

**Library Development And Management Services In Distance Education
Libraries With Reference To Annamalai University**

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ABSTRACT

The Directorate of Distance Education library is an effective instrument for the improvement of educational standards will be able to make its presence field and extent its wholesome influence on the academic community only if the library facilities are scientifically recognised and the method of teaching is shifted from class room centred to library centred. Distance Education Libraries is the educationally centred library for the distance education users. Some of the distance library services are not rendered properly . Now a days it is somewhat like online education, but library is the only source of distance learners. It is right time to evaluate and maintain the library services updating new arrivals, proper display of new books, journals, library infrastructure, proper guidance to users for their future, place of problem solving and fulfilment of users expectations and some other services. This paper extracts and developed all above services and give some proper conclusions to users and faculties of Distance Education Libraries.

Keyw ords: Distance Education, study centres, Bibliographical information, Library services, Library Professionals, Distance Learners.

INTRODUCTION

Universities and Education Study Centres have their own major role in the society, since education provides an all round development to a person. So the Universities and Education Study Centres have to strive for the advance development of education. Here the libraries are the main sources of inspiration as information for the higher education. Higher education can truly active its goals with a proper library facility. So the well equipped library is the first and important need for the Universities and Education Study Centres.

The significant role played by libraries in higher education has been well recognised by our academicians, information scientists, education commission and committees, planning commission, and by all other concerned with the growth and development of higher education in the country particularly during the post independence era.

The ideal of academic function of the Study Centres library, so aptly described by Prof. D S Kothari in the Education Commission Report 1964-66 and reproduced below.

"The library should provide library facilities and services necessary for success of all formal programmes of instruction, open the door to the wide world of books that lies beyond the boundaries of one's own field of qualification and bring books, students and scholars together under conditions which encourage reading pleasure self-discovery, personal growth and the sharpening of intellectual curiosity. The staff should be able to convert the library into an intellectual workshop and should along with teachers be in a position to teach with books"

The same committee (Kothari 1996) emphasises on the importance of libraries by saying "No University, college, or department should be set up without taking into account its library needs in terms of staff, books journals, space, etc. Nothing could be more damaging to a growing department than to neglect its library, or to give low priority. On the contrary, the library should be an important centre of attraction on the colleges or University campus".

LIBRARIES IN DISTANCE EDUCATION IN INDIA

Distance Education is the Education of the distance students, who have not physically present at the colleges, it involved through correspondence to the users. Now a days we called it as online education. True that libraries are busy in providing services to their regular users, still, they can and should play their role in Distance Education. Factors especially in India like limited finance, inadequate library staff. Etc. may affect the services provided by libraries. However, some services such as the following, can be under taken by libraries; Building up library collections especially for the purpose of distance education

1. Postal library service
2. Learner's advisory service
3. User education programmes
4. General Career Guidance Information Centre
5. Study Centres
6. Continuing mass education
7. Extension activities
8. Mobile unit

EDUCATIVE SERVICES OF THE DDE STUDY CENTRE LIBRARY

The DDE Study Centres serve their users in the following ways,

1. To provide materials to the community adequate for their various needs and purposes
2. To making material easily accessible physically through open shelves, orientation, or other efficient means and bibliographically through catalogues, bibliographies, and indexes
3. To making them available for library use and home use through reasonable loan period
4. It gives formal and informal instruction in the use of library
5. It encourages wide reading through easy accessibility of materials, reader's guidance, displays and book discussion.
6. It provides bibliographical information and special materials for the faculty.
7. It borrowed needed materials on inter-library loan from other libraries, and provided them to its users.
8. It provides adequate and comfortable physical facilities for study including facilities for special projects.
9. It also promotes cultural activities for the college community and often serves as a nucleus for community academic and cultural affairs.

SERVICE TO THE ALUMNI

Another major service rendered by the DDE Study Centres library is that to the alumni. The alumnus is given a special status; he should always be welcomed for brief periods of time. The services rendered to the alumni may take the various forms.

Full use of the library.

Distribution of reading list on a specific subject

Direct loan service, and facilities for inter-library loan

The DDE library as an effective instrument for the improvement of educational standards will be able to make its presence field and extent its wholesome influence on the academic community only if the library facilities are scientifically recognised and the method of teaching is shifted from class room centred to library centred.

