුකරවා ගැනීම සහ තෛතික අයිතිවාසිකම් ආරක්ෂා කිරීම සඳහා නීති පද්ධතිය විසින් විවිධ නීති වර්ග හඳුන්වාදී ඇත. එම නීති ක්‍රියාවට නැගීමට විධි විධාන හා සංවිධාන ගොඩනැගීමට ඇත. මෙම නීති වර්ගවලින් ඇතැම් ඒවා ව්‍යවස්ථා සහ අතුරු ව්‍යවස්ථා මගින් නීති පද්ධතියට එක් වූ නීති වර්ග වේ. ඇතැම් ඒවා සිරිත් හා ආගමික ඉගැන්වීම්වලින්ද, ඇතැම් ඒවා චිත්තිමය නඩුකීන්ද ආශ්‍රයෙන්ද, ඇතැම් ඒවා නීති විශාරදයින්ගේ මත හා විද්වතුන්ගේ පොත පතින්ද නීති පද්ධතියට එක්වූ ඒවා වෙයි. මේ විවිධ නීති මූලාශ්‍රවලින් නීති පද්ධතියට එක්වූ නීති වර්ග ක්‍රියාවට නැංවීමට නීති පද්ධතිය විසින් විධි විධාන සලසා තිබේ. අධිකරණ ආයතන පද්ධතියක්ද, එම විධි විධාන මගින් නීතිය ක්‍රියාවට නැංවීම සඳහා පොලීසිය වැනි සාම නිලධාරීන්ද, විනිසුරු හා නීතිඥයින් වැනි යුක්තිය පසිදලන්නන් ගෙන් සමන්විත සංවිධානද පිහිටුවා ඇත. පුස්තකාලයේ මානව සම්පත, ග්‍රන්ථ එකතුව, ගොඩනැගිලි, උපකරණ, මෙවලම්, පරිසරය හා සේවා සම්බන්ධව අධිකාරි ආයතන හා උපයෝජකයින් සමග කටයුතු කිරීමේදී පුස්තකාල කාර්ය මණ්ඩලයට තනි තනිව හා සාමූහිකව වගකීමට හා වගවීමට සිදුවෙයි. එහිදී මානව හිමිකම් (Human Rights), මූලික අයිතිවාසිකම් (Fundamental Rights ), ප්‍රතිපූරු වගකීම (Vicarious Liability), බලාහික්‍රමණය (Ultra Vires), නොසැලකිල්ල ( Negligence), බලතල අනිසි ලෙස පාවිච්චි කිරීම (Abuse of Authority), පාර්ලිමේන්තු කොමසාරිස්වරයා (Ombudsman) වැනි සංකල්ප පිළිබඳ අවධානය පුස්තකාල කළමනාකරණයේදී වැදගත්වනු ඇත. මෙහිදී ප්‍රකාශන හිමිකම් නීතිය (Copyright Law ), නිත්‍යානුකූල තැන්පතු නීතිය (Legal deposit Law), පරිපාලන නීතිය (Administrative Law ) හා සම්බන්ධ පැනවූ නීතිය, චිත්තිමය නඩු කීන්ද, අධිකාරි බලය,

ශාස්ත්‍රීය ග්‍රන්ථ හා විද්වත් මත ඇසුරු කරමින් ශ්‍රී ලංකාවේ විශ්වවිද්‍යාල පුස්තකාල සේවා සඳහා ආදර්ශ හා නිර්දේශ ඉදිරිපත් කෙරේ.

Key words: Library Legislation; University Libraries; Library Policy; Library Advocacy; Legal Obligation.





## ULA AS 2014-17

### Research Support Service (RSS): an initiation of a new service at the library, Eastern University of Sri Lanka

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The university ranking system is mainly based on the quality of research output of the particular university. Hence all universities in Sri Lanka try to uplift their research output. Library service is highly influential on the quality of research output of the university. Eastern University Sri Lanka (EUSL) is also working towards to increase its rank. It is observed that the research outcome of EUSL is lower than expected, especially publishing in renowned and peer-reviewed journals seems to be less than other leading local universities. On the other hand most of undergraduates' dissertations are below in academic standards and it is found that students have difficulties in selecting research problems, employing appropriate research design and analyses, and in academic writings. Collectively, academics and undergraduates are in great need to move up the research standards and publications. Moreover, the UGC e-Journals Consortium and INASP have offered considerable number of valuable databases, with the expenses of huge amount of fund to proliferate the research output in all universities in Sri Lanka. These electronic resources seem to be underutilized in EUSL due to unawareness of available resources and inability to access. Therefore, to address all these issues the library of EUSL has introduced a new service called "Research Support Service" (RSS) with the motto of "*Library's & Librarians' role in the success of research and academic publications*". The key objective of this service is to enhance the quality of research out of the institution via support the students and academics in their research activities and guide them to use the available e-resources effectively. The service includes a series of workshops to group users, specially targeted at final year students who are involved in research work and junior academic staff of the institution. The workshop series covered the areas such as effective use of e-resources & internet for literature search, searching techniques, academic writing, copyright and plagiarism issues, referencing styles, use of *EndNote* reference management system, use of Ms-Office applications to assist thesis writings and introduction to statistical packages such as *SPSS* and *Minitab*. At the end of the workshop, the participants were requested to fill a feedback form, which consisted of 18 statements with five point Likert scale. The results showed that 98 % of participants were highly agreed that the '*workshop was worth attending*'. 92% of

