

University Librarians Association of
Sri Lanka (ULA)

6th Annual Research and Achievers
Colloquium 2012

**Programme and Abstracts of the
Presentations**

Auditorium
Postgraduate Complex of the Faculty of Arts
University of Peradeniya
Sri Lanka

23rd March 2012

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*6th Annual Research and Achievers Colloquium of the University Librarians
Association of Sri Lanka - 2012*

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of the University Librarians Association of Sri Lanka
On
23rd March 2012
At the Auditorium of the Postgraduates Building Faculty of Arts, University of
Peradeniya, Peradeniya.**

Programme

- 02.05 ó 02.30 pm **Special Presentation ó**
Mr. NTSA Senadeera, Former Librarian, University of Peradeniya
- 02.30 ó 02.45 pm **Information Literacy common curriculum for undergraduates –**
Dr. P. Wijetunge, Librarian, University of Peradeniya
- 02.45 ó 03.00 pm **Information skills development among Distance Learners
& Researchers: an IL programme developed at the OUSL library –**
Dr. Wathmanel Seneviratne, Librarian, Open University of Sri Lanka
- 03.00 ó 03.15 pm **Improving information literacy skills among undergraduates of
University of Ruhuna: challenges and opportunities ó**
Mr. J. J. Aarachchige, Senior Asst. Librarian, University of Ruhuna
- 03.15 ó 03.30 pm **Digital Repository of University of Moratuwa Library –**
Dr. Ruwan Gamage, Senior Asst. Librarian, University of Moratuwa
- 03.30 ó 03.45 pm **Modern Library Practices: lessons learnt from Indian context –**
Mr. T. Ramanan, Senior Asst. Librarian, Eastern University of Sri Lanka
- 03.45 ó 04.00 pm **Usage of ICT by the undergraduates in Health Sciences: a pilot survey
of the undergraduates in Dental Sciences ó**
Ms. Champa C. N. Alahakoon, Senior Asst. Librarian, University of
Peradeniya
- 04.00 ó 04.15pm **An overview of the university library system in Japan: current practices
in Niigata University Library –**
Mrs. Menaka Hindagolla, Asst. Librarian, University of Peradeniya
- 04.15 ó 04.30 pm **Initiating the Digital Library of University of Peradeniya -**
Mrs. Harshani Dissanayake, Senior Asst. Librarian, University of Peradeniya

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1st PRESENTATION

Information Literacy common curriculum for undergraduates

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Information literacy

Information Literacy (IL) is a set of abilities requiring of individuals and groups to recognize when information is needed in their unique contexts and have the ability to effectively and efficiently locate, access, evaluate and use ethically and legally to create new knowledge, and have the ability to reflect on the process. (IL as defined by the Sri Lankan University at a workshop on IL held on 18-20 October 2011 at University of Colombo). The participants also made a SWOT analysis of the IL environment in the Sri Lankan universities along four dimensions

Table 1 - SWOT analysis of the IL environment in the Sri Lankan universities

Dimension	S	W	O	T
1. Social / Cultural	<ul style="list-style-type: none"> • Support of the academic staff • Good relationship between library & faculty staff • Positive attitudes of students towards the IL program • IT literacy of students • Multi cultural society • Same age group of the students • Same educational level • Common information needs 	<ul style="list-style-type: none"> • Negative attitudes towards the IL program by some staff and students • Language barrier (English) • Low IT literacy • Teacher-centred learning • Reluctance to change 	<ul style="list-style-type: none"> • Higher exposure to IT by metropolitan students • Multilingual society. 	<ul style="list-style-type: none"> • Prior educational levels of rural students • Religious/cultural barriers • Internet to obtain information
2. Economic / Operational	<ul style="list-style-type: none"> • Resourcefulness of the library staff • Availability of inf. Resources in the university libraries • Available Infrastructure • Ability to deliver course material online 	<ul style="list-style-type: none"> • Lack of infrastructure for practical work • Lack of uneven distribution of funds and resources • Excess workload of library staff • Delay of teaching material • Financial constraints 	<ul style="list-style-type: none"> • Demand by the of the faculty & students for IL program • Availability of grants for training and development 	<ul style="list-style-type: none"> • Limited no. of capable staff • Allocated time slot by the faculty • Tight schedule of students which hampers allocating a time slot for IL.

