National Conference on Library and Information Science
(NACLIS2019)

Proceedings

"Revaluing Libraries:
National Conversation on Value of Libraries"

Sri Lanka Library Association

National Conference on Library and Information Science (NACLIS 2019)

"Revaluing Libraries: National Conversation on Value of Libraries"

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Sri Lanka Library Association
275/75, Stanely Wijesundara Mawatha, Colombo 07, Sri Lanka
+9411 2589103
slla@slt. lk / sllaoffice@gmail. com
www. slla. org. lk

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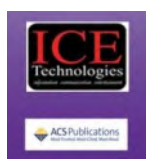
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Message from the President, SLLA

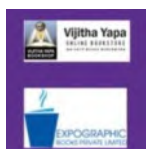It is my great pleasure and privilege to give this message for the annual event "National Conference on Library and Information Science" organized by Sri Lanka Library Association to fulfill its mission. It opens many opportunities to enhance interaction within the LIS professionals and readers of this country. The role of the librarians (providers) and readers (consumers) in this information era would begin to blur and merge. Providers and consumers are now changing their role as prosumers. Value is co-created by prosumers. Nowadays uplifting the value of libraries and readers to safeguard the prestige of the LIS profession could be considered as an urging need of the Sri Lankan LIS sector.

According to the mission statement of SLLA one of its responsibilities is to safeguard and promote the rights, privileges and status of librarians and information scientists". In line with this thought, the theme of the conference was declared as "Revaluing Libraries: National Conversation on Value of Libraries". This theme provides a great opening for LIS professionals from different category of libraries such as public, academic, school or a special, giving them courage to take prominent role within their community.

The conference focused on hot issues, the latest research achievements, innovative ideas, and latest developments related to the theme. The objective of the conference is to encourage our libraries and librarians to assert their core values by way of a conversation and research and technical paper presentations. The presentations of about 22 papers and the Keynote Address cover a wide range of subjects within the theme of the conference. All of us who were granted the opportunity of participating in the National Conference of library and information science at this venue would undoubtedly agree that it is a memorable and inspiring and stimulating experience and will thank god for the blessings we received.

I would like to thank our Chief Guest Prof. S. Pathmanathan and Keynote Speaker Prof. A. Atputharajah for graciously accepting our invitation and gracing the event.

My heartfelt gratitude goes to the members of the Organizing Committee of NACLIS, SLLA Council and Exco, SLLA office staff, authors, reviewers, sponsors and many others for their valuable contributions for the success of this event.

Ms. S. Arulanantham
President/ SLLA
10. 06. 2019

Message from the Chief Guest

The Sri Lanka Library Association was founded in 1960, when I was in the second year of my four-year career as an undergraduate of the University of Ceylon, Peradeniya. It is most remarkable that this association had grown in strength, amidst forbidding circumstances, and very comprehensively so as to include institutions of all categories in the island that provide library services.

The librarians and their staff who have worked with a deep sense of dedication and with exemplary devotion have indisputably contributed, in their own way, to spectacular progress in academic scholarship in this country. I remember some them who are no more with us, with nostalgic feelings.

In academic quality, the accomplishments of our librarians of the past century were exemplary. For instance, Ian.Gunatilleke's multi - volume bibliography on Sri Lanka is a matchless achievement by international standards. Some of the university and school libraries have been under excellent management. I am happy to find that the traditions of the past are still maintained at some institutions. On my occasional visits to the library of the University of Jaffna, which is presently presided over by the president of SLLA, Srikanthaluxmy Arulanatham, I was impressed to find order and discipline in the library and among the staff some of whom respond with enthusiasm in supporting academics and scholars engaged in the pursuit of knowledge.

It is gratifying to note that the SLLA has, in recent years, responded to the challenges arising from the great leap in information technology by adopting novel and appropriate initiatives and programmes of work. It has also extended its programme of activities in adequate measure.

I have great pleasure in felicitating the SLLA for conducting the Annual Conference in 2019 on a grand scale and in conveying my best wishes for its imminent success.

Prof. S. Pathmanathan
Professor Emeritus in History, University of Peradeniya
Chancellor, University of Jaffna
President, IATR, Sri Lanka National Unit

Message from the Keynote Speaker

Library is the place, where collection of recourses can be found and related services can be obtained for the human needs on reading, listening and watching. The library contains the same concept from old golden relaxed world till today's modern world. Only the materials are changed from (i) engraved in stone and leaves, to (ii) printed paper, to the (iii) online access of digital materials. Further, the human life becomes much easy on searching and finding the required information while accessing from anywhere to any library. The world becomes very small with interconnection through digital networking.

It was old good time of my high school education, where I used the school library as well as public library. It was very silent, highly conducive learning environment while having relaxed feeling. It gave tremendous motivation with silently learning environment. I was using the library for in-depth learning where concentrated focus environment is needed. I still remember the gentleman who gave large number of books, past papers, sample questions and solutions books to the school library in 1988. I obtained the services from the library using the printed materials during the high school education and undergraduate education. Then in United Kingdom, I continue to get the library services during my post graduate education through mix of printed materials to digital materials through online access. It is now also continued starting from my teaching period till this administrative jobs. By reading I learn how the leading administrators solved many complicated situations. Learning the history is giving the experience that equivalent to living for few centuries.

For every actions and activities of the organizations, the leader plays major role on its performance. As a result the library operations and services are heavily depended on the librarians. My keynote address summarizes the important services of librarians, who are empowering the society at large. Reading always inherits comprehensive humanitarian thinking to the society. Humanitarian life always empowers the society for living as good citizen. A revolution towards sustainable growth can be done by librarians through the libraries.

Professor Arulampalam Atputharajah
Dean, Faculty of Engineering
University of Jaffna

Message from the Convener-NACLIS 2019

Sri Lanka Library Association (SLLA), the only professional body representing all kinds of library professionals in Sri Lanka. National Conference on Library and Information Science (NACLIS 2019) is the fifteenth of its series which were annually organized by SLLA since 2003 to bring together members of the LIS profession of this nation. In view of continuing the process during the current year this conference is organized to be held on 27th June 2019 at the Sri Lanka Foundation Institute. When the conference arrangements are on the way there was a state of tension and an emergency was declared. This atmosphere of conflict is now brought into control and a great relief and wonderful unity and humanity remains across all ethnic and religious groups of this nation.

The theme of this year's conference "Revaluing Libraries: National Conversation on Value of Libraries", was chosen to address many aspects of growing importance of the Value of Libraries and to encourage our libraries and librarians to assert their core values by way of a conversation and technical paper presentations. There are twenty two carefully selected papers (Seven full papers and fifteen abstracts) included in this proceeding. They are the product of the joint efforts of the Authors, Reviewers, and NACLIS group of the conference. Thirty three authors from different library sectors such as public, academic, school and special libraries contributed to these papers. Papers are mostly written in all three languages Fourteen in English, four in Tamil and four in Sinhalese. They are going to be presented in five technical sessions.

We started this NACLIS Journey from the planning process with the support of different people including the SLLA Council, SLLA office staff, authors, reviewers and many others. On behalf the NACLIS group, I would like to express my gratitude to all of them, in particular to Chief Guest Prof. S. Pathmanathan, Chancellor, University of Jaffna and Keynote speaker Prof. A. Atputharajah, Dean, Faculty of Engineering, University of Jaffna for their presence and other helping hands for their invaluable support rendered throughout the journey. Further I wish to thank the paper presenters for enriching our experiences by sharing their research outcomes. My heartfelt gratitude is also expressed to all our sponsors ICE scanners, ACS Publications, Asia Foundation, Balani Infotec., WISERRF Technologies, D.S. Books International, VijithaYapa Bookshop, Expographic Book for their enthusiastic contribution to make the event a success.

Mr. S. Navaneethakrishnan
Convener, NACLIS 2019
17. 06. 2019

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'Knowledge Navigators': Value of Librarians in the digital era

Atputharajah A[1]
Dean, Faculty of Engineering
University of Jaffna

Introduction

Internet and World Wide Web are very powerful tools that continually impel changes not only in librarianship but also in his daily professional activities. From various literature reviewed, it is easy to conclude that the advent of information communication technology has revolutionized the traditional roles of the libraries and that of the librarians. However, the traditional role of the librarians is changing from physical to virtual as librarians now perform their traditional routines side by side with the new task that information communication technology has presented to them. Librarian now function as search intermediaries, facilitator, an end user trainer on the use of ICT, website builder or publisher, researcher of current and relevant information using the worldwide web, an interface designer using the ICT gadgets, a knowledge manager in an environment where there is a use of recorded knowledge in circulation (Rao & Babu 2001). Librarians have to acquire new skills to access net resources, and develop new strategies and services to meet the challenges of the knowledge age. (Charles Obiora Omekwu & Uwem Eteng 2006) Professional training, library experience and type, and professional responsibilities are considered as possible factors contributing to value formation of librarians (Dole, Hurych & Koehler 2000).

Librarians as Information Scientist

A librarian is known as an information scientist, is a researcher or academic who specializes in the field of Library and information science. Library and information professionals have a remarkable responsibility for the research and development activities of a country. Particularly they have to scientifically identify the strengths and weaknesses of the research output of a nation. They insist policy decisions that should be taken by the relevant government bodies to improve the visibility of research publications of a Nation.

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[1] e-mail: atpu@jfn.ac.lk

Librarians as Technological Gatekeepers

We can identify librarians as gatekeepers because they open the gates to information for others. These people make extensive use of information services and have well developed outside contacts. A gatekeeper is one who conveys knowledge, by himself is a connoisseur who enjoys reading, grasps the essentials and is able to direct users to the information they seek. Also a gatekeeper controls a strategic point of the communication channel and can decide whether a particular piece of information flowing through the channel should reach a particular user or not. Gatekeepers are well informed and have specific and recent information in their fields. Librarians have to act as Technological gatekeepers as they receive information from a wide variety of sources external to their organization. Gatekeepers are well informed and have specific and recent information in their fields (Arora 1987)

Librarians as 'Knowledge Navigators'

This century is witness to a huge disparity between the developed countries and the developing countries. This is also true in creating knowledge. Information plays a vital role in this regard as commodity, power, and economic divide in this era. The invention of World Wide Web has drastically changed the information environment in unforeseen ways. While the Web itself spirals outward, as knowledge management evolves into the keystone for educational, social and commercial growth, and e-government and e-commerce become the watchwords for business and government, librarians are the "knowledge navigators" needed to negotiate this new electronic world. (Library of Congress 2004) As a result, the role of a librarian has shifted to that of an information provider or knowledge navigator who uses new techniques to search information in the light of information technology and the requirements of the users.

Librarians as Archivists

Librarians' duties as Archivists include acquiring and appraising new collections, arranging and describing records, providing reference service, and preserving materials. Alongside their work in arranging and caring for collections, archivists assist users in interpreting materials and answering inquiries. In USA Archivist is the chief official overseeing the operation of the National Archives and Records Administration. The Archivist is responsible for safeguarding and making available for study all important public documents of the nation, including the actual Declaration of Independence, the Constitution and the Bill of Rights, which are

displayed in the Archives' main building in Washington (National Archives and Records Administration 2019). They keep records that have enduring value as reliable memories of the past, and they help people find and understand the information they need in those records. Although many archival collections consist solely of paper records, increasingly archivists have to confront the new challenges posed by the preservation of electronic records.

Librarians as Cloud Makers

Digital libraries may be built around any number of organizing principles such as topics, subject or disciplines where as institutional repositories are organized around a particular institutional community. Digital libraries are the product of deliberate collection development policy and the institutional repositories often are dependent upon the voluntary contribution by scholars for the content of their materials. digital libraries typically include some important service aspects such as reference and research assistance, interpretive content or special resources and institutional repositories are mainly repositories therefore may only offer limited user services. The advent of digital libraries presents a plethora of challenges and opportunities to the digital librarian. Digital librarians add value and can make digital libraries truly useful and user friendly.