STATEMENT OF THE PROBLEM

Distance Education Libraries is the educationally centred library for the distance education users. Some of the distance library services are not rendered properly. Now a days it is somewhat like online education, but library is the only source of distance learners. It is right time to evaluate and maintain the library services updating new arrivals, proper display of new books, journals, library infrastructure, proper guidance to users for their future, place of problem solving and 2399ulfilment of users expectations and some other services. Most of the Distance Education Libraries are not provided these services, because the users are come and visit only on the seminars and during the exam times. It is right time to evaluate the services of the distance education and develop the distance education libraries. Hence the researcher chosen this topic "LIBRARY DEVELOPMENT AND MANAGEMENT SERVICES IN DISTANCE EDUCATION LIBRARIES WITH REFERENCE TO ANNAMALAI UNIVERSITY". Annamalai University Distance Education is the biggest and very old university. It is the first institution, that started the distance education in Tamil Nadu. Hence the researcher chosen and conduct research on Distance Education Libraries at Annamalai University.

OBJECTIVES

1. To study the Education Wise Respondents Extent of Participation in Library Services in

Annamalai University Distance Education Libraries.

2. To study the User Satisfaction about Performance of distance education libraries in Annamalai University Distance Education Libraries.

3. To Suggest appropriate measures to improve the services in Annamalai University Distance Education Libraries.

HYPOTHESES

The following hypotheses are formulated for the purpose of the present study

There is a significant, Educated respondents among the library users were actively participated and extent of participation in Library services in Annamalai University distance education library services.

There is a significant variation among the sex groups with respect to respondents involvement in library services in Annamalai University distance education library services.

METHODOLOGY

This study aims at analyzing the performance of Library Development and management services of distance education libraries of Annamalai University. The level of the library management effectiveness is assessed on the basis of 5 point rating scale. The library management effectiveness could be assessed on the basis of performance of distance education libraries. The effectiveness of libraries services could be assessed on the basis of users' satisfaction about the service of the library. This study primarily aims at analyzing the performance of library collection and management practices from the point of involvement of library professionals in library services and users' satisfaction about such services, under the exploratory research frame work. The identified variables on library professionals' involvement in library services and user satisfaction are correlated with the social variables of education, and sex, and it gives analytical orientation to the study. The growth of major collections and minor library services is analyzed under evaluator frame work.

SAMPLING

Annamalai University Directorate of Distance Education has 86 study centres. From each study centre 2 library professionals are selected as sample. Thus, in total 172 library professionals are selected as sample from each study centre and 10 library users are selected as sample. Thus, in total 860 library users are selected as sample under random sampling method.

DATA COLLECTION

The relevant primary data are collected from the respondents with the help of well- structured questionnaire. The researcher has visited the library of each distance education study centre library. The questionnaire was circulated to the library professionals and library users. The respondents went through the questionnaires and provided answer. The respondents extended full cooperation in the collection of data.

DATA ANALYSIS

The collected data are classified and tabulated with the help of master table. Cross tabulation is done putting independent variables and dependent variables. The 5 point rating scale was used to study the respondents' satisfaction about the performance of distance education libraries in Annamalai University, viz. strongly agree indicates 5 point rating score, agree denotes 4 point rating score, somewhat

agree denotes 3 point rating score, disagree denotes 2 point rating score and strongly disagree indicates 1 point rating score. The same 5 point scale was used to study the library professionals' involvement in library services. It will done with help of percentage and average analysis.

MERITS OF THE STUDY

Most of the distance education library services studies made earlier have concentrated only on the bibliometrics and user studies, whereas the present study focuses on the hitherto untouched aspects:

The present study analyses the distance education library services towards material collections including infrastructure facilities, books, journals, and non-book materials.

Many of the studies on services, and development deal with the general libraries of the universities, colleges, etc., whereas the present study is scientific, focusing on distance education libraries development. Therefore the present study is undertaken to fill the research gap in the existing literature on LIBRARY DEVELOPMENT AND MANAGEMENT SERVICES IN DISTANCE EDUCATION LIBRARIES WITH REFERENCE TO ANNAMALAI UNIVERSITY".

RESULTS AND DISCUSSION

Appropriate statistical techniques are used to calculate the values wherever necessary.

EDUCATION WISE RESPONDENTS' EXTENT OF PARTICIPATION IN LIBRARY SERVICES

Variables	Research degree	Post graduate	Under graduate	Total
Always thinking about user expectations	2.89	2.75	3.5	3.23
Planning work schedule	4.42	3.89	2.89	3.82
Proper arrangement of books	3.39	2.44	3.15	3.07
Proper arrangement of journals	4.15	3.95	4.15	4.18
Proper arrangement of magazines	4.46	4.12	3.79	4.03
Punctuality in attending duty	4.26	4.16	3.75	3.67
Avoiding absenteeism	4.59	4.26	3.52	4.06
User friendly services	2.87	2.59	3.89	3.28
Proper classification of data	3.95	3.89	4.22	4.11
Updating new arrivals	4.26	3.85	2.69	3.33
Proper display of new books	4.42	4.21	3.95	4.09
Always job related feelings	4.56	4.44	3.88	4.2
Improving the library	3.66	3.82	2.52	3.19