them expressed that *'they were aware of more e-resources than they were before'*. 78 % of participants were highly agreed that *'Research ethics are vital to their research field'* while 88% of them were satisfied of the *'citations in research'*. 92% of them were highly agreed that *'Endnote is going to enhance the quality of their publications'*. It was observed that after having the workshop, the students are frequently consulting librarians than ever before to get assistance for their research activities. Moreover, faculty staff have approached the librarians to organize this workshop for their faculty students separately. The study recommends to continue and further develop this service apply to subject disciplines and measure the effectiveness of the programme.

**Keywords:** *Research Support Services, e-resources, user education*



**ULA AS 2014-18****Use of open source and commercial software in libraries: a survey with reference to university libraries in Sri Lanka****Kokila Ramanayake<sup>1</sup> and Nimal Hettiarachchi<sup>2</sup>**<sup>1</sup>Assistant Librarian, Main Library, University of Ruhuna. [kokila@cc.ruh.ac.lk](mailto:kokila@cc.ruh.ac.lk)<sup>2</sup>Senior Assistant Librarian, Main Library, University of Ruhuna.  
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Open Source solutions have made a great impact on areas of knowledge management, content management systems and information handling. Open Source software models (OSS) are much popular among programmers as the source code associated with the software is available for the users enabling them to change the software to their own requirements. Now libraries have many opportunities in the software environment to adopt and implement the systems with OSS applications. Libraries can adopt software such as Koha, Dspace, Greenstone and Open Office easily to develop library management systems, databases and digital libraries. Automation of libraries has become a basic requirement of today's library service systems. However it is also a big challenge for librarians to select an efficient and economical system from a variety of Open Source and Commercial software solutions available. The purpose of this study was to identify the open source and commercial software solutions used in the university libraries to accomplish the library activities and explore the problems they encounter in selecting suitable software. 16 government university libraries were selected for this study and data related to the use of open sources and commercial software were gathered in two dimensions: using as operating systems and using as application software. Structured questionnaires and interviews were used as data collecting tools. The study reveals that the majority of university libraries (93.33%) are using Open Source software in library activities both as open source and Application software. However 90% of personal computers used in the library have been installed with commercial/proprietary operating systems. In regard to server computers, 61% of servers are functioning with OSS operating systems. All university libraries are using commercial/proprietary office applications in documentation. 60% of libraries are using commercial/proprietary Integrated Library systems (ILS) while other university libraries are using "Koha" open source software for the same purpose development. In Digital Library 90.91% used Dspace software while other libraries are using Greenstone Digital Library software. In conclusion, university librarians tend to use commercial software (although they are very costly) for library operations because of the poor knowledge in software handling, lack of awareness and lack of confidence in using OSS. The study recommends that librarians should be trained to adopt OSS in library applications.

**Key words:** *Open Source software, Library Automation, Library Software, Koha, Dspace*

ULA AS 2014-19

## Usage Pattern of the Past Examination Papers Collection by Undergraduates: A Case from University of Ruhuna

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The Main Library of University of Ruhuna provides services to four faculties at the main university complex, which consist of 4441 undergraduates. Among several unique collections available at the main library, past examination paper collection has higher demand during the examination period. This collection consists with hard copies of past examination papers. A single book meant for a semester consists with published past examination papers of all academic years in the desired year and semester. Frequent complaints from students who refer the past paper collection for unsatisfactory service lead to conduct this survey to identify the problems faced by the students when using the past paper collection. The objectives of this study are, to identify the students' usage pattern of past examination paper collection and to identify the preference of copying method and online availability of past examination papers. The data collection was conducted non randomly by using pencil and paper based questionnaire consists of open and close ended questions until achieving the minimum sample size from each faculty. The sample consists with 226 undergraduates in the main university complex. The main criteria measured in this study were availability of past papers, copying method and download preference. 37% respondents have found the past papers they are searching for and 54% found some of them and 9% did not find what they need. 83% students prefer to photocopy and 12% prefer to hand write past papers while 5% use their smart phones to take photographs of past papers. Most students (92%) were preferred to download past papers from an online source. Four percent mentions it as a bad practice and four percent have no idea about the online availability. This research can be concluded as keeping past paper in an online source could mitigate all the issues arise in the past paper collection at present.

**Key Words:** *Past papers, University of Ruhuna, library usage pattern*



## **Panel of the Evaluators**

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**Proceedings**  
**ULA Academic Sessions- 2014**  
**6<sup>th</sup> February 2015**  
**ISSN 2424 - 6824**