Librarians as Research Boosters

There are organizations such as National Science Foundation, National Research Council have a wide range of activities that brings together academics and professionals of the country, and brings about public and private sector participation in achieving scientific advance through collaborative research (National Science Foundation 2019). They have facilitated harnessing of the independent, individual, intellectual capacity of scientists and encouraged institutions and scientists to carry out quality research and innovations directed towards the socio-economic development of Sri Lanka. As a result during the last decade, development of new subject fields and the number of interdisciplinary publications have grown exponentially. While considering this situation, role of the Sri Lankan library information professionals is important to recognize and organize this information to help the user community as well as to facilitate the libraries in their collection development process. They should support and encourage the academic community to increase their research activities to maintain the steady growth of publication.

Librarians as Economic Accelerators

Sri Lanka's science and technology research and development activities are now being directed towards facilitating the country's development process. The current trend of the development acknowledges that the LIS profession is critical for the nation to maintain an important role in the world. Substantial amounts of funds are allocated for the research organizations and higher educational institutions in Sri Lanka for research and development activities with a view to enhance the outputs and outcomes of the research and innovations, which will ultimately benefit the Sri Lankan society. Lack of authoritative and quality information and data related to the trend of research and development is an obstacle to be resolved only through analysis of the research output.

Librarians as Caretakers of Knowledge Universe

Today technology is delivering the knowledge of mankind to our computer desktops, and the "digital divide" is closing. The driving force behind these trends is libraries. The caretakers of this vast and ever-growing information universe are librarians. Federal librarian can determine how best to syndicate the nation's data and develop sustainable processes to ensure both its access and protection. Now we have to turn our attention to encouraging and supporting the current and next generations of librarians who will lead and care our profession and our nation toward this information age. It is because effective information retrieval services require a unique professional mix of knowledge such as information, users and information technology.

Librarians as Search Intermediary

In an organization, though librarians began training end-users to perform their own searches, the demand for searches by information professionals have not decreased. End-users having been trained and having performed some of their own searches became aware of the complexities of searching, the limitations of some of the resources and of the searching process especially on World Wide Web. So, a more educated user who continues to perform simple searches on his own behalf, returns to the librarian or information specialist to perform the more complex searches. The effect on librarians has been an increase in workload because the searches are more complex and the amount of time per search has increased. Hence, there will always be a role for the search intermediary.

Librarians as unique Professionals

It is because of the effective information retrieval services require the unique professional mix of knowledge such as information, users and information technology. Lack of resources, constant change and the need for flexibility, effective communication define the work – role of librarians today. Rapid technological change and the advent of the information age are forcing the library profession to rethink its mission and responsibilities. In addition, successful digital librarians must forge partnerships and communicate effectively across professional boundaries, thereby enabling them to apply their knowledge of information management and information literacy training in all areas of their institutions.

Librarian as Interface Designer

Interface design is going to become increasingly important and increasingly relevant to the way people access and use digital technologies. The digital libraries may be defined as the new way of carrying out the functions of libraries encompassing new types of information resources, new approaches to acquisition, new method of storage and preservation, new approaches to classification and cataloguing. It is also known as a distributed text based computerized information systems and services. It may have several provisions to access documents those are of high value, mostly from outside the organization (Ravichandra Rao & Suma1996). Librarians become much more closely involved and collaborate in the work of computer and information scientists in tasks such as design, organization, development, and maintenance of digital library repositories,

Librarian as Knowledge Manager/ Professional

Knowledge Management involves the identification and analysis of available and required knowledge, and the subsequent planning and control of actions to develop knowledge assets so as to fulfill organizational objectives. Librarian as a part of Knowledge Management system can effectively participate in the process of knowledge creation which includes mechanisms for knowledge capture, exploitation and protection besides in required infrastructure creation by the virtue of capabilities gained as Information Managers of the organization. The creation of the knowledge center in an organization normally involves contributions from three groups of experts such as users, knowledge professionals and technology experts. Knowledge professionals are the individuals in the knowledge center who have the skills, training and know-how to organize knowledge into systems and structures that facilitate the

productive use of knowledge resources. They include librarians, managers, archivists, and others. Librarians to become Knowledge Managers or Professionals should possess variety of talents and perform the work with high level of skill and expertise.

Librarians as Guardians of Information

Librarians have the responsibility to preserve, conserve, and, if possible, restore their library collection, in order to provide long-term access to information resources. Decisions on the repair of damaged materials and replacement of lost, stolen, or damaged materials to be made based on the Collection Development Policy of the library. Active participation and leadership in preserving the library collection is one of the responsibilities of the librarian. Preservation and conservation of library materials shall be accomplished through storage under proper conditions, careful handling and housing, the use of security systems designed to eliminate mutilation and theft or replacement of damaged materials, fumigation, microfilming, digitization, etc.

Conclusion

Conclusively, Librarians have a strong future in the networked environment considering the numerous benefits of ICT in the library environment. Librarians will be called upon to provide authentic and reliable information, evolve strategic alliances, participate in network activities and contribute to the bridging of the digital divide. They will emerge as technology experts, guides, scouts, researchers, analysts, knowledge engineers, editors, navigators, gatekeepers, brokers and asset managers. Librarians will need to acquire new skills, and develop new strategies to meet the challenges of the knowledge age.

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Valuing Librarianship: The changing role and the responsibilities of the Professional Librarian in ICT environment

Ayomi Priyantha Wickramarachchi[1]

Abstract

The changing nature of ICT has caused the professional librarian to change the role and responsibilities. It has an impact on User education, Library services, Information Profession and its development. The purpose of this paper is to discuss and assess the professional role and responsibilities of the librarian in the changing ICT environment through three different library roles with a due focus on the core values of libraries. Case study methods and questionnaire survey methods were used to examine the User Education role of the professional librarian. Findings reveal that the librarian's contribution to society is beneficial while highlighting the challenges faced by the professional librarian and how to overcome them by changing the role and the responsibilities. It further highlights the important role that should be played by the government and relevant library authorities in providing adequate infrastructure and funding with effective coordination as this is an important national issue.

Key words: *Changing nature of ICT, User education, Library profession, Valuing librarianship, ICT environment*

Introduction

Libraries provide an essential service for the nation. They perform an important role by providing equal and equitable access to information through libraries, resources and services. This public service is provided in an equitable manner to all circles in the society respecting diversity and inclusivity.

The ever expanding nature of ICT has affected the Library Profession, library functions and its development. It has caused the Professional librarian to change to keep up with the changing needs of users. The 'changing role' of the Professional librarian is vital and essential to enhance the literacy level of the society. The literacy levels of the users are enhanced through the user education and information literacy programs conducted by the Professional librarian. The Professional librarian`s responsible service to education and information literacy demonstrate the core-values of libraries

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[1] *St. Josephs School, Onehunga , Auckland. NZ*
e-mail: ayomi_pw@hotmail. com, ayomipriya1963@gmail.com

on which the library profession is built. The librarians professional service express a concern for humanity through the dedicated public service extended to society.

Objective

The purpose of this paper is to discuss and assess the Professional role and responsibilities of the librarian in ICT related environment. The Professional librarian's role is examined and discussed through the Academic librarian's role, Public librarian's role and through the School librarian's role with a focus on the core-values of libraries. The paper also highlights the challenges that the Professional librarian has to face and how to overcome them during the process.

Discussion

The Academic Librarian's role has been examined through a case study on user perceptions by University of Moratuwa. The survey reveals (Kirialla, Kodikara, Kumara &Punchihewa, 2018)98% of participants had agreed that the Academic role of the Professional librarian is beneficial to Academic users. 94% of them had agreed that user education and information literacy programs are supportive in their academic goals. Also, the majority of undergraduate and post graduate students had agreed that the librarian's contribution has influenced on their information seeking abilities and have been fruitful.

The above statistics indicate that users prefer ICT based accurate solutions for their information needs. Hence, the changing role becomes a challenge compared to the traditional role. The librarian`s instructional role related to ICT and technology is invaluable as it helps to eliminate the misuse and misinterpretation of information. This involves user education related to copy right and plagiarism. Consequently, the professional librarian is compelled to adopt a new approach to overcome the challenges. When giving access to newer resources, the librarian ensures that the intellectual property rights are preserved, Plagiarism and Copyright issues are taken care of through legal and ethical measures. Moreover, when giving instructions academic users have been given appropriate skills covering key areas that address their information needs. The key areas include on how to avoid plagiarism by adopting correct referencing styles to produce quality research work. These kinds of usereducation programs are influential to improve the skill level of the undergraduate and post graduate students. The skills gained through user education programs give them the special abilities to explore the necessary advanced resources independently within and outside of the library.

This further proves that the special skills and abilities they gained have improved the quality of their research work while enhancing their productivity when they enter the society as young graduates with confidence. From the Academic librarian's perspective, this relationship between students and librarians will make the library a popular and welcoming place for the students while it helps to build up the image of the Professional librarian considerably. This brings out the value and professional approach of the academic librarian through the professional role performed in an academic environment.

Regarding Public libraries and librarians, the role of the Professional librarian has changed due to the rapid development in ICT. Users expect ICT based quick services through public libraries even within an under-resourced environment. This is a challenge for the libraries and librarians in providing an equal and equitable free public service. Also, Public libraries are there to serve the entire nation irrespective of race, religion, age, educational level and economic status. The above challenges are further intensified due to the fact that each individual user is different in literacy level and in their information requirements. Therefore, the librarians challenging role is to satisfy a range of user needs respecting diversity and inclusivity.

A survey done by the Extension services of the Public Libraries in Colombo District reveals the current status of its user education programs. This covers five Public libraries. According to the review (Dharmathilaka, Kumari, Madhumali& Ranasara, 2017), the libraries need an upgrade in library resources and services using latest technology in order to increase the user participation. In doing so, the challenges faced are, lack of qualified and trained librarians to conduct programs in user education. To achieve this goal, the intervention of the central government is essential to provide financial assistance to cover finances for the extension services of Public Libraries. Also, the continued support of National Libraries in guiding and monitoring the process are seen as a must. This has been stated by (Dharmathilaka et al., 2017) as essential to improve user participation through user education programs.

Another study based on a literature review, interview and questionnaire highlights the Public librarian's role in empowering women through education in a Public library environment. Ranaweera (2013) states the vital fact that women`s participation in user education and community programs is higher than men in Public libraries. This indicates that the library is a popular community center. This fact can be used as an effective tool by the librarian to attract more women to participate in community user

education programs to improve the education and literacy levels of women. This indicates the effective role played by the librarian in maintaining good public relations with the community which has supported to achieve the goals of the Public libraries. The educational activities empower women in the society which in turn has an influence on the social, cultural and economic wellbeing of the entire society. This has an impact on the national development as well.

A study completed in 2013 (post-war era) by Chandrasekar (2013) reveals the current status of Jaffna Public libraries. The libraries have been functioning normal due to the effort of service librarians. Further, it shows, the libraries provide a great service in spite of having been deprived of their basic educational needs during the war. Due to the `recovery program` by the central and local government bodies, the libraries seem to be overcoming difficulties and functioning well. The positive attitude of users through participation in reading activities is favourable and supportive in the government's reconciliation process.

It is interesting to notice that out of the 17, 000 registered members (Chandrasekar, 2013) only few members visit the library while others use the remote facilities via internet to access library services. This is a promising trend showing a sign of enhanced literacy levels. Also, some of the branches in Jaffna have set up a children`s section to develop reading promotion among children. This is encouraging as developing the reading habit at an early age develops children's reading skills thoroughly. It reinforces their existing knowledge in school curriculum topics and subjects taught in the classroom while expanding their vocabulary. Further, this expands their experiences and knowledge making them culturally aware of the society around them while building harmonious relationships between diverse cultures. This supports the process of reconciliation and the programs prioritized by the Sri Lankan Government.

