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**QUALITY OF LIBRARY AND INFORMATION SERVICES FOR
TEACHING, LEARNING AND RESEARCH IN THE PRESENT ERA:
CHALLENGES AND OPPORTUNITIES**



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A - 11 ATTITUDE OF LIBRARY USAGE AMONG UNDER-GRADUATE FRESHER'S WITH SPECIAL REFERENCE TO ST. JOHN'S COLLEGE, PALAYAMKOTTAI – A STUDY

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ABSTRACT:

The library usage behaviour starts from the college level, because most of the schools are not having libraries. However students are aware of the use of public libraries at the school level. So this study analyzes the level of usage behaviour among under graduate fresher's, the difference between the male and female students and the difference between the level of usage behavior among rural and urban area students. Findings of the study reveal that library usage behaviour among male and female respondents is rather moderate. The study also shows that library usage behaviour of rural area students were at a high level.

Keywords: Library Usage, Under Graduate Students, and Fresher's

1. INTRODUCTION:

The academic library differs in purpose scope and service from a public library and special library. According to Professor S. Gupta "The quality of the academic library, that is, the school library, the college library and the university library is conditioned not wholly, but largely, by the quality of education the academic institution imparts, which in turn depends directly on the quality of its teacher, their teaching methods, the policy of educational administration, and indirectly, on the government which has to find money for the general improvement of such academic institutions". This study discusses only the library usage behaviour of the under graduate first year students.

2. REVIEW OF LITERATURE:

Ademodi, D T (2015), discussed awareness and use of reference sources by undergraduate students in Adekunle Ajasin University library, Akungba-Akoko, Nigeria. Random sampling technique was used to select 400 hundred undergraduate students from the total population of undergraduate students in the University. Questionnaire was the only research instrument used in this study and four hundred (400) sets of questionnaire were administered, out of which, three hundred and ninety four (394) were returned and used for the study representing 98.5% return rate. The study used descriptive statistics to analyze demographic variables and chi square to test research areas. Findings were presented in tables and bar charts. The findings revealed that majority of undergraduate students patronized library but the highest patronage was from 100 levels to 300 levels. Few students were aware of the services library offers while there was a significantly high response in awareness of reference sources. However, the response rate of use of reference sources was significantly low. Further conclusions were made based on the findings and recommendations which included qualitative and practical-oriented user education.

3. INSTITUTE PROFILE:

The St. John's College was established in 1878. It now offers 9 aided UG Courses, 5 aided PG Courses and also research programmes in various departments. The Library was established in 1962. The present Accession Register started in the same year. The distinctive feature of the library is that it is considered a department of academic support services. The emphasis of the library is on the increase of its holdings. The central library is housed in a ground floor at the entrance of the college and accommodates more than sixty thousand books and subscribes to 38 journals. With the grants from the UGC and annual budgetary provisions of the college the library has built up a huge collection representing various disciplines for all levels of its users. The library also receives reading materials as gifts from individuals

and institutions including international missions. It offers special services like reprographic and bibliographic services and Internet browsing services. It is equipped with Internet facilities and is also preparing for library automation. The Library can accommodate more than 180 students at a time.

4. OBJECTIVES OF THE STUDY:

1. To find out the attitude towards library usage behaviour among under-graduate first year students.
2. To find out the level of library usage behaviour among male and female students.
3. To find out the level of library usage behaviour among rural and urban area students.

5. HYPOTHESIS OF THE STUDY:

1. To find out the significant difference between the male and female respondents among library usage behaviour.
2. To find out the significant difference between the rural and urban respondents among library usage behaviour.

6. SCOPE OF THE STUDY:

Attitude of library usage among under graduate fresher's from St. John's College, Palayamkottai, Tirunelveli, Tamil Nadu.

7. LIMITATIONS:

Collection of the data from only first year under graduate students.

8. DATA COLLECTION:

This research is done by the survey method and for survey the questionnaire is used as a tool. The respondents are from St. John's College first year under graduate students including male and female respondents. This research questionnaire consists of thirteen questions regarding the library usage behaviour during the study. Only 172 filled questionnaires have been received from students of St. John's College, Palayamkottai.

9. DATA ANALYSIS:

The researcher had distributed 175 sets of questionnaire to students of St. John's College, Palayamkottai. Among the filled sets of questionnaire, the researcher had selected 172 questionnaires for analysis and interpretation.

Table 1: Genderwise Distribution

Gender		Frequency	Percent
Valid	Male	103	59.9
	Female	69	40.1
	Total	172	100.0

Table 1 show that 59.9 percentages of the male respondents followed by 40.1 percentages of the female respondents participated in this study.

Table 2: Locality wise Distribution

Location		Frequency	Percent
Valid	Rural	110	64.0
	Urban	62	36.0
	Total	172	100.0

Table 2 shows that 64.0 percentage of the rural area respondents followed by 36 percentage of the urban respondents participated in this study.

Table 3: Overall Level of attitude towards library usage

Attitude		Frequency	Percent
Valid	Low	26	15.1
	Moderate	124	72.1
	High	22	12.8
	Total	172	100.0

Table 3 shows that 12.8 percentage of the respondents used the library at high level, followed by 72.1 percentage at moderate, 15.1 percentage at low level.