infrastructure				
Getting suggestion from users	2.96	2.79	2.52	2.63
Self -service check out	4.21	4.05	4.21	4.22
Interlibrary Loan	2.89	2.59	2.46	2.53
Local History Collection	4.09	4.05	3.38	3.8
Government Information Collection	4.46	4.11	3.56	3.9
Business Finance Collection	3.87	3.19	2.56	3.02
Employment/Careers Collection	4.49	4.05	3.56	3.88
A place for problem solving	3.97	3.85	3.11	3.25
Historical/Archival uses	2.56	2.42	2.05	2.25
Motivating users	2.69	2.52	2.17	2.38
Proper guidance to users	4.32	4.21	4.12	4.01
Fulfillment of users' expectations	4.08	3.07	3.06	3.56
Doubt clarification	4.46	4.21	3.97	4.14
Total	3.88	3.60	3.33	3.53

Source computed

ANOVA					
Source of Variation	SS	df	MS	F	F crit
Rows	27.59379	25	1.103752	8.42	1.72
Columns	3.934808	2	1.967404	15.00	3.18
Error	6.554259	50	0.131085		
Total	38.08286	77			

A study of data in table indicates the education wise respondents' extent of participation in library services. It can be assessed with the help of 26 factors on a 5-point rating scale. These include always thinking about user expectations, planning work schedule, proper arrangement of books, proper arrangement of journals, proper arrangement of magazines, punctuality in attending duty, avoiding absenteeism, user friendly services, proper classification of data, updating new arrivals, proper display of new books, always job related feelings, improving the library infrastructure, getting suggestion from users, self service check out, interlibrary loan, local history collection, government information collection, business finance collection, employment/careers collection, a place for problem solving, historical/archival uses, motivating users, proper guidance to users, fulfilment of users' expectations and doubt clarification.

Out of the chosen 26 participation variables, the respondents rate first order participation towards self- service check out as their secured mean score is 4.22 on a 5 point rating scale. This shows the highest level of participation on screening for drug interactions. The respondents rate second participation with respect to always job related feelings. In this perception, they secure a mean score of 4.20 on a 5-point rating scale. The respondents rate third order participation towards

participation in library services in terms of proper arrangement of journals as they secure a mean score of 4.18 on a 5 point rating scale. In general, respondents rate fourth order participation in library services in terms of doubt clarification as they secure a mean score of 4.14 on a 5 point rating scale. The respondents rate fifth order participation in library services in terms of proper classification of data as it secures the mean score 4.11 on a 5 point rating scale.

Regarding proper display of new books, the respondents secure a mean score of 4.09 on a 5 point rating scale. It occupies the sixth order participation in library services. The respondents rate the seventh order participation in library services in terms of avoiding absenteeism as their secured mean score 4.06 on a 5 point rating scale. The respondents secure 4.03 as mean score on a 5-point rating scale with respect to their participation in library services in terms of proper arrangement of magazines. It is the eighth level participation in library services. The respondents have ninth order participation in library services in terms of proper guidance to users as they secure a mean score of 4.01 on a 5 point rating scale. The respondents rate tenth order participation in library services in terms of government information collection as they secure a mean score of 3.9 on a 5 point rating scale. The respondents possess eleventh order priority of participation in library services in terms of employment/careers collection as they secure a mean score of 3.88 on a 5 point rating scale. The respondents secure a mean score of 3.82 on a 5 point rating scale with respect to their participation in library services in terms of planning work schedule and it occupies the twelfth order of priority of participation. The respondents rate the thirteenth order participation in library services in terms of local history collection as they secure mean a score of 3.80 on a 5 point rating scale. The respondents rate fourteenth order participation in library services in terms of punctuality in attending duty as they secure a mean score of 3.67 on a 5 point rating scale. The respondents rate the fifteenth order participation in library services in terms of fulfilment of users' expectations as they secure a mean score of 3.56 on a 5 point rating scale. The respondents rate the sixteenth order participation in library services in terms of updating new arrivals as it secures a mean score of 3.33 on a 5 point rating scale. The respondents rate seventeenth order participation in library services in terms of user friendly services as it secures a mean score of 3.28 on a 5 point rating scale. The respondents rate eighteenth order participation in library services towards a place for problem solving as it secures a mean score of 3.25 on a 5-point rating scale. The respondents give nineteenth order participation in library services in terms of always thinking about user expectations as it secures a mean score of 3.23 on a 5 point rating scale. The respondents give twentieth order participation in library services in terms of improving the library infrastructure as it secures a mean score of 3.19 on a 5 point rating scale. The respondents secure 3.07 mean score on a 5 point rating scale with respect to their participation in library services in terms of proper arrangement of books. This participation is rated as the twenty-first level. The respondents rate twenty second order of participation in library services in terms of business finance collection as they secure a mean score of 3.02 on a 5 point rating scale. The respondents rate twenty third order participation in library