However, in spite of the above smooth progress, there are challenges faced by the Jaffna Public library and its branches (Chandrasekhar, 2013). Low recognition by library authorities, inadequate funding, inadequate infrastructure facilities, lack of electronic resources and use of IT and lack of professionally qualified trained staff are main areas that need to be considered by relevant authorities.

A network involving different types of libraries known as `library consortia` covering the whole of Jaffna district has been suggested in the review (Chandrasekar, 2013).

This expands the librarian's responsibility through a collaborative role for sharing resources. This would support each other in sharing their resources more effectively providing a wider service to the community.

The concept of 'library consortia' consists of groups of libraries who have joined together for a common purpose through resource sharing and exchanging information. It is a valuable library service that facilitates users in remote and less privileged areas. Obvious advantages are the ability to enjoy a bigger collection of resources which can be shared in an equitable and fair manner with a pooling arrangement. It causes less capital- cost for resource allocation while using shrinking budgets for infrastructure building. Moreover, it enables the library to serve a larger geographical area especially for disadvantaged groups in the society using an array of small, under-resourced libraries connected to the network. This facilitates the users in remote areas as this could share library resources within a larger geographical area.

Public libraries uphold the democratic rights of the people by providing free, equal and equitable access to information in a diverse and inclusive society that reflect the core-values of libraries. Therefore, the Professional librarian is a role model demonstrating leadership skills while maintaining public relations in satisfying new information seeking needs of the changing user community.

In the current ICT environment it is important for Public libraries and librarians to conduct new user education programs to make users aware of the services offered by the library. This would help to make the library a popular `space` for the community while increasing its usage among the community.

Regarding School libraries, a survey on the current status of remote school libraries in the Rathnapura educational zone, Wickramanayake (2016) reveals that more than 65% of the librarians are not satisfied with their profession. This is due to lack of recognition from Ministry of Education and funding causing a lethargic attitude among librarians. Regarding library training for school librarians it has been indicated that 80. 19% has not been given proper training as school librarians while 90% of school librarians did not enjoy working as school librarians.

According to Wickramanayake (2016) school libraries have not been considered as a vital component of the school education system. Due to this fact the school

administration does not recognise the library as an integral part of the school education system. Therefore the school librarians are not willing to continue in their profession. This has led to a drop in the school library profession. This is evident through the survey that indicated 57. 55% (Wickramanayake, 2016) schools did not have a fixed time table for library skills and activities. Wickramanayake (2016) further says that majority of school libraries are not well equipped without a fixed time-table even for library activities in the curriculum. Most schools do not have updated library collections or resources. Students did not like the material available and expressed their dissatisfaction in using them. These were some of the reasons for the drop in library usage among school children.

This shows that the reading habit among school children have not developed to an acceptable standard. School Librarians have indicated that the drop in library usage is at an alarming rate and is a serious concern. The issue regarding lack of trained teacher librarians has greatly affected the school libraries and its development. Other reasons are due to the exam oriented education structure and the ever escalating costs of purchasing reading materials. Children mostly read books related to the curriculum and thus restrict themselves in reading other books for pleasure. This obvious fact has been stressed by educationists over and over again and inspite of the efforts by National Library Documentation Services Board there is still a big work load for libraries and librarians to carry out along with the support of the community to improve the reading skills of the children and young adults. (Amarasiri, 2012).

In the changing ICT environment, the teacher librarian's role in IT instructions and providing information literacy is vital for their school assignments and to perform well in their homework. The teacher librarian is a trained teacher who is responsible for managing school libraries while promoting library skills, reading habits and creating a reading culture in the school community. Also, the responsibility extends to motivate the children to read for pleasure other than reading for curriculum and examination oriented material. Professionally trained teacher librarians have knowledge in handling library collections using classification systems which can be effectively transferred to other colleagues and student librarians through proper training. Reading is an important skill promoting information literacy skills in school children as connecting reading with real life situations will take them on to a different elevated level of interest in reading. Educationists say, when the children have prior reading knowledge, they can make meaningful connections with what they read and

transform them into new knowledge and facts. This new knowledge will be retained in the brain and can be retrieved later in their lifelong learning process.

Conclusion:

The outcome of the analysis of the Academic librarian`s role indicate that the contribution made by the Academic librarian in formulating and adopting new ICT-based- user education programs have been successful. User perceptions confirmed their success by achieving their educational and research goals by adhering to the guidelines introduced by new user education programs. Also, the user satisfaction has been expressed clearly by accepting that the newly adopted programs have guided them to gain necessary skills to access library resources and services in a user friendly environment.

In general, Academic librarians have been able to overcome the challenges successfully by meeting the needs of the majority of user community to the expected quality and standards. However, there is room for improvement of the user education programs currently-conducted by the university. It is by adjusting to suit the future changing patterns of the information seeking behaviour of the user community.

In case of the Public librarian, the situation is considerably different from the Academic Librarian. But, few similarities can be identified in both cases. The nature of challenges that the Public librarian has to face is complex and very much different due to the diverse user communitywith a range of literacy levels and interests. Several challenges are on the surface but only the important and relevant challenges have been highlighted in this paper. One such challenge is to work with under-resourced library environments with more users to cater for. These clients all the time demand for ICT- based information needs. This is intensified with the problem of un-evenly distributed funds and resources allocated by the central government among library branches. This is due to the lack of having a proper policy in funding and resource allocation including trained and professionally qualified staff.

When dealing with changes in ICT environment, a strong challenge for the librarian is the ability cope up with the necessary skill-updating to perform well under pressurized situations. As such, librarians need to interact with clients to satisfy their information- needs under various situations. Empowering women in society through user education programs is a vital responsibility of the librarian as women are directly involved in educating their own families. If implemented successfully, this has a

favourable influence on information literacy of the society and in turn the country and the nation (Ranaweera, 2013).

The librarian`s commitment to education and information literacy goals is a social responsibility that reflects the core-values of libraries as it enhances the literacy level of the society. Also, it is vital to note that the Public libraries uphold the democratic rights of the people by providing free, equal and equitable access to information in a diverse and inclusive society that reflect the core-values of libraries. Therefore, when considering the above challenges and responsibilities, the professional librarian is considered to be a role –model demonstrating leadership skills while maintaining public relations all the time.

With regard to School libraries, Wickramanayake says that school libraries have not been given proper recognition within the school administration nor the librarians have been recognized through the profession or given the salaries and benefits that other school teachers have been provided with. No proper training scheme has been established to train them to practice as library professionals. Most schools in Sri Lanka have inadequate facilities including insufficient reading material and ICT related infrastructure.

The biggest contributor for this unfavorable situation is the shortage of government funds. The reason for the slow progress is the inability of the educational authorities to recognize library and information skills as an essential and vital element of the education system. In order to overcome the above highlighted aspects it is important to formulate, establish and implement a national educational policy by the government that support Library and information skills for students in their lifelong learning. It is important and essential to integrate school libraries into the school education system with proper recognition to the library profession and its respective professionals. (Wickramanayake, 2016)

The outcome of the above discussion brings out the challenges and problems that librarians face during the professional service. Also, it brings to the notice of relevant government authorities, non-governmental organizations, Professional library organizations and stakeholders the necessity to coordinate and corporate in improving library services and resources. This would be useful in finding a solution for this national problem as the libraries and librarians do exist to serve the nation.

Hence, the government and other information organizations have a sole responsibility to plan and provide with an appropriate infrastructure network to expand the information handling capabilities of libraries. This expansion would provide numerous ways to cope up with the changing needs of the ever increasing users. This inevitable requirement has now been felt in the society even more than ever before.

It is worthwhile to note that all funding allocated for Public library and school library activities will definitely be a valuable investment for the enhancement of education and literacy skill-development. The return on this investment will be apparent in future in the form of well-developed and literate society irrespective of age levels. It should not be forgotten that libraries and librarians are accountable to the society when accessing information and transferring it back to the public in a useful manner.

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A Study on Green Movements in selected libraries in Western Province, Sri Lanka

W. W. S. Thrishala Warnasooriya[1]

Abstract

A global interest on green concept has taken into consideration in today's world, as the environment has been drastically threatened by irresponsible human activities and modern technology for some decades. Therefore, going green has become a necessity in Sri Lanka at present as a country in which the number of environmental issues is dramatically increasing day by day. As a result of this, green implementations can be evident in some of private and government bodies in Sri Lanka. As community centers and knowledge hubs, the libraries also have a great part to play in this regard. In view of that, going green has become a goal of libraries in other countries, but very primitive in Sri Lanka. Therefore, the main objective of this study was to examine the green movements in university libraries in Western Province, Sri Lanka. The population was the university libraries in Western Province. Therefore, Survey method was used to gather data from randomly selected 13 university libraries in western Province. Both state and private university libraries were included in the sample as 50% from each category. Conducting interviews with selected academic staff and self-observation were main tools used in data collection. The study was conducted based on the research framework which consists of five areas namely, library building, operations and practices, programmes and services, information systems and library collection. Those five areas were covered by 23 indicators. Basically, 14 green indicators could be identified in surveyed libraries. According to the data analysis, waste segmentation was the most popular green practice which functioned in 84% of libraries. Use of e – resources and gardening were practiced by 54% of the surveyed libraries. 23% of libraries produce bio gas and some libraries had a separate resource center for those activities. Composting, construction of solar panels and water purification systems, sharing downloads, use of cloud-based applications, displaying green notices and posters were recognized as other green implementations. Although 14 green practices could be noticed in the surveyed libraries, the tendency of going green is not a popular function in university libraries in Western Province. Policy statement of environmental management and green practices were followed by only one library. Hence, going green has not become a compulsory task and a popular function in Western Province. Therefore, the awareness programmes should be conducted to make green library concept popular among library staff, users and administrative staff of each university. A well -prepared policy statement can be effectively used by the libraries in order to enhance green implementations in the libraries.

[1] *Department of Library and Information Science, University of Kelaniya, Sri Lanka*
e-mail: warnasooriyathrishala@gmail. com

Key words: *Green concept, Green libraries, Green movements, University libraries*

Introduction- Research Problem

As a result of industrialization and renaissance in Europe, the environmental destruction began 5 centuries ago. But at that moment, the mankind could not realize that the environment in a threat. With the influence of modern technology, this situation has become more complex and critical. After emerge of information technology, both advantages and disadvantages were experienced by mankind (Gamage & Halpin, 2007). Environmental impact was one of among those disadvantages (Carnegie Mellon University & Mind Controversy. com, 2018). On the other hand, the tap-root of today's environmental issues is the irresponsible human activities and behavior such as deforestation, failures in proper waste management systems, illegal construction projects etc. Eventually, it has been realized that the mankind has lost something important and have come to this digital era. The number of environmental issues is increasing day by day in Sri Lanka. According to World Food and Agriculture Organization (FAO) Sri Lanka has been recognized as the country having the 4th worst deforestation rate of primary forests. Percentagewise it was 15. 2% (FAO, 2005). The global forest assessment (2005) states that each of country lost about 1% of its forests each year.

As a solution for the current environmental issues, a global interest on green concept emerged throughout the world. As a result, there is a tendency of going green in some institutions in Sri Lanka as well. As libraries can function as a place to stimulate the society on green library concept, the libraries should move towards green. Although, the green concept is not a much popular topic in Sri Lankan libraries, according to the research analysis of this research a slow green movement was evident among university libraries in Western Province, Sri Lanka.