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	<ul style="list-style-type: none"> • Library Network and LEARN • Free Education 	<ul style="list-style-type: none"> • Lack of training opportunities 		<ul style="list-style-type: none"> • Other courses introduced by the faculties which contain parts of IL hampers with the introduction of a full IL program. • Faculty can not distinguish the difference between ICT skills and Information Literacy Skills
3. Political	<ul style="list-style-type: none"> • Faculty support • UGC/SCOLIS support • University VC and Library Committee support • Manifestation of the HE President Mahinda Chintana • Stability of the government • Upgrading 6 universities up international level • University support to develop infrastructure 	<ul style="list-style-type: none"> • Low awareness of some faculty members • Institutional bureaucracy • Lack of mutual understanding 	<ul style="list-style-type: none"> • Trend to develop a common curriculum under the UGC influence • UGC curriculum for Staff Development in IL through SDCs • HETC Project • 921 Circular which motivates the library staff. 	<ul style="list-style-type: none"> • Priority given to faculties and ignoring library when allocating funds • Lack of interest of Deans and HODs about the course
4. Situational	<ul style="list-style-type: none"> • Time allocation for IL program in the faculty time table • Information requirements of students • Need for information for everyday life 	<ul style="list-style-type: none"> • Unfavourable time slots allocated for IL program • Type of IL program(credited/unassessed) • Lack of interest of administrators towards IL programs 	<ul style="list-style-type: none"> • Training workshops on IL • Higher education opportunities in IL • Incorporation of IL into courses offered by SDCs • Motivation to know about IL by the faculty 	<ul style="list-style-type: none"> • IL is not a core subject • Difficulty of allocating a time slot for IL program in the faculty time table.

Need for a common curriculum

Due to the variations in the prior learning environments, the newly enrolled undergraduates need an orientation programme to familiarize themselves to the academic environment of our universities, especially those who have studied in rural schools with less exposure to advanced information resources and Information Technology. These students need guidance in using the library resources and computers, academic style of writing and in several other aspects to enhance their academic skills. It was also felt that without a goal directed orientation programme it will be difficult for the students to perform well in their formal academic environment at the university. Yet, Information Literacy is still a new concept in the country and not all university libraries are equally capable of offering a sound IL programme. With the objective of filling this gap SCOLIS assigned the author to develop a common IL curriculum framework for the undergraduates in such a way that it can be filled with the content relevant to each faculty or department.

Objectives of the programme

The proposed IL programme consists of four levels to be covered at 1st, 2nd, 3rd and 4th years and the objectives of different levels vary. For instance the objectives of Level I programme are to provide a thorough knowledge of the library system and its resources so that they get the maximum benefit of the library material and services and to expose the students to the library etiquette so that they learn to respect the library property and other users. The objectives of Level II programme are to expose the students to advanced information resources within and outside the library, to introduce them to exploiting Technology for searching, retrieving and storing of information and to enable them to integrate facts from sources with their own ideas.

Learning outcomes

The programme is designed in such a way that it incorporates Bloom's (1956) cognitive, affective and psychomotor domains and each level possesses about 30 intended learning outcomes. By the time the students complete all four levels, about 150 information skills are acquired.

Contents

Each level contains 15 topics and it is expected to provide advanced knowledge, skills and competences in such a way that they are advanced with the level of the course. For instance at the initial level it provides basic library skills including library etiquette, introduction to various types of information sources and their usage, preparing a list of references and avoiding plagiarism. By Level III the students will be introduced to advanced searching of databases, critically analyse and synthesise information from several sources. By Level IV the students will be introduced to the research process, and using information effectively to carry out a research project independently.