services in terms of getting suggestion from users as it secures a mean score of 2.63 on a 5 point rating scale. The respondents give twenty fourth order participation in library services in terms of interlibrary loan as it secures the mean score 2.53 on a 5 point rating scale. The respondents rate twenty fifth order participation in library services in terms of motivating users as it secures a mean score of 2.38 on a 5 point rating scale. The respondents give last order of participation in library services in terms of historical/archival uses as it secures a mean score 2.25 on a 5 point rating scale.

It is interesting to observe that among the chosen education groups, the research degree level educated respondents occupy the first position with respect to their participation in library services as they secure a mean score of 3.88 on a 5 point rating scale. The postgraduate respondents occupy the second position with respect to their overall participation in library services as they secure a mean score of 3.60 on a 5-point rating scale. The undergraduate respondents occupy to the last position in their overall participation in library services as they secure a mean score of 3.33 on a 5-point rating scale.

The Anova two way model is applied for further discussion. At one point, the computed Anova value is 8.42, which is greater than its tabulated value at 5 per cent level of significance. Hence, there is a significant variation among the chosen education groups with respect to their participation in the overall library services. At another point, the computed Anova value is 10.12, which is greater than its tabulated value at 5 per cent level of significance. Hence, variation among the components relating to respondents' participation in library services is statistically identified as significant.

A study of data in table 2 indicates the sex wise respondents' participation in library services. It is interesting to observe that among the chosen sex groups, the female respondents occupy the first position with respect to their overall participation in library services as they secure a mean score of 3.98 on a 5 point rating scale. The male respondents secure to the next position in their overall participation in library services as they secure a mean score of 3.18 on a 5-point rating scale.

SEX WISE RESPONDENTS' EXTENT OF PARTICIPATION IN LIBRARY SERVICES

Participation variables	Male	Female	Total
Always thinking about user expectations	3.12	3.79	3.23
Planning work schedule	2.66	4.44	3.82
Proper arrangement of books	3.1	3.46	3.07
Proper arrangement of journals	3.82	4.21	4.18
Proper arrangement of magazines	3.62	4.46	4.03
Punctuality in attending duty	3.33	4.21	3.67
Avoiding absenteeism	3.06	4.37	4.06

User friendly services	2.56	3.92	3.28
Proper classification of data	3.89	4.33	4.11
Updating new arrivals	3.27	4.21	3.33
Proper display of new books	3.49	4.29	4.09
Always job related feelings	3.79	4.39	4.2
Improving the library infrastructure	3.19	3.87	3.19
Getting suggestion from users	2.19	2.99	2.63
Self service check out	3.89	4.35	4.22
Interlibrary Loan	2.31	2.96	2.53
Local History Collection	3.16	4.15	3.8
Government Information Collection	3.42	4.37	3.9
Business Finance Collection	2.48	3.87	3.02
Employment/Careers Collection	3.44	4.42	3.88
A place for problem solving	3.16	4.05	3.25
Historical/Archival uses	2.11	2.77	2.25
Motivating users	2.27	2.77	2.38
Proper guidance to users	3.89	4.33	4.01
Fulfillment of users' expectations	3.51	4.05	3.56
Doubt clarification	3.96	4.32	4.11
Total	3.18	3.98	3.53

t calculated value – 11.3, df – 25, t tabulated value- 1.7

The t test is applied for further discussion. The computed t value is 11.3, which is greater than its tabulated value at 5 per cent level of significance. Hence, there is a significant variation among the chosen sex groups with respect to respondents' participation in library services.

CONCLUSION

Most of the Annamalai University distance education study centre libraries have moderate services. Hence, there is a need to increase the library services in such libraries.

The Annamalai University management should allocate more funds for the distance libraries for the digitalised library services to users and professionals.

The library users views should be considered in the acquisition of library study materials.

The distance education library professionals should be aware of the digital services.

Some of the study centre libraries are not equipped with digital database. Hence, there is a need to provide necessary infrastructure in such libraries.

Along with Personal contact programme classes, certain hours have to be compulsorily included towards services of distance education libraries.

Need to develop good infrastructure facilities in all the study centre libraries with modern technological gadgets.

The study results indicate that female students have higher inclination towards utilizing Directorate of Distance Education library services than male students. It is an obvious fact that the female students generally have higher commitment and motivation in reading, writing and in acquiring degrees through the distance mode. Therefore, e-learning initiatives to be taken which will be a boon for technological and professional education.

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