Literature Review

The availability of research - based scholarly articles which were exactly focused on green library concept in Sri Lanka was less. But a number of research papers and some newspaper articles related to environmental issues and climatic changes were found in scholarly databases and newspapers. Thereby, majority of literature were grabbed from electronic media such as databases and web sites which mostly belongs to other countries. The research papers given below discuss green library concept and related topics.

In the very first research discusses not 'green concept' but the environmental issues of Sri Lanka and its causes. It was brought out here as the first body of literature to make an awareness of the current environmental condition and to emphasize the necessity of implementing green concept across the library system in Sri Lanka. Kariyawasam and Rajapakse (2014) have distributed a successful research outcome in their research 'Impact of development on deforestation in Sri Lanka'. They examine the factors of the origination of deforestation in Sri Lanka which belongs to the colonial period in which the commercial agriculture considerably developed. The most significant outcome of the research conducted by Kariyawasam and Rajapakse was the identification of the connectivity between the development projects and deforestation in Sri Lanka. They have given a descriptive analysis of physical development projects related to Mega City, highways, roads and tourism. If this crucial situation with regard to the development projects conducted by Sri Lankan government remained stable further, by the end of 2030 the forest covers will be less than 10% in the country. According to their analysis, government development projects are the main reason for the deforestation in Sri Lanka. Two authors have not proposed a better solution to overcome this environmental problem.

'Green libraries in academic institution: need of the hour' is a journal article by Shah, Kumar and Shah (2015) which defines the term green, and discusses the challenges faced by librarians in going green. Site selection, water and energy conservation, use of building materials and indoor air quality are pointed out as the important factors which should be focused on when an institution starts going green. Giving some examples of green initiatives, the authors discuss how those libraries are eligible to be green. The provision of a planning of green building with solar power and roof water harvesting is more important for the readers to get an idea of a green planning. Some of factors given in the list of suggestions for Indian libraries are possible to be functioned in Sri Lankan library environment.

Meher and Parabhoi (2017) highlight the conditions of environment, impact on society, green standards in India and outside India, initiatives in India, the role of librarian in going green. The paper is useful to have an idea on what green library means and the issues faced by the libraries on going green but its special reference is to Indian libraries. As India is also a developing country, the suggested green applications can be applied in Sri Lankan libraries.

According to the facts in the journal article 'green library: an overview' written by Madole (2014), green library is a part of the green building movement. Library 2. 0 green designs is a trend for the libraries in 21st century. He highlights that 'energy conservation' is an appraisable green movement in libraries. However, his suggestion for the librarians is to design more variety of facilitated spaces. If a library should have such kind of spaces in a library, more energy will have to be used. But even such library can go green by applying green implementations when designing variety of spaces. The given 5 criteria to design the green library building are site location, water conservation, use of energy efficiency materials, indoor air quality with innovations and designs. He mentions the challenges of designing a green building such as preservation problems. Sunlight, moisture and temperature change may be a threat for printed and other library materials.

Townsend (2014) examines how libraries promote environmental awareness among library users. 24 Canadian LEED- certified (Leadership in Energy and Environmental Design) libraries use 3 internal initiatives to inspire the awareness of users i. e. circulation-related initiatives, online resource pages and programmes / events. Accordingly, some of impressive programmes conducted by those libraries were gardening, composting, bees and chicken keeping, host farmer's market, encouraging local food and pest management etc. Those programmes are really effective and also very new to the countries like Sri Lanka. As Canada is a developed country having modern technologies and facilities, it is easy for even public libraries to make people aware of environmental sustainability through such programmes mentioned above.

A project in the Duke University medical center library has been conducted. Peterson & others (2014) have published a research paper 'Going green: one libraries journey towards sustainability' based on that project. This paper discusses the sustainability plan implemented by a specific group of people, and how it contributes to the university goal of becoming carbon neutral by 2024. The dedicated group of people has already introduced a set of environmental practices, and they create the awareness of the project among the library staff. As this library is a certified green workplace, it suggests some green practices to other libraries such as recycling. The most important part of the paper is green archives, challenges and reflections from the library.

'Greening up library' is a research paper written by Woodland (2010) and it looks at the ability of library to spread environmental conservation efforts taken by in the society. The paper suggests the methods to explore environmentally friendly procedures and how to promote community interest and support within the society. The paper covers number of segments of green concept. It identifies the areas for improvements, ideas for changes, resources etc. Environmental audits and building procedures are discussed. Although the subject coverage of the paper is impressive, the matters discussed in the study are in USA perspective.

Recommendations and green star rating range provided by Binks & others (2014) can be seen in the article 'tomorrow's green public library'. The recommendations and concepts in the article are taken from a case study conducted in the Melton library and Learning Hub in Victoria. The range of these recommendations is from simple practices to large scale building development. A frame work purposely designed for library buildings is given in the article to be followed when designing a new building or refurbishing an existing one and raising community awareness of benefits. 3 key areas of sustainability namely, building or refurbishing, sustainable practices and education are discussed in the article.

The staff of the Worthington Public library, Ohio (2010) have built a strategic plan 2010-2012 which consists of staff ideas about possible actions with regard to 7 policy areas in which one of them becomes 'sustainability/ green initiatives. ' Its application in the Worthington library, impact on both patrons and staff, sources or enrichment to be used for the suggestions are the scope of each area. Accordingly, the area of 'sustainability/ green initiatives' covers a wide range of green practices through 18 trends suggested by the staff members. Most of them are innovative particularly applicable in the countries like USA not fairly in Sri Lanka. The conference paper entitled 'from green libraries to green information literacy' presented by Kurbanoglu and Boustany (2014) is mainly concerned the fact of information literacy and how it contributes to green library movement. It gives a detailed description on the terminology, definitions and evolution of green libraries. They point out 5 parameters of green building, green operations / practices, green programmes / services, green information systems and green collection. Although the research is subjected to green information literacy, the context includes the details of the 5 areas mentioned above. Those parameters are ideal to be selected as the criteria to conduct the research on green library concept.

The research paper on 'going green as a marketing tool for libraries: environmentally sustainable management practices' by Hauke and Werner (2013) combines the concepts of marketing and green in one platform. It describes how a library can do its best to set an example for other libraries through green practices. According to the authors, simple actions can do more for the library's image. This provides number of examples around the world describing how to make a marketing image in the library through the following areas. They are traffic and transport (use of public transportation / electronic vehicles / bicycles), management (eco - action plan / creation of an institutional green profile / green projects), services (use of information technology, green activities and events, use of fair-trade and sustainable food and drink, special lending tools and equipment), communication (signs, labels, telling the institutional green story in mass media and electronic media) etc. Although most of other research papers are based on green concept, the authors of this paper have deepened their view into the depth of the concept rather than taking it just as a concept or a practice. Although, the global interest on green library concept is conspicuous, it has not yet become a popular discussion among the libraries in Sri Lanka. But private and state university libraries have taken the efforts discussed in the analysis to go green.

Therefore, the key objective of the study was to examine the green movements in university libraries in Western province, Sri Lanka. The following research questions were expected to be answered through this research.

- How many green practices can be identified in university libraries in Sri Lanka?
- What is the most popular green practice functioning in libraries?
- What is the least popular green practice functioning in libraries?
- What are the green implementations under each category of research framework?

Methodology
Population
The outcome of this research is to be generalized for the population of state and private university libraries in Western province, Sri Lanka. Therefore, the population of the study was all university libraries in Western province. Both state and private universities in Sri Lanka were recognized through the official web site of University Grant Commission (UGC). The population is shown in the tables given below.

Sample of the study

The sample was randomly selected. In that, there were 6libraries of state universities and 20libraries of private universities in Western province, Sri Lanka.

The reason to select university libraries in Western province was the majority of universities were located in the vicinity of Western province. Out of fifteen, 6 state universities and out of twenty-one, 20 private universities are situated in Western Province. (i. e. 40% of state universities and 95% of private universities).

Selection of the sample from state universities:
Step 1:   All 6 state universities in Western province were numbered from 1- 6.
Step 2:   The numbers were written in small chits.
Step 3:   Three (3) chits were randomly selected.

Selection of the sample from private universities:
Step 1:   All the 20 private universities in Western province were numbered from 1- 20.
Step 2:   The numbers were written in small chits.
Step 3:   Ten (10) chits were randomly selected.

Accordingly, 3 state university libraries and 10 private university libraries in Western Province were randomly selected as the sample of the study. A list of all universities is given below.

Table 1: State Universities in Western Province

State Universities in Western Province	
1.	University of Colombo
2.	University of Sri Jayawardhanapura
3.	University of Kelaniya
4.	University of Moratuwa
5.	The Open University of Sri Lanka
6.	University of the Visual and Performing Arts

Source: prepared by the researcher, 2018

Table2: Sample selected from State Universities in Western Province

State Universities in Western Province	
1.	University of Sri Jayawardhanapura
2.	University of Kelaniya
3.	University of Moratuwa

Table 3: Private Universities in Western Province

Private Universities in Western Province
1. Sri Lankan Institute of Information Technology (SLIIT)
2. Sri Lankan Institute of Development Administration (SLIDA)
3. National Institute of Fisheries & Nautical Engineering (NIFNE)
4. National Institute of Social Development (NISD)
5. National Institute of Business Management (NIBM)
6. South Asian Institute of Technology & Medicine (SAITAM)
7. National School of Business Management (NSBM)
8. Colombo International Nautical & Engineering College (CINEC)
9. Sri Lanka International Buddhist Academy
10. The Institute of Charted Accountants of Sri Lanka (ICA)
11. Horizon Campus
12. KAATSU International University (KIU)
13. Nagananda International Institute for Buddhist Studies
14. Sri Lankan Institute of Technology
15. Aquinas College of Higher Studies
16. Institute of Technological Studies
17. Sri Lanka Technological Campus (SLTC)
18. Saegis Campus
19. British Computer Society
20. Sri Lanka Institute of Architects

Table 4: Sample selected from Private Universities in Western Province

1. Sri Lankan Institute of Information Technology (SLIIT)
2. Sri Lankan Institute of Development Administration (SLIDA)
3. National Institute of Business Management (NIBM)
4. National School of Business Management (NSBM)
5. Colombo International Nautical & Engineering College (CINEC)
6. The Institute of Charted Accountants of Sri Lanka (ICA)
7. Horizon Campus
8. KAATSU International University (KIU)
9. Nagananda International Institute for Buddhist Studies
10. Aquinas College of Higher Studies

Source: prepared by the researcher, 2018

Data collection

Because of the ability to collect most reliable data, survey method was chosen to investigate the green movements in libraries. The following framework was used to form the questions to be asked in the interview and to conduct the self - observations.

Figure 1: Research framework Source: Prepared by the researcher, 2018

The data was gathered based on 5 areas displayed above. The factors discussed under the following headings, each area was taken into consideration when observing the libraries. Those factors have been explained below.

1. Green Building
   - Site location
   - Indoor quality
   - Efficient use of energy sources (water and electricity)
   - Use of sustainable materials and resources
   - Interior out fitting or design
   - Innovations
2. Green Operations and Practices
   - Waste management
   - Green practices related to paper usage
   - Reduction of plastic usage
   - Effective use of machinery items and equipment
   - Usage of quality materials
   - Effective use of electricity
   - Effective communication
   - Encouraging the local purchasing
   - Effective use of other materials

3. Green Programmes and Services
   - Workshops
   - Lectures
   - Seminars
   - Community awareness programmes
   - Exhibitions
   - Poster presentation
   - Walk
   - Green week
4. Green Information Systems
   - Decline of CO_2 emission
   - Standardization in processes and practices
   - Reusing content and tools
   - Green user behavior
   - Cloud computing
   - Location of servers
   - Use of mobile apps instead of OPAC
   - Resource sharing
   - Green IT
5. Green Collections
   - Purchasing reading materials related to green education
   - Sharing downloads (to minimize the number of downloads)
   - Effective weeding practices

The collection and the collection development can be organized as a support for going green. According to Connell (2010), 3 factors of green collection development are,

- *Selection*

The easy access to green information by acquisitioning green resources related to environment, green computing, green trends, organic gardening, energy conservation, individual contribution in going green should be facilitated.