Teaching/Learning activities

Through fifteen different topics (in the fourth year number of topics is reduced to five but the depth of the programme is increased) a wide range of skills which are essential for successful utilisation of information resources available within the library are introduced to the undergraduates. To guide the students during the process a variety of check lists, activity sheets and guidelines will be provided. Duration of the classroom contact time for each topic would be one hour and total of fifteen contact hours and approximately another fifteen independent study hours would be used to complete the activities by the students. Lectures, presentations, demonstrations and hands on sessions will be used to deliver the content but passive one-to-many lectures during which students will be mainly listening are discouraged.

Assessment

Completed worksheets related to the topics covered in the module will be assessed and a certificate of competency for achieving Information Literacy at each level will be awarded to those who obtain a pass mark.

Implementation

The final draft will be submitted to SCOLIS and with the approval of the members UGC will circulate the programme among the universities. It is not intended to be a rigid proposal but to be flexible and help anyone implementing an IL programme as a guideline.

References

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2nd PRESENTATION

Information Skills development among Distance Learners & Researchers: an IL programme developed at the OUSL Library

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The library has designed 2 programmes on information literacy (IS) to develop information skills (IS) for foundation level, undergraduate and graduate level students who undertake education with the OUSL. The student base at the OUSL is diverse in their education level, socio-cultural status, socio-technological background and employment levels. The study programmes at the university targets any person above 18 years of age with or without any educational qualifications or any literacy level. The magnitude of the information skill development lies here. Hence Information Skill

efficiencies needed to propagate within these levels of students lies in different levels through the OUSL library tried accommodate all these students in 02 programmes.

Programme 1 (10-hours) is designed for the Open and Distance learners in foundation (level I & II) and undergraduate levels (Level III to V or VI). This programme basically consists of Introduction to Information Literacy and Information Skills, different illiteracies that are important to be aware by any learner and significance in building up IL level in ODL learners, goal setting for reading, mile Posting the reading session-Setting phases or prioritize the reading topics and selecting multimedia materials effectively to refer in attaining a learning task in Session 1. The Session II covers Readings Skills, Active reading methods óSQ3R method. Session III consists of effective note taking methods, keeping the knowledge derived fresh in mind, effective review methods and effective use of information in accomplishing a learning task. The session IV attempts to train the students in information retrieval skills. The session consists of an approach for information retrieval (IR), Information retrieval platforms and information retrieval skills. Outcomes expected from the programme I are; the students to attain; a level of moderate Information Literacy to use information effectively at foundation and undergraduate levels with improved reading and review skills, a systematic and clearer methods of making notes and easy way to review the knowledge gathered and skills to organize and evaluate information retrieved.

Programme II is designed for the Graduate level (10 hours) especially for the students to inculcate the research skills for their graduate level studies and for lifelong learning and research. The programme stands alone and not a continuation of the Programme I. Therefore some aspects covered in the Programme I are also included in programme II but advanced nature. The Programme covers; in Session I Significance in building up IL level in ODL learners in postgraduate level, introduction to advanced searching skills in an electronic platform. Session II covers hands on traning for advanced information retrieval methods and Session III and IV on knowledge building models and Mind/Concept Mapping for researchers. Outcomes expected from the programme will be higher level of information literacy included among OUSL researchers at graduate level and knowledge enhancement and synthesis through in critical thinking. It is also expected them to attain a higher level of efficiency in using information throughout lifelong learning and research.

Method of delivery and discourse in implementing the programme are through the Short courses of the Skills Development Unit of the Library, through course orientation programmes and special courses organized by faculties, through the Staff Development Centre courses and through a self learning video produced by the library.

3rd PRESENTATION

Improving information literacy skills among undergraduates of University of Ruhuna: challenges and opportunities

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Introduction

While examining students' assignment reports and their academic performances, it was revealed that information behavior of majority of undergraduates was poor and has been centered on conventional information seeking strategies. Many students used to use the library for browsing printed resources and leisure reading while majority of undergraduates use the library for note reading purposes during the examinations.

Statement of the Problem

It is assumed that one reason for this issue is that undergraduates have not achieved sufficient skills on Information Literacy to perform their academic standards. University students are expected to be centered on more self studies and independent learning which lead them to lifelong learning.