Table 4: Gender-wise level of attitude of library usage

Gender * attitude					
			attitude (Binned)		
			Low	Moderate	High
Gender	Male	Count	15	71	17
		% within Gender	14.6%	68.9%	16.5%
	Female	Count	11	53	5
		% within Gender	15.9%	76.8%	7.2%

Table 4 shows that 17 percentage of the male respondents used the library at high level, followed by 71 percentage at moderate and 15 percentage at low level. 5 percentage of the female respondents used the library at high level, followed by 53 percentage at moderate and 11 percentage at low level.

Table 5: Locality-wise level of attitude of library usage

Location * attitude			Level of Attitude		
			Low	Moderate	High
Location	Rural	Count	21	73	16
		% within Location	19.1%	66.4%	14.5%
	Urban	Count	5	51	6
		% within Location	8.1%	82.3%	9.7%

Table 4 shows that 16 percentage of the rural area respondents used the library at high level, followed by 73 percentage at moderate and 21 percentage at low level. 6 percentage of the urban area respondents used the library at high level, followed by 51 percentage at moderate and 5 percentage at low level.

Table 6: Significant difference between male and female respondents among library usage behavior

Group Statistics						
	Gender	N	Mean	Std. Deviation	t-value	p-value
Attitude of library usage behaviour	Male	103	41.12	7.629	0.380	0.704
	Female	69	40.74	5.376		

Table 6 shows that there is no significant difference between the male and female respondents regarding the library usage behaviour, because p value is greater than 0.05.

Table 7: Significant difference between rural and urban area respondents among library usage behaviour

Group Statistics						
	Location	N	Mean	Std. Deviation	t-value	p-value
Attitude of library usage behaviour	Rural	110	40.80	7.460	0.460	0.458
	Urban	62	41.26	5.483		

Table 7 shows that there is no significant difference between the rural and urban respondents regarding the library usage behaviour, because p value is greater than 0.05.

10. FINDINGS OF THE STUDY:

1. 59.9 percentage of the male respondents participated in this study.
2. 64 percentage of the rural area respondents participated in this study.
3. 72.1 percentage of the respondents used the library at a moderate level.
4. 71 percentage of the male respondents used the library at a moderate level.
5. 53 percentage of the female respondents used the library at a moderate level.
6. 73 percentage of the rural area respondents used the library at a moderate level.
7. 51 percentage of the urban area respondents used the library at a moderate level.
8. There is no significant difference between male and female respondents regarding the library usage behaviour, because p value is greater than 0.05.
9. There is no significant difference between rural and urban area respondents regarding the library usage behaviour, because p value is greater than 0.05.

10. RECOMMENDATIONS:

1. Conduct a Library Orientation Programme for knowing about the library-resources in the library, rules and regulations-to the fresher's.
2. Organize a book exhibition, a book talk, a competition for promoting the reading habits.
3. Organize the World Book Day Programme on April 23 of every year.
4. Give the Best Library User Award to the students of 1st, 2nd and 3rd year separately at the end of the academic year for encouraging them.
5. Encourage the rural area students to use the library.

11. CONCLUSION:

After independence, college libraries were well established with the financial assistance from state and central government. The UGC also serves as a funding agency to the libraries for purchasing books, periodicals and infrastructure facilities at the college level. Now a days, the established colleges offer more library facilities to improve the status of colleges from autonomous level and accreditation level. The findings of the study of library usage behaviour among male and female respondents shows that the level is moderate. Also the study finds out that library usage behaviour of urban area students is at a high level. The researcher gives some recommendations for increasing the library usage among male and female students. Rural area students use the library at a low level because mobile, computer, tablet and other devices are mostly used in urban areas. Hence concentration has to be given more on rural students using the library, so that they also can perform well in their studies.

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A - 12 MOOC - A E-LEARNING UNLIMITED

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ABSTRACT :

A **massive open online course (MOOC)** is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as videos, readings and problem sets, MOOCs provide interactive user forums that help build a community for the students, professors, and teaching assistants (TAs). MOOCs are a recent development in distance education. "E-Learning can be defined as 'learning facilitated and supported through the use of information and communications technology'. It can cover a spectrum of activities from the use of technology to support learning as part of a 'blended' approach (a combination of traditional and e-learning approaches), to learning that is delivered entirely online. Whatever the technology, learning is the vital element."

KEYWORDS: e-Learning, Digital, Cultures, technologists, environment

1. INTRODUCTION:

E-learning and digital cultures is aimed at teachers, learning technologists, and people with a general interest in education who want to deepen their understanding of what it means to teach and learn in the digital age. The course is about how digital cultures intersect with learning cultures online, and how our ideas about online education are shaped through "narratives", or big stories, about the relationship between people and technology. E-learning and digital cultures will make use of online spaces beyond environment and we want some aspects of participation in this course to involve the wider social web. On this course, you will be invited to think critically and creatively about e-learning both as a process and as a topic of study; you will be able to try out new ideas in a supportive environment and gain fresh perspectives on your own experiences of teaching and learning. This course is also intended to be an exploration of the MOOC format itself. Rather than approaching this course with the expectation of exacting teaching methods or precise learning routines, we invite all participants to collectively experiment with what the MOOC experience might be.