- *De-selection*

Green de-selection or weeding emphasizes about reusing and recycling materials. Multi- media resources such as DVDs, CDs, cassettes and audio books made out of plastic and metal are difficult to recycle. But, a regular e- waste management should be implemented in the library.

- *Selection of material format*

Basically, libraries tend to select e – resources which drop down the paper usage and eventually supports to deforestation. But the librarian should concern about CO_2

emission produced by the computers, servers and other electronic items when using e - resources. Therefore, format of the material should be decided before purchasing. Selection of either printed or digital version depends on how rich the selected material is eco-friendly.

Collection of Primary Data

Structured interviews and self- observations were used to collect primary data. The questions asked in interviews were purposive based on the objectives of the study.

Structured Interviews

Structured interviews were conducted with librarians. In the absence of the chief librarian, the deputy or a senior assistant librarian was interviewed. Percentage wise 100% of interviews could be conducted successfully.

Collection of Secondary Data

Secondary data were collected through literature such as scholarly e- journals, e- repositories, reports, seminar proceedings and newspapers. The study is both quantitative and qualitative. The conclusions from previous studies and theories, main definitions, plans of data collection, choosing of respondents, tables and making conclusions based on statistical data could be identified as the quantitative characteristics and the attitudes, awareness about the phenomena were qualitative characteristics of this study.

Data Analysis *and* Results

The collected data from surveyed university libraries were separately analyzed based on the research framework. Tables, charts and statistical methods were used to analyze data comparatively using 'Microsoft excel'. The following table shows how many of libraries have extended their cooperation to make this survey a success. Accordingly, majority of libraries have enthusiastically participated in the survey.

Table 5: The percentage of surveyed libraries

University Category	No: of libraries in Western Province	No: of selected libraries (%)	No: of surveyed libraries from the sample (%)
State	6	50	100
Private	20	50	80%

Source: Prepared by the researcher, 2018

The collected data related to current green movements in the library were more important for three different personalities.

- For the librarian
- For the institution
- For the government

Those three phases can identify the current situation and make decisions or new implementations or changes individually or together. For an example, a librarian can refer the data given in this study and apply green concept in their libraries. A university can rethink about this green concept and its current situation in the university system and apply this in their institutions. As a country, the ministries and government or private sector can study this concept further and promote this concept among general public by developing a national green policy.

Green movements in university libraries

Table 6: Green practices in surveyed libraries

Research areas	Identified green practices
Green Building	Effective use of natural daylight
	Construction of Solar panels
	Gardening / cultivation
	Bio gas production
	Composting
	Water purification system
Green Operations and Practices	Waste segmentation
	Displaying energy saving notices
	Following a policy statement
Green Collections	Displaying posters
	Purchasing e-resources
	Sharing downloads
Green Information Systems	Use of cloud-based applications
	Resource sharing through LMS
Green Programmes and Services	-

The following chart shows that how many numbers of green implementations were evident in both state and private universities in the province.
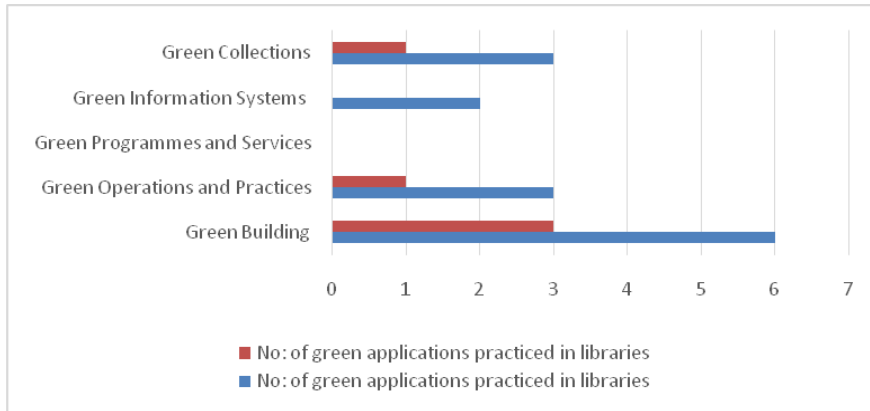
Figure 2: Categorization of green applications under each area

Source: Prepared by the researcher, 2018

The highest number of green implementations was evident with regard to library building. According to the above chart and the table, the practices related to green programs / services could not be found in any of the libraries. As going green is a quite new concept to university libraries in Sri Lanka, they have not conducted any workshops, lectures, seminars or community awareness programmes. Due to the lack of green awareness among library staff, the topic of green concept has not become an important title in their annual plans too.

A detailed description on how university libraries implement green concept related to five main areas has been given below. The percentage given in each chart shows how many libraries have applied green concept in their libraries.

How university libraries practice green concept related to library building.

The following bar chart shows how many libraries are engaged in six green practices related to library building. According to the chart, some practices related to green building were in an adequate level.

- Percentagewise, 50% of private university libraries and 100% state university libraries have applied green concept by cultivating or gardening. Although, most of the libraries did not have enough space for gardening, they have been successful in cultivation by having potted plants inside their libraries.

- In the meantime, 38% of private university libraries have taken the effective use of natural daylight while the percentage of state university libraries is 66% in this indicator. On the other hand, both types of libraries have to use air conditioners or ceiling fans as more electricity power is needed for the comfort of the users and the staff as well. As a result of that a high amount of electricity bill has to be

paid by the universities. According to the collected data through observations, it was noticed that majority of libraries have failed to save the energy and cut down the cost as they have not considered how they can use natural daylight and ventilation when the library building is planned.

- 25% of private university libraries contributed for bio gas production with the use of food wastes and other degradable wastes. The amount of state university libraries which produce bio gas is 33%. This is one of the benefits derived by green library practices. The generated bio gas was used for cooking purposes in cafeterias of the universities.
- Composting, construction of water purification systems and solar panels were other innovations of green concept. Composting has become an income generating method in some private institutions (percentage wise it is 13%).
- Although some of libraries preferred in use of solar energy, insufficient budget allocated for the libraries has become an obstacle in this regard. However, 13% of private university libraries have established solar panels.
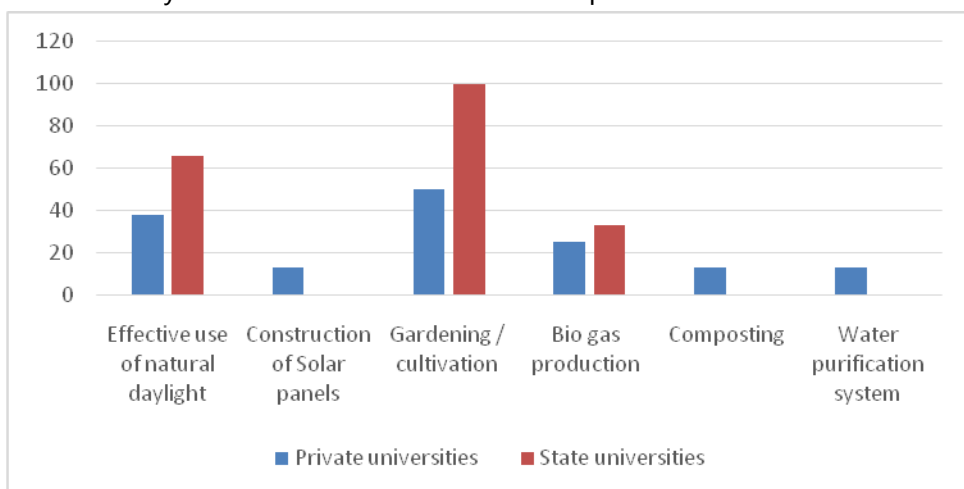
Figure 3: green practices related to library building

Source: Prepared by the researcher, 2018

According to the above bar chart, it is clear that some of green practices such as solar panel construction, composting, water purification systems etc. were not put into practice by state university libraries.

How university libraries practice green concept related to library operations and practices

The green practices related to this category are the basic green practices which can be applied by any library at the very beginning of going green. Three main

applications related to library operations and practices were evident in surveyed libraries. The percentages of library participations in those three practices are given in the following chart.
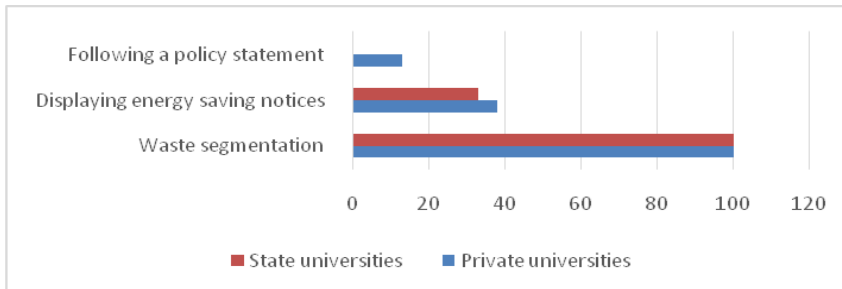
Figure 4: green practices related to library operations and practices

Source: Prepared by the researcher, 2018

- Waste segmentation was the most popular activity done by all of libraries (i. e. 100% of private and state university libraries). As University libraries located in urban areas, waste segmentation has become a compulsory task in every institution.

- 38% of private university libraries and 33% of state university libraries display various notices to make users and staff aware of energy saving such as water and electricity. The notices mainly were displayed nearby air-conditioned areas, wash rooms, sinks and IT laboratories.

- Following a green policy is a timely necessity for every library to maintain green practices regularly and to create a systematic approach for green implementations in libraries. Unfortunately, only 13% of private university libraries had a green policy.

How university libraries practice green concept related to library collection

As the sample of the study was university libraries in Western province, the collection of those libraries was mainly developed focusing on the subjects related to the syllabuses of degree programmes conducted by universities.
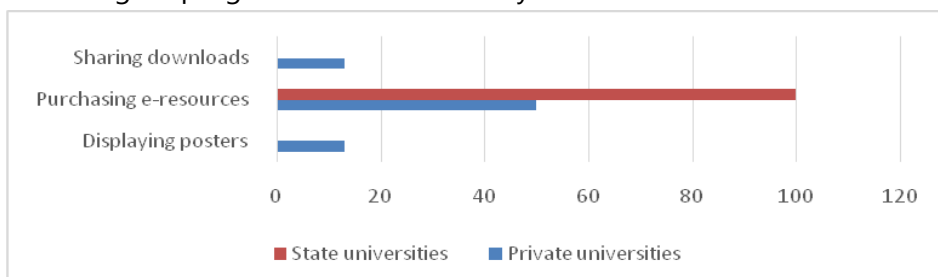
Figure 5: green practices related to library collection

Source: Prepared by the researcher, 2018

- Only 13% of private university libraries have used their notice boards to display some green ideas in the library. In the same way some of libraries had used their social networks to give green messages to its users.
- Although the annual budget allocation for e- resources is considerably high, it contributes to minimize the number of deforestations, as well asthe number of purchases on the book racks, library space which requires to store printed materials. Therefore, 50% of private university libraries have subscribed electronic databases. As all the state universities are privileged with e-databases purchased by university CONSORTIA, all of them have e- resources.
- Sharing downloads is another way to minimize the number of downloads. As each google search generates 0. 5 CO_2, keeping downloads and sharing them among users is a very fruitful way of saving energy which was practiced only by 13% of private university libraries.