Application

To address this issue, the library of the University of Ruhuna implemented an Information Literacy programme in order to help students to improve their information skills. The programme included six course modules tailored in accordance with specific requirements of each faculty. Although there is a high demand, information literacy programme of the University of Ruhuna (UR) is being conducted in a complex and diversified environment facing number of issues. UR library is potential to implement IL programmes as it has many opportunities with the staff and the environment. However, there are challenges too which can be overcome by well planned strategies. Lack of proper support from administration, lack of sufficient space in the faculty curriculum, and negative attitudes of staff and students for IL are some challenges faced by the library. Academic integrity of the library staff, high demand from students for IL, and the recognition of library professionals as experts in conducting IL programmes are some opportunities for the library to handle IL. This is an essential factor to uplift and maintain the quality of the output of UR. IL programmes of universities should be based on the requirements of individual faculties and university communities and these courses should be revised and modified time to time to tailor to the contemporary requirements of the faculty. It is essential to form common IL standards for universities while UGC intervention is required to make IL courses

compulsory for all undergraduates of all universities. Optional courses may be designed for postgraduate students and staff.

Keywords: Information Literacy, Undergraduates education, Ruhuna University

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4th PRESENTATION

Digital Repository of University of Moratuwa Library

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Introduction

The Postgraduate theses Collection of University of Moratuwa constitutes of Theses submitted to academic programmes of faculties Architecture, Engineering, and Information Technology. There are over 2000 theses and dissertations submitted to Masters (2 years), MPhil and PhD programmes. Almost all these were available only in print format.

Achievements

1. Planning and initializing a project for digitisation of theses
2. Designing and getting approval for a set of Theses Guidelines
3. Implementation of a digital library of theses and dissertations

Objectives

Postgraduate students find it very difficult to access the theses collection because they have only two days of lectures within the premises. Also, housing the growing collection was another issue. A conservation need was also prevalent.

In addition, it was required to standardize the formats used in presentation of theses.

Methodology

It was decided to implement a digital repository as a solution to the above requirements. Procedures of presentation, and presentation formats were researched on. DSpace, open source digital library software was used as the hosting and access interface.

Also, a set of guidelines for preparing theses and dissertations was prepared. The approval of the management was sought out to make it widely accepted by the University of Moratuwa community.

Output

Repository of University of Moratuwa Theses and Dissertations was made available online from 2011. The same platform was used to host past question papers.

Acknowledgements

The driving force behind these achievements was undoubtedly Ms. Ruvini Kodikara, Librarian, University of Moratuwa. Also, other professional staff members; Ms. Thushari Seneviratne, Ms. Sugandi Atapattu, and Mr. Anura Kiriella gave their fullest support in numerous ways. The International Network for the Availability of Scientific Publications (INASP) provided financial support in carrying out digitization. Especially Ms. Emma Farrow (Library Development Staff) and Dr. Chaminda Jayasundara (Country Coordinator) should be acknowledged in this regard.

5th PRESENTATION

Modern Library Practices: lessons learnt from Indian context

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Information services are of greater importance in this electronic world where the information seekers and researchers demand precise and quicker access to what they really look for. In this regard, the library should focus not only on enriching its collection but also to improve its service content and human resource competency. This paper covers the lessons learned from and experiences gained in a fellowship training programme held in 2011, in India. The programme encompassed digital library practices, database management, electronic resources and services, soft skills development, and preservation and conservation. These modules have catalyzed the trainee to adopt best practices in his work environment and to share the knowledge to others in the LIS field in his country.

The exploitation of open-source software was emphasized in the training modules and the use of ICT was, therefore, recommended in all levels of the information management in the libraries. In this regard, open-source software used as integrated library management is more insisted upon since almost all the libraries are facing budget cuts usage of proprietary systems are not encouraged. It was witnessed that majority of the libraries visited during the training programme were functioning with the aid of open-source software. These OSSs are preferred by the information centers due to its flexibility in modifying and re-distributing, more importantly, they are cost-effective.

Not only the library functions could be automated by OSS, but also institutional repositories are initiated using such sources. There are well-known open sources that libraries could use, such as Dspace, Eprints, and Greenstone. In the training, participants were taught to familiarize with and use of Greenstone, which is also open-source software. Therefore, the basic need of digitization of materials is to share rare and limited resources to develop learning, teaching, and research in the academic realms.

Training encapsulated another important component that is webpage designing. In the digital era, the Sri Lankan libraries also have to initiate new and effective services through their websites. The website could act as a major gateway to the library services that may include blogs, RSS feeds, email subscriptions, ILL reservations, and web links.

In response to meeting new and emerging user demands, libraries are executing new roles and responsibilities for librarians by both reinventing more traditional positions as well as creating new job roles that require skill sets that, at digital age, while improving on executing electronic information services. Thus, it should not be neglected that

human resources are to be competent with the emerging trends in library management and services.

On the list of training composite, preservation and conservation of information materials is also given significant importance. With the utilization of digital library software libraries and record management centers can preserve important documents. Digital preservation enables the library to deliver the information directly to end-users and it increases remote retrieval and greater access by any means, provides increased utility to the collection.

In this regard, the training was an eye-opener for utilizing open-source software for automation and digital repository purposes. And, it is essential for every library to have its own homepage on the web, thus the information could reach the users from the distance. Considering the materials alone will not take the service to the superseded levels. Therefore, the professionals need to enhance their competency through developing soft skills and emotional quotient.

In this regard, the training was an eye-opener for utilizing open-source software for automation and digital repository purposes. And, it is essential for every library to have its own homepage on the web, thus the information could reach the users from the distance. Considering the materials alone will not take the service to the superseded levels. Therefore, the professionals need to enhance their competency through developing soft skills and emotional quotient along with the development of ICT applications in the information business.

6th PRESENTATION

Usage of Information Communication Technology by the undergraduates in Health Sciences: a pilot survey of the undergraduates in Dental Sciences

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Introduction

Today the Peradeniya University library system is moving away from the role of being the custodian of traditional information resources to the provider of service-oriented electronic information resources. The Dental Library of University of Peradeniya was established in the year of 2008. Since 1997 it was a reading room with a small number of books which were used by the dental students. After establishing it as a full fledged library, in 2009 August the library operations were automated and the library management has introduced Information Communication Technologies (ICT) for its users. Use of this new technology includes the computers, OPAC, WebOPAC, the Internet and the accessibility of scientific e-journals through the library webpage. With the introduction of these facilities, the students are very keen with the functions and services provided by the library.

As the Dental Library has introduced ICT facilities to its users there is a great necessity to find out whether the undergraduates are aware of the available facilities in the library. Although this library has conducted an add hock user education programme to its users there is not a compulsory or a proper Information Literacy (IL) programme for them to follow (Hindagolla, 2011).

Therefore as a part of an ongoing survey which was conducted to measure the ability of use of ICT in the library, this study specifically analyze whether the 2nd year undergraduates in the Dental Faculty are aware and use the ICT facilities in the library. This would be very much effective to understand where the 2nd year undergraduates stands and how the library should introduce a proper Information Literacy programmes for the Dental faculty undergraduates of the University of Peradeniya.

Objectives of the study

1. To find out types of ICT services the users are using in the library.
2. What techniques the users are using to search the required information.
3. To examine for what purposes the users are using Internet facility within their education.
4. What are the obstacles the users are faced with when accessing the ICTs in the library.

Methodology

A survey research method was applied for this study. The research sample was selected from the Faculty of Dental Science of University of Peradeniya and this research study was focused only on the 2nd year undergraduates in the faculty as they have already completed their formal ICT course at the Information Technology Centre at University of Peradeniya.

Sample

The total number of registered undergraduates in the 2nd year was considered (University Hand Book, 2009). The Morgan (Krejcie & Morgan, 1970) sampling table was used to obtain the required sample for the study. According to that out of the 82 population of 2nd year undergraduates, 67 students were required for the sample.