How university libraries practice green concept related to library information systems

Modern technology has become a reason responsible for environmental issues. However, use of mobile apps for catalogue searching and use of cloud applications instead of having number of server machines which generate $CO_2$for 24 hours are not common practices in Sri Lanka. Therefore, the green practices related to 'green information systems' were not much evident in the surveyed libraries.

- According to self-observations, none of the libraries used mobile apps to search OPAC.
- None of the libraries used cloud computing system to save the space and energy which they had to allocate to locate huge servers although 13% of private university libraries tend to use cloud-based applications.
- The resource sharing practices have been done by 47% of private university libraries and 100% of state university libraries through their Learning Management System (LMS). Some of the teaching – learning activities and information gathering were based on online activities.

Discussion

Although going green has become a trend in the field of library science in foreign countries, Sri Lankan university libraries are slowly moving towards it. But with the rapid increase of the environmental issues and climatic changes, taking more environmentally friendly decisions as soon as possible (i. e. going green) is a timely necessity in Sri Lanka. In that sense, university libraries are also responsible as

community service centers to make their contribution in this regard. As green concept has not become a popular topic in the field of libraries in Sri Lanka, green movements are not conspicuous. But some of green practices are functioned by some libraries.

In order to measure current green movements of university libraries located in Western province, the study was conducted based on the research framework which consists of five criteria namely, library building, operations and practices, programmes and services, information systems and library collection. Survey method was used to gather data from randomly selected 13 university libraries in western Province. The main tools used for data collection were conducting interviews and self- observation.

In the study, the following was the main limitation faced by the researcher. According to table 4, 10 private universities in Western Province were randomly selected. But out of 10, two libraries were not able to extend their cooperation in this regard. Reasons responsible for this were shifting the library to another location and administrational barriers.

According to the data analysis, the findings of the study were as follows.

- Basically, 14 green practices could be identified.
- Waste segmentation was the most popular green practice which was functioning in 100% of libraries.
- Use of e – resources and gardening were the next important indicators which were practiced by majority of private university libraries among the surveyed libraries (i. e. 50%). All state university libraries contribute in these two practices.
- 25% of private university libraries and 33% of state university libraries produce bio gas and some libraries had a separate resource center for those activities.
- Composting, construction of solar panels and water purification systems, sharing downloads, displaying green notices and posters were recognized as other green implementations.
- Policy statement of environmental management and green practices were followed by only one library.
- Although above green practices could be noticed, university libraries in Sri Lanka has a slow green movement.

Conclusion

As some researchers contributed to enhance the new concepts with regard to library and information science, they have hardly considered for green library concept and its relevance to libraries in Sri Lanka.

In view of that, many library professional even chief librarians and Para-professionals in library Science field are not perfectly aware of green library concept, its application and its benefits. So that it is needless to talk about consumers. The outcome of this research will be an indicator which shows the contribution of green libraries to Western province.

Although many researchers have attentively engaged in researches related to new library concepts, only a few Sri Lankan researchers have completed some researches on green concept in their studies. Few degree holders in Sri Lanka has paid their attention at least on one study in connection with green library concept. There will be good news for the forthcoming researchers to identify the conspicuous research gap in this disciplinary. They can conduct the same research in other provinces in Sri Lanka. Accordingly, this study will definitely be a better platform for library professionals, library consumers and generally for everyone in the world who are seeking a green world in near future.

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Scientometric analysis of research output on public libraries

T. Janen[1]

Abstract

Public libraries are primary institutions of basic learning, which involve in providing collection and service to meet information needs of local community. This study presents the Scientometric analysis on Public library literature research outputs. Scientometric research publications are a quantitative measure for the basic research activity in a topic. Objectives of this study are, to measure the author productivity, to examine the annual scientific production, country wise productivity, the nature of collaboration and the Lotka's law of author productivity and analyze the bibliometric network metrics. The study covers a period of 18 years from 2000 to 2018 research output publications on "Public libraries". The data were downloaded from Web of Science database. Web of Science is the largest abstract and citation database of research literature and quality webonly journals. Data were analyzed using R-tool. R is an open- sourced programming language for statistical computing and graphics visualization supported by the R Foundation for Statistical Computing. Data analysis involves descriptive analysis and network extraction. Different approaches have been developed to extract networks using different units of analysis in BibR. The study found that there are 1747 articles were published on Public libraries across the globe, which are categorized under Social Science Citation Index – 1184 articles, Science Citation Index Expanded -194 articles, Emerging source citation index- 393 articles and Arts and Humanities citation Index – 138 articles. There are 374 different sources contributed to above mention number of articles. It was observed that 2495 authors involved on the study and also collaborative index for this research area was 2. 3, this means, around three authors collaboratively work together for a paper. Collaborative index of this area of study is 2. 3. Annual scientific production growth rate was found as – 9. 1733. United State of America is the largest producer of public library related research papers with 523 papers , followed by England (140), Canada (109), Australia (93), Spain (75) and etc where 22 papers were collaborated by the authors from different countries. Journal of librarianship and information science (99) is the major contributing source for the field of Public Library related research. Lotka's law coefficient for the scientific production, beta co-efficient estimated as 2. 712, constant value is 0. 5467, goodness of fit value is 0. 9589 and the p-value of two sample Kolmogorous – Smirnove test between the empirical and the theoretical Lotka's law distribution is 0. 036, it means there is no significant difference between the observed and theoretical value for the scientific production. Bibliometric networks were develop for manuscript and publication source

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[1] *Library, University of Jaffna*
e-mail: j. thivya85@gmail. com

network, co-citation network, author network and author keyword network. Manuscript publication source metrics revealed that, Journal of librarianship and information science- 99manuscripts (5. 66%), library quarterly – 83 (4. 75%), Library trends -70 (4. 00%), Library and Information Science research – 70 (4. 00) and Public library quarterly- 65 (3. 72%) are the top five publication sources. Co-citation network shows that, AABO, S (2012) , AABO, S (2010), Buschman, John, (2000), Andunson, R (2005), and Putnam, R (2000) arethe highly cited manuscripts. . Finally author keyword network shows that the keywords used by number of author's arepublic libraries 463, Libraries 125, Public 59, Public library- 56 and library51 in the manuscripts.

Keyword: *Public Libraries, Scientometircs, R tool, and Libraries*

1. Introduction

Public libraries are primarily institutions of basic learning, involves in providing collection and services to meet information needs of local community. 'Scientometrics' is the branch science of science that describes the output traits in terms of organizational research structure, resource inputs and outputs, develops benchmarks to evaluate the quality of information output. Scientometric research publications are a quantitative measure for the basic research activity in a topic (Pichard, A 1969). Scientometric Techniques can be classified into two categories, such as one-Dimensional (or scalar) and two-dimensional (or relational technique). One-dimensional techniques are based on direct counts (or occurrences) and graphical representation of specific bibliometric entities or particular data elements in these items, such as citations, keywords or addresses (Nabil, 2015). They are used to generate scalar indicators for monitoring the scientific and technological system. Two-Dimensional Techniques are based on co-occurrences of specific data-elements, such as co-occurrences of keywords/ classification codes, authors publishing together. The two dimensional techniques allow for capturing the network effect, relationship among entities and play an important role in understanding the thematic structure of a research field, collaboration and its impact, institutional linkages (Guo. 2015). This study presents the Scientometric analysis on Public library literature research outputs.

2. Statement of problem

The exponential growth of publication promotes the scholars to introduced scientometric studies, Productivity patterns, and author productivity and citation analysis in interested subject areas especially to evaluate research performance. In an attempt of finding the growth of research publications on Public libraries by using various scientometric indicators/ parameters.

3. Objectives
- ✓ To measure the author productivity,
- ✓ To examine the annual scientific production, country wise productivity, the nature of collaboration and the Lotka's law of author productivity
- ✓ To analyze the bibliometric network metrics.

4. Methodology
Web of Science is the largest abstract and citation database of research literature and quality webonly journals. It mainly covers Social Science Citation Index (SCI), Science Citation Index Expanded (SCIE), Arts and Humanities Index (AHCI), and Emerging Sources Citation Index (ESCI). The study covers a period of 18 years from 2000 to 2019 research output publications on "Public libraries" published in Web of Science database. Data were analyzed using R-tool. R is an open- sourced programming language for statistical computing and graphics visualization supported by the R Foundation for Statistical Computing. BibeR, a web-based application, is designed to make it easier for individual researchers to perform bibliometric analysis and visualization interactively, characterized with a friendly and easy user-interface. Data analysis involves descriptive analysis and network extraction. Different approaches have been developed to extract networks using different units of analysis in BibR (Aria, M, 2017).

5. Result and Discussion
Table 1: Main information about the data

Articles	1747
Sources (Journals, Books, etc)	374
Keywords plus (ID)	1279
Author's keyword (DE)	2979
Average citations per articles	4. 007
Authors	2495
Authors appearances	3292
Author of single authored articles	647
Author of multiple authored articles	1853
Articles per author	0. 7
Authors per articles	1. 43
Co-authored per articles	1. 88
Collaboration index	2. 3
Annual percentage growth rate	9. 173

The table 1 shows that there are 1747 articles were published on Public libraries across the globe, which are categorized under Social Science Citation Index – 1184 articles, Science Citation Index Expanded -194 articles, Emerging source citation index- 393 articles and Arts and Humanities citation Index – 138 articles. There are 374 different sources contributed to above mention number of articles. It was observed that 2495 authors involved on this study most of the articles were authored by more than one.

5. 2 Annual scientific production
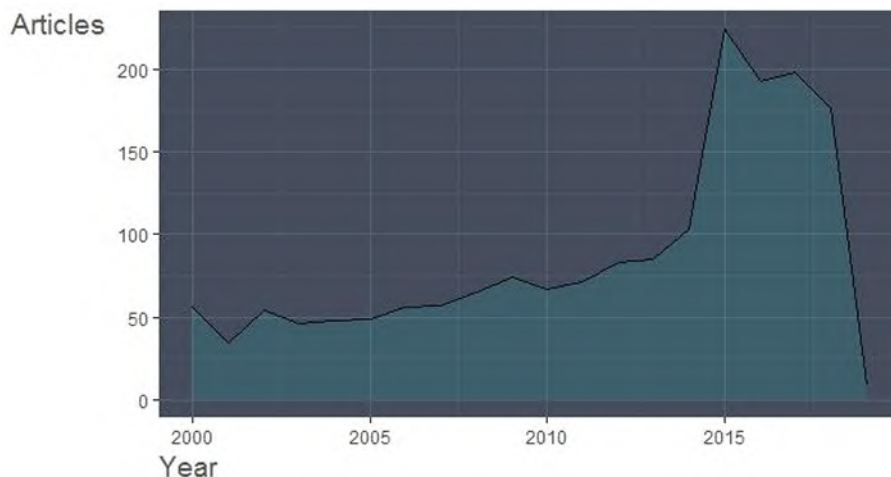
Figure 1: Annual scientific production

Figure 1 graphically shows the number of articles published from year 2000 to 2019. From 2000 to 2015 there is positive growth in annual production and from 2015 there is reduction in the publications on "Public Libraries".