Research Instrument

A structured and open ended questionnaire was used to collect the required data as the research instrument of the study. Questionnaire was administered among the population within the second semester by considering the months August ó December of 2011/2012. Out of the required sample 54 (80%) duly filled questionnaires were returned.

Results and discussion

According to the statistical tabulation majority of the respondents of the survey were females 38 (70.4%) and the male respondents were only 16 (29.6%). Although the library has the OPAC most of the students used the Card catalogue 51(94.4%). Majority of the undergraduates use the library moderately 28(51.9%). The descriptive statistics indicated that the age range as 3 and minimum to maximum age is 21-24. The Mean level of the age is 22.5.

To find out the usage of ICT services available in the library the researcher identified twelve ICT services in the library. According to the analysis majority of these students have 'Rarely Use' the library ICT facilities, 404 (62.34%) such as OPAC, library web page, e-journals, audios and computer Audio & Videos. Most of them said that the services provided for them are manageable, 20 (37%) but they have mentioned that the computers are 'Not enough', 23 (42.6%) for them to use.

When analyzing the searching techniques it was revealed that majority of the students have 'Rarely use' the library OPAC, 206 (47.68%). They are executing the searches in the OPAC by using the 'Title, Author, Keyword, Place of publisher and Subject'. The significant fact is that they have not used 'Class No, Combination search and Publisher when executing the search.

About the Web OPAC usage, the students have not used the Web OPAC and the majority of the students mentioned that they are not aware of the web OPAC facility provided by the library and majority have marked 'Undecided' as their answer .

Regarding the use of e-journals by the 2nd year students, 238 (38.90%) majority of them were in a 'Neutral' position.

The respondents were asked to indicate how frequently they are using the search engines. Most of them have used the Yahoo and the Google search engines but Alta vista and the Hot boot was not popular search engines among them. At the same time significant finding is that majority of the undergraduates has 'Not Use' the Internet which is indicate as 400 (74.7%) the highest.

About the awareness of the ICT services the majority of the users were aware of the library ICT services from friend/ colleagues 29 (53.7%). Second highest got the practical sessions which is 26 (48.1%). Other options were relatively low in percentage of the analysis.

The last question was formulated to identify the obstacles the undergraduates come across when using the ICT services in the library. Ten obstacles were provided by using four options. According to the analysis most of the undergraduates have indicated that they 'Agree' 217 (40.81%) with the obstacle given in the questionnaire. Respondents further mentioned about some barriers that they face when using ICT in the library. Such as;

- No facility to get print outs at a lower cost,
- Internet is not available throughout the time,

- Down loading speed is very low,
- Have to spend lot of time to start and down load the required information,
- Computers are very old and need to have more new computers,
- Need PDF viewer and
- Internet facility to the library.

Recommendations

Dental Faculty and the Library should have to pay more attention to improve the ICT usage among the undergraduates and create more awareness on the available services within the library to maximize its usage.

- Should have to pay more attention on the contents of the present user education programme which is conducting in add hock level.
- Need to have credit/non credit based IL programme from the bottom level of the undergraduates.
- Should have new computers and update those with necessary software and PDF viewer.
- Develop a user friendly awareness programme about the library ICT services.
- Have to increase the downloading speed of the computers and provide the Internet facility throughout the time.
- Train them as lifelong learners through the IL programme to improve their ICT skills.

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7th PRESENTATION

An overview of the university library system in Japan: current practices in Niigata University Library.

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Introduction

Japan is a high techno-based country which is situated in the East Asian Region of the world. The rapid growth of economic development and high investment in higher education has enabled the development of University education in Japan.

There are about 778 universities in 47 prefectures in Japan including national, public and private universities. The university libraries in Japan are well resourced by international standards, and facilitate Japan's internationally recognized research as well. The University library system of Japan is currently run in a highly technological environment.

This paper presents an overview of the current practices in Japanese libraries with experiences I have gained received from the Niigata university library training. The paper is focused on library organization, library material processing, resources and services, resource sharing, information literacy and library space management.

Organization of the University Library

Usually, university libraries in Japan comprise of a central library and faculty libraries. The library system in Niigata University consists of the central library at Ikarashi with other branch libraries of Law, Education, Humanities, Agriculture, Technology, Science, Medical and the Dental library at Asahimachi. The organizational structure of the library system is the librarian (One of the professors of the University) following on to Director, Head of Academic Information Management and Head of Academic Information Services.

In addition to Directors, there are Heads of each sections of the library and they are administrative officers rather than librarians. The faculty libraries in Ikarashi are governed by the Central Library but the Medical & Dental library at Asahimachi has a librarian who is a Professor of Medicine/ Dental / Health Sciences.

Funds for the library are allocated by the university. Books that are to be purchased are selected by the teaching staff, students and library staff. The teaching staff also has a book vote that could be utilized by the library for purchasing books which will be returned to the library at their retirement.

Layout of the Library

The central library is a three storied building and it consists of several sections. The acquisition area, data processing area, counter area, learning common area, foreign corner for international students, area to store the creative work of the teaching staff, rare material and bound journal area, closed access area, newspaper and TV corner, multi media corner, self study computer area, a place to exhibit of important material related to important events or people of Japan.

Bibliographic Control

In Japan the university libraries have a well developed bibliographic control system, which is a main and common part of the library services in Japan. The cataloguing rules adopted by the library are Nippon Cataloguing Rules and American Cataloguing rules. Books are classified according to the Nippon Decimal Classification while there are instances where the Dewey decimal classification is also referred to.

The cataloguing system commonly used in Japan is NACSIS-CAT which stands for National Center for Science and Information Systems. NACSIS-CAT is the online cataloging system which NII provides. The main purpose of the system is to construct the union catalogs of books and serials covering the whole country through cooperative data entry (shared cataloging) from participating university libraries.

NACSIS-CAT refers to standard bibliographical databases such as JAPAN MARC and USMARC for efficient input of work, and adopts the shared cataloging system to prevent duplicate cataloging work in libraries and to save labor and for quicker processing

Resource Sharing

Resource sharing activities in Japanese libraries are most popular among the library users. There are many resource sharing activities handled by the library and among them the Inter Library Loan system (ILL) is the most efficient. Normally a library handles IL loans over 2500 during a month. NII supports this service throughout Japan among all the libraries. This service supplies the latest information from the union catalogue databases constructed by NACISIS_CAT, resulting in improved efficiency and prompt delivery of documents to users.

Resources & Services

- Collection

The Niigata Library has a collection of 1.6 million information resources as at today. The collection consists of book serials and CDs/ DVDs. During a year about 15000 foreign and Japanese volumes are added to the collection and about 7000 serial titles are accepted per year. Apart from the yearly purchasing and subscriptions there are special collections and rare material available for users. Numerous, rare and valuable material are available at this library that have been donated by ancient Japanese families. Considering the number of E-journals and databases available for users and from 2007, the year the library started acquiring e-books, there are 294 titles available in the library. Niigata University Academic Repository provides the research output

produced by the members of Niigata University and it is disseminated to people to people all over the world.

- **Services**

There are many services that are offered to the library users. The library caters to the needs of undergraduates, graduate students, faculty members, researchers and outsiders. Library members have their own library account and they can extend / reserve library items via user accounts. Automatic lending machines are available for users through which they can extend and return their books without going to the counter. Computing, and printing, photocopying facilities are also available for users. The library is open during the week and the opening hours are changed according to public holidays and semester-breaks.

- **User Education Programs**

The library conducts information literacy education for students. There are two types of programs which are based on study skills and on how to retrieve information for reports and graduation theses. Study skills programmes are conducted for first and second year students and the second type of program is conducted for 3rd and 4th year graduate students.

Space Management of the Library

The library is very concerned about space management. It has been designed very carefully and fully utilized for each purpose. There are reading rooms; learning commons where students can have discussions and do group study/self study as well. An area for computer use and a multi-media corner are available for users. The library has a space and facilities for students who want to have a nap during their free time. In addition, the library has compact shelves as a space management tool. Compact shelves are designed in rows that can be moved next to each other. Similarly, in closed access areas the library uses the Nippon Filing system which has compact shelves with robot machines.