Table 2: Most productive countries (of corresponding authors)

Country	Articles	SCP	MCP
USA	523	501	22
England	140	128	12
Canada	106	102	7
Australia	93	86	7
Spain	75	69	6
South Africa	41	32	9
Japan	37	34	3
Scotland	35	32	3
Korea	33	28	5
Brazil	31	28	3

SCP- Single Country Publications

MCP- Multiple Country Publications

Table 2 shows that, USA is most production country in public library related research publications. USA published 523 articles on "Public Library" among them 501 articles were published only by the USA researchers and 22 articles were published with collaboration with other countries.
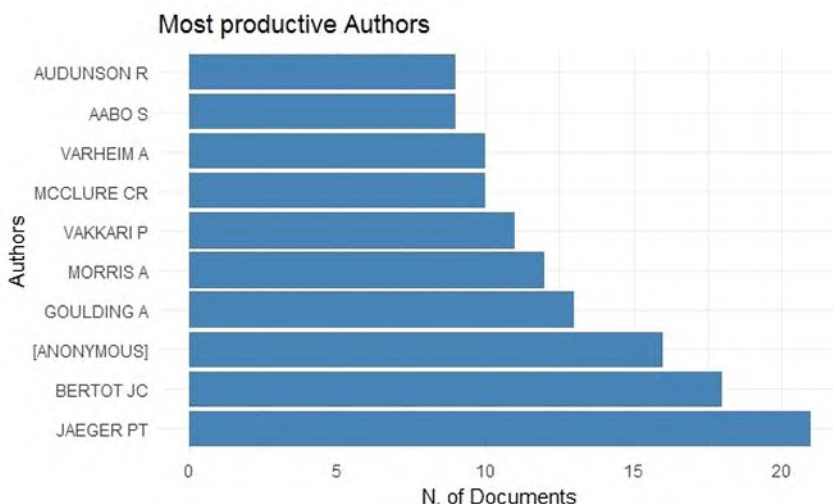
Figure 2: Most productive authors

Figure 2 shows that, Jaeger, PT is a most productive author in the field of "public Libraries" with 21 articles, followed by Bertot, JC, Anonymous, Goulding, A and Morris, A with 18, 16, 13, and 12 respectively.

Most Relevant Sources

Table 3: Relevant Sources

Sources	Articles
Journal of librarianship and information science	99
Library quarterly	83
Library & information science research	70
Library trends	70
Public library quarterly	65
Journal of documentation	56
Australian library journal	55
LIBRI	53
Electronic library	47

| Profesional de la informacion | 45 |

According to the analysis result Journal of librarianship and information science published more articles on "Public libraries" and followed by Library quarterly, Library and information science research, Library trends Public library quarterly and etc.

Lotka's law of author productivity

Lotka's law is one of the three major laws of bibliometrics that mainly explains the distribution of literature of various authors' productivity in a given field (Lotka 1926). It finds that most articles are being contributed by a few researchers, with a large proportion of researchers contributing to just one publication. Therefore, Lotka summarizes the logarithmic relation between researchers and publication quantities. It states that "the number of authors making n contribution is about $1/n^2$ of those making one publication and the proportion of all contributors that make a single contribution is about 60 percent" (Lotka 1926), as cited by Potter (1988).

Lotka's law coefficient estimation for the scientific production, beta co-efficient estimated as 2. 712, constant value is 0. 5467, goodness of fit value is 0. 9589 and the p-value of two sample Kolmogorous – Smirnove test between the empirical and the theoretical Lotka's law distribution is 0. 036, it means there is no significant difference between the observed and theoretical value for the scientific production. Figure 3 shows the relationship between the observed and theoretical value of author productivity.

Figure 3: Scientific productivity on public library research

Analysis of cited references

Cited reference analysis generates the frequency table of the most cited references and the most cited first authors (of references). Table 3 shows the top ten cited reference manuscripts in the field of Public Libraries.

Table 4: Top Cited manuscripts

Name of manuscript	Citations
Aabo S 2012 Libr Inform Sci Res V34 P138 Doi 10. 1016/J. Lisr. 2011. 06. 002	45
Aabo S 2010 Libr Inform Sci Res V32 P16 Doi 10. 1016/J. Lisr. 2009. 07. 008	39
Buschman John 2003 Dismantling Public S	38
Audunson R 2005 J Doc V61 P429 Doi 10. 1108/00220410510598562	38
Putnam R. 2000 Bowling Alone Collap	35
Johnson Ca 2010 Libr Inform Sci Res V32 P147 Doi 10. 1016/J. Lisr. 2009. 12. 006	31
Varheim A 2008 J Doc V64 P877 Doi 10. 1108/00220410810912433	29
Audunson R 2011 Libr Inform Sci Res V33 P220Doi 10. 1016/J. Lisr. 2011. 01. 003	27
LeckieGj 2002 Libr Quart V72 P326 Doi 10. 1086/Lq. 72. 3. 40039762	27
Varheim A 2007 Libr Inform Sci Res V29 P416 Doi 10. 1016/J. Lisr. 2007. 04. 009	25

Table 4 shows the most cited manuscripts for the Public library related publications. It'll help for the new research to refer articles on "public Libraries"

Table 5: Most frequently cited author

Author	Citation
JAEGER PT	21
BERTOT JC	18
[ANONYMOUS]	16
GOULDING A	13
MORRIS A	12
VAKKARI P	11
VARHEIM A	10
MCCLURE CR	10
NOH Y	9

| AUDUNSON R | 9 |

Table 6: Author keyword network

Keyword	No. of Authors
Public Libraries	463
Services	315
Libraries	125
Public	59
Public Library	56
Library	51
Academic libraries	37
Internet	35
Library Services	35
Information	32

Table 6 shows the relationship among the keyword and the number of authors used the keyword. On this selected research topic, 463 authors used "Public Libraries" in their keyword, followed by Services (315), Libraries (125) and etc.

Conclusion

This study presents the Scientometric analysis on Public library literature research outputs. Result of this study found that there are 1747 articles were published on Public libraries across the globe, which are categorized under Social Science Citation Index – 1184 articles, Science Citation Index Expanded -194 articles, Emerging source citation index- 393 articles and Arts and Humanities citation Index – 138 articles. There are 374 different sources contributed to above mention number of articles and 2495 authors contributed for above mentioned publications. Annual scientific production growth rate was found as – 9. 1733, this reflects that, publication on public library is decreasing. United States of America is the largest producer of public library related publication. The result of this study will help to the researcher, who is involved in public library related research work, to finding the relevant sources, prominent author, highly cited articles, high citation author, and highly used keywords. Different keywords will give an idea to the researcher to finding relevant

articles. As library professionals we should help the researcher by doing a scientometric analysis on that topic.

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A Bibliometric Analysis of articles published for Fifty seven Years (1962-2018) in Sri Lanka Library Review Journal

R. D. Ananda Tissa[1]

Abstract

Library profession has been credited as classical; Librarianship is mostly recognized through the compilation of academic articles and research skills. This research was designed to study the growth of library and information science Literature over fifty-seven years with particular reference to, Sri Lanka Library Review Journal. The study was based on secondary Sources and explanatory in nature. Over 308 articles published by various authors from 1962 to 2018 in this Journal were considered in this review. An extensive review of the articles was carried out from a wide range of perspectives including the categorization of the articles and the identification of the related branches etc. The analytic review of data reviewed that there has been a gradual trend developed over the years to view the complex field of library science in terms of Information technology and automation. This of the privation from the mainstream of library science has been evident through the analysis of academic articles published as in above Journal. The main objective of this study is to survey the growth of Library and Information science (LIS) literature over 50 years in Sri Lanka. Other objectives are to investigate the direction of LIS field, list of the subject, identification of languages, length and citation of articles and domain of library services. The core of library science includes subject field, quality, quantity, coverage, innovations and other disciplines. The amalgamation of information on subject specialists of LIS appreciation and awarding of academic contribution of library professions, providing opportunities for promoting professional qualifications planning a convention for policies of salaries according to academic and research skills and should be given due prominence in publications are suggested.

Key words: *Library Literature, Library & Information Science, Library Profession, Librarianship*

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[1] *Gampaha Wickramarachchi Ayurveda Institute, e-mail: rdatissa@gmail. com*

ශ්‍රී ලංකා පුස්තකාල විමර්ශන සඟරාවේ පනස්හත් වසරක (1962-2018) ලිපි පිළිබඳ සංඛ්‍යාන විශ්ලේෂණය

සංක්ෂේපය

පුස්තකාල වෘත්තිය නූතන ලෝකයේ වැදගත් විද්වත් වෘත්තියක් වශයෙන් සම්භාවනාවට ලක් වී ඇත. පුස්තකාලයාධිපතිත්වයෙහි වෘත්තීය තත්ත්වය ප්‍රකට කෙරෙන අවස්ථාවක් වශයෙන් ශාස්ත්‍රීය ලිපි සම්පාදනය හා පර්යේෂණ කුසලතාව හඳුනාගත හැකිය. ලංකා පුස්තකාලය සංගමය 1962 ජනවාරි මස **ලංකා පුස්තකාලය සංගමයේ සඟරාව** (Journal of the Ceylon Library Association) ප්‍රකාශයට පත් කර ඇත. පුස්තකාල සේවාවට අදාළ ලිපි විශේෂයෙන් පළකිරීම සඳහා මෙම සඟරාව පාදක කර ගනු ඇතැයි සංස්කාරකවරුන්ගේ ප්‍රාර්ථනය විය. සිංහල, දෙමළ හා ඉංග්‍රීසි යන භාෂා මාධ්‍යවලින් ලිපි ප්‍රකාශයට පත්කිරීමට ආරම්භක අවධියේ කටයුතු කර තිබීම දැකිය හැකි විශේෂත්වයකි. 2003 වර්ෂය දී ශ්‍රී ලංකා පුස්තකාල විමර්ශන (Sri Lanka Library Review) වශයෙන් නැවතත් සංශෝධනයට ලක් ව එනමින් වර්තමානයේ ද ප්‍රකාශිත මෙම සඟරාව ශ්‍රී ලංකා පුස්තකාල සංගමයේ වාර්ෂික සමුළුවේ දී සාමාජිකයන්ට ලබා දීම ද සිදුකෙරේ.

මෙම අධ්‍යයනය මගින් ශ්‍රී ලංකා පුස්තකාල විමර්ශන සඟරාවේ පනස්හත් වසරක (1962-2018) ප්‍රකාශිත ශාස්ත්‍රීය ලිපි පාදක කර ගනිමින් පනස්හත් වසරක පුස්තකාල හා විඥාපන විද්‍යා සාහිත්‍යයේ වර්ධනය අධ්‍යයනය කිරීම මෙහි ප්‍රධාන අරමුණ වේ. පුස්තකාල හා විඥාපන විද්‍යා විෂය ක්ෂේත්‍රයේ දිසානතිය, ශාස්ත්‍රීය ලිපි රචකයන්ගේ විෂය ක්ෂේත්‍රය, ශාස්ත්‍රීය ලිපිවල භාෂා මාධ්‍ය, ලිපියක් රචනා කිරීම සඳහා ආශ්‍රය කෘති හා විමර්ශන මූලාශ්‍ර, හා ලිපියක දිග හෙවත් පිටු ප්‍රමාණය යන කරුණු විමර්ශනය කිරීම මෙහි සෙසු අරමුණු වේ. අධ්‍යයන ක්‍රමවේදය ලෙස පර්යේෂණය සිදුකරණ අවස්ථාව වනවිට ප්‍රකාශිත ලිපිවල තොරතුරු රැස්කර පර්යේෂණය සිදුකරන ලදි. මෙම පර්යේෂණය ප්‍රධාන ලෙසම ද්විතීයික දත්ත මත පදනම්ව පවතී. ශ්‍රී ලංකා පුස්තකාල විමර්ශන සඟරාව සහ පොතපත පරිශීලනයෙන් සිදුකෙරෙන (Desk Research) පර්යේෂණය ක්‍රමය මෙහි දී භාවිත කෙරේ.

දත්ත විශ්ලේෂණයේ දී පනස්හත් වසරක දී ප්‍රකාශිත සඟරා ප්‍රමාණය කොපමණ ද යන්නත්, වාර්ෂික හා අර්ධ වාර්ෂික හෝ දෙවාර්ෂික වශයෙන් ලිත් වර්ෂ අනුව ප්‍රකාශිත සඟරා ප්‍රමාණය, වෙළුම්, කලාප හෝ අංක වශයෙන් ප්‍රකාශනවල තත්ත්වය ද, ඒ යටතේ ම වැඩිම ලිපි ප්‍රමාණයක් හා අඩුම ලිපි ප්‍රමාණයක් ප්‍රකාශිත වර්ෂ, ශාස්ත්‍රීය ලිපිවල එකතුව ද විශ්ලේෂණය කෙරේ, ශාස්ත්‍රීය ලිපි ප්‍රකාශිත භාෂා මාධ්‍ය, ලිපියක දිග හෙවත් පිටු ප්‍රමාණය, මූලාශ්‍ර අධ්‍යයනය හා සාහිත්‍ය විමර්ශනය හෙවත් අදාළ ලිපිය සඳහා භාවිත ආශ්‍රය තොරතුරු යටතේ කරුණු විස්තර කෙරේ.

මූලික පද :
පුස්තකාල සාහිත්‍යය, පුස්තකාල හා විඥාපන විද්‍යා, පුස්තකාල වෘත්තිය, පුස්තකාලයාධිපතිත්වය

1. ප්‍රකාශිත සඟරා ප්‍රමාණය අනුව දත්ත විශ්ලේෂණය

වර්ෂ 1962 ජනවාරි මස **ලංකා පුස්තකාල ය සංගමයේ සඟරාව** (Journal of the Ceylon Library Association) කාණ්ඩය 1 හා කලාපය 1 වශයෙන් ප්‍රකාශිත මෙම විද්වත් සඟරාව කාලානුරූපව මුහුණ දී ඇති විවිධ ගැටලු, බාධා බලපෑම් යටතේ ඊට අනුරූපව වෙනස්කම් හා පරිවර්තනයන්ට ලක්වෙමින් වර්තමානය දක්වාම ප්‍රකාශයට පත්කිරීමට හැකිවීම මෙරට පුස්තකාල සේවාවේ ජයග්‍රහණයකි.

වර්ෂ 1967 දී ලංකා පුස්තකාල ය සංගමයේ සඟරාවේ නාමය (Ceylon Library Review) වශයෙන් ද, 1972 දී ශ්‍රී ලංකා පුස්තකාල විමර්ශන (Sri Lanka Library Review) වශයෙන් සංස්කරණය කෙරිණි. වර්ෂ 1985 දී ශ්‍රී ලංකා පුස්තකාල විමර්ශන : නව පෙළ (Sri Lanka Library Review : New Series) වශයෙන් නැවත සංශෝධනය වී ඇත.

2018 වර්ෂය වන විට 1985 ආරම්භක වර්ෂය වශයෙන් කෙරෙන ගණනය කිරීම් අනුව වෙළුම් 32ක් ප්‍රකාශයට පත්කර ඇත. කාලානුරූපව සඟරාවේ නාමය වෙනස් වීම පමණක් නොව අන්තර්ගතය ද වෙනස් වෙමින් සිංහල භාෂාව ක්‍රමයෙන් බැහැර කරමින් ඉංග්‍රීසියට ප්‍රමුඛස්ථානයක් ලබා දී ඇති බව සඟරාව පරිශීලනයෙන් පැහැදිලි වේ. වර්තමානයේ දී වාර්ෂික ප්‍රකාශනයක් වන මෙම සඟරාව වාර්ෂික සමුළුවේ දී සාමාජිකයන්ට ලබා දීමට කටයුතු සංවිධානය කර ඇත.

ශ්‍රී ලංකා පුස්තකාල විමර්ශන ප්‍රකාශයට පත්කිරීමට අදාළ මූලික තොරතුරු මෙහි සඳහන් වේ. අධ්‍යයනයේ අරමුණු අනුව ප්‍රකාශිත සඟරා ප්‍රමාණය, වාර්ෂික හා අර්ධ වාර්ෂික හෝ දෙවාර්ෂික වශයෙන් ද, වෙළුම්, කලාප හෝ අංක වශයෙන් ප්‍රකාශනවල තත්ත්වය ද, වැඩිම ලිපි ප්‍රමාණයක් හා අඩුම ලිපි ප්‍රමාණයක් ප්‍රකාශිත වර්ෂ, ශාස්ත්‍රීය ලිපිවල එකතුව ද විශ්ලේෂණය කෙරේ, එක් එක් සඟරාවල සඳහන් වූ අයුරින් මෙහි දී වගු අංක 1 යටතේ විශ්ලේෂණය කෙරේ.

වගු අංක 1

	Year	Volume & No.	Articles	Duration/Month
1	1962	Vol. 1, No. 1	7	January
2	1962	Vol. 1, No. 2	6	July-Dec. , 1962
	1963-1966	Information not available		
3	1967	Vol. 2, No. 1	5	July 1967
4	1968	Vol. 2, No. 2	1	January 1968 (SELLAIAH Issue)
5	1968	Vol. 3, No. 1	3	July 1968
6	1969	Vol. 3, No. 2	7	July 1969
7	1970/71	Vol. 4, No. 1	7	Sep. 1970
8	1972/73	Vol. 4, No. 2	9	March 1973
	1974-1979	Information not available		
9	1980	Vol. 5, No. 1	10	not mentioned
	1981-84	Information not available		
10	1985	Vol. 1, No. 1	4	March (New Series)
11	1985	Vol. 1, No. 2	5	December
12	1986	Vol. 2, Nos. 1 & 2	5	June-December
13	1987	Vol. 3, Nos. 1 & 2	3	June-December
14	1988	Vol. 4, Nos. 1 & 2	6	June-December
15	1989	Vol. 5, Nos. 1 & 2	5	June-December
16	1990/91	Vol. 6, Nos. 1 & 2	5	not mentioned
17	1992	Vol. 7, Nos. 1 & 2	7	not mentioned
18	1993	Vol. 8, No. 1	6	September
19	1994	Vol. 8, No. 2	3	March
20	1995	Vol. 9, Nos. 1 & 2	7	March (SLLA 35th Anniversary)
21	1996	Vol. 10, Nos. 1 & 2	9	March
22	1997	Vol. 11, No. 1	9	March
23	1998	Vol. 12, No. 1	8	January

24	1998	Vol. 12, No. 2	7	June
25	1999	Vol. 13, Nos. 1 & 2	5	June-Dec.
26	2000	Vol. 14, No. 1	6	Jan. -June
27	2000/2001	Vol. 14, No. 2 & 15, No. 1	7	July-Dec. , 2000 & Jan. -June 2001
28	2001/2002	Vol. 15, No. 2 & 16, No. 1	7	July-Dec. , 2001 & Jan. -June 2002
29	2003	Vol. 17	7	June
30	2004	Vol. 18	7	June
31	2005	Vol. 19	6	June
32	2006	Vol. 20	7	June
33	2007	Vol. 21	8	June
34	2008	Vol. 22	10	June
35	2009	Vol. 23	13	June
36	2010	Vol. 24	12	June (Golden Jubilee Issue)
37	2011	Vol. 25	7	June (LIS Education 50 Years)
38	2012	Vol. 26	6	June
39	2013	Vol. 27	12	June
40	2014	Vol. 28	8	June
41	2015	Vol. 29	12	June (SLLA 55th Anniversary)
42	2016	Vol. 30	10	June
43	2017	Vol. 31	9	June
44	2018	Vol. 32	5	June
Total			**308**	

2. ශාස්ත්‍රීය ලිපි ප්‍රකාශිත භාෂා මාධ්‍ය අනුව විශ්ලේෂණය

වගු අංක 2හි සඳහන් වන අයුරෙන් 1962 - 2018 කාල සීමාවේ දී ප්‍රකාශිත ලිපි 308 භාෂා මාධ්‍ය වශයෙන් විශ්ලේෂණය කිරීමේ දී සිංහල ලිපි 62ක්, දෙමළ ලිපි 17ක් හා ඉංග්‍රීසි ලිපි 229ක් වශයෙන් ප්‍රකාශිත ය. වසර 57ක් ඇතුළත දෙමළ මාධ්‍යයෙන් ශාස්ත්‍රීය ලිපි සම්පාදනයේ අඩුවක් දර්ශනය වේ. එහෙත්, ද්‍රවිඩ ජාතික පුස්තකාල වෘත්තිකයන් ඉංග්‍රීසි මාධ්‍යයෙන් ලිපි සැලකිය යුතු ප්‍රමාණයක් රචනා කර ඇතත්, මාධ්‍ය අනුව කෙරෙන වර්ගීකරණයේ දී දැක්නට ලැබෙන දත්ත මෙසේ සඳහන් කෙරේ.

වගු අංක 2

	Year	Volume & No.	Articles	Sinhala	Tamil	English
1	1962	Vol. 1, No. 1	7	2	2	3
2	1962	Vol. 1, No. 2	6			6
3	1967	Vol. 2, No. 1	5	2		3
4	1968	Vol. 2, No. 2	1			1
5	1968	Vol. 3, No. 1	3	1		2
6	1969	Vol. 3, No. 2	7			7
7	1970/71	Vol. 4, No. 1	7	3		4
8	1972/73	Vol. 4, No. 2	9	3		6
9	1980	Vol. 5, No. 1	10	4		6
10	1985	Vol. 1, No. 1	4			4

11	1985	Vol. 1, No. 2	5			5
12	1986	Vol. 2, Nos. 1 & 2	5			5
13	1987	Vol. 3, Nos. 1 & 2	3	1		2
14	1988	Vol. 4, Nos. 1 & 2	6	2		4
15	1989	Vol. 5, Nos. 1 & 2	5			5
16	1990/91	Vol. 6, Nos. 1 & 2	5			5
17	1992	Vol. 7, Nos. 1 & 2	7			7
18	1993	Vol. 8, No. 1	6			6
19	1994	Vol. 8, No. 2	3			3
20	1995	Vol. 9, Nos. 1 & 2	7			7
21	1996	Vol. 10, Nos. 1 & 2	9			9
22	1997	Vol. 11, No. 1	9	1	1	7
23	1998	Vol. 12, No. 1	8	1	1	6
24	1998	Vol. 12, No. 2	7	1		6
25	1999	Vol. 13, Nos. 1 & 2	5	1		4
26	2000	Vol. 14, No. 1	6			6
27	2000/2001	Vol. 14, No. 2 & 15, No. 1	7	1		6
28	2001/2002	Vol. 15, No. 2 & 16, No. 1	7	1	1	5
29	2003	Vol. 17	7	2	1	4
30	2004	Vol. 18	7	1	1	5
31	2005	Vol. 19	6	1	1	4
32	2006	Vol. 20	7	1		6
33	2007	Vol. 21	8	2		6
34	2008	Vol. 22	10	1	1	8
35	2009	Vol. 23	13	4	1	8
36	2010	Vol. 24	12	4		8
37	2011	Vol. 25	7	2		5
38	2012	Vol. 26	6	1		5
39	2013	Vol. 27	12	4	2	6
40	2014	Vol. 28	8	4	1	3
41	2015	Vol. 29	12	2	2	8
42	2016	Vol. 30	10	3	1	6
43	2017	Vol. 31	9	5	1	3
44	2018	Vol. 32	5	1		4
	Total		**308**	**62**	**17**	**229**

3. ශාස්ත්‍රීය ලිපියක දිග හෙවත් පිටු ප්‍රමාණය අනුව විශ්ලේෂණය

ශාස්ත්‍රීය ලිපියක් කෙතරම් පිටු ගණනක් යටතේ විස්තරාත්මකව සඳහන් වේ ද යන්න මෙහි සඳහන් වේ. සඟරා 44ක ප්