Conclusion

Libraries in Japan are a common unit of the country and one institute is controlled by all bibliographic record handling and other related work of the libraries. Therefore, all libraries have uniformity in information management systems and it is one of the most favorable outcomes of the library system in Japan.

Due to the rapid development in Information Communication Technology, libraries in Japan are introducing new services and convenient methods to their library users to access to information. There are many new methods of library management such as handling bibliographic records, space management techniques, ICT application that can be learned from the current library systems in Japan and they can be incorporated to the Sri Lankan university library system according to the requirements of our country.

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8th PRESENTATION

Initiating the Digital Library of University of Peradeniya

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Introduction

University of Peradeniya library is the oldest university library in Sri Lanka. The library material consists of very old material which needs preservation and conservation. Digitization is considered as one of the options available for conservation of library material for future generations. The University has eight academic faculties. Research projects are going on in all these faculties and therefore large number of research publications publishes in reputed local and international journals. Digitization of these materials helps the researchers to get more publicity for their work. Therefore finding a suitable digital library software became an important task.

Objectives

- To act as an institutional repository for research literature published by the University academics
- To act as a digital repository to preserve library material.
- To get publicity for academic work carried out by staff and students of the University.

Process

In 2010 Senior Assistant Librarian of the ICT Division participated in a training programme on DSpace digital library software in India organized by University of Colombo. In this programme Training on installation of Dspace software in windows and Linux operating systems, customization and management of the software was

given. The programme was funded by Sida/SAREC Library Support Project. (Swedish International Development Cooperation Agency/Department of Research Cooperation) After returning to the country Dspace was installed in Windows platform and a demonstration was conducted to the staff members who did not receive any training in Dspace on the request of the Acting Librarian.

Dspace can be installed in both Windows and Linux operating systems. Authorized users can create their own accounts and deposit their information in the database. Therefore it is recommended to form digital archives in Linux platform for security purposes.

In mid 2011 the Librarian applied for the INASP Small Grant scheme and received funds to train the Systems Analyst and Assistant Network Manager of the ICT Division on Koha and Dspace library software in India. During this time the National Science Foundation (NSF) too conducted a regional training programme on Dspace. The Senior Assistant Librarian of the ICT division participated in the programme. The stepwise installation of Dspace in Linux platform was better understood with the previous knowledge received after installing Dspace in windows platform. Finally Dspace was installed successfully in Linux platform in the month of October 2011. It was connected to the web at the end of the year 2011.

After installing Dspace, permission was sort from higher authorities to digitize the information belong to the university. Permission was granted only to deposit abstracts of the thesis of University of Peradeniya. Theses of two Post Graduate institutes (Science and Agriculture) were not included in this collection as they are planning to upload them on to their own repositories.

Few research articles were also entered to the database in Library and Information Science, Medical Education, Botany and Veterinary Clinical Sciences.

Challengers encountered

Senior Assistant Librarian and Assistant Network Manager worked on this project while attending to their normal duties. Both had to plan their work and find time to get released from other work at the same time to work on the digital library project. Therefore the project was moving slowly.

In the thesis belonging to 1950s and 60s abstracts were not found. In some other thesis information in the title page were not sufficient to complete the required metadata. There was no uniformity in the data presented in the title page. Some candidates have used very thin paper and the letters were not clear in the scanned object.

Absence of additional staff to enter metadata and to digitize the material was also a problem. The academic staff was reluctant to submit their papers to the digital repository.

Future of UoP Digital Repository

The customization is not yet completed and more work has to be done in this area. For collecting research articles from academic staff members an extra effort will have to be

made. It is planned to start a campaign to assist them to understand the importance of depositing their articles in the institutional repository, copyright issues and the forms of the article in which they can deposit. In order to expand the collection, digitization of University of Peradeniya journal articles and Proceedings of Peradeniya University Research Sessions (PURSE) have been started. Awareness programmes for students and staff members in using the digital library will be commenced shortly.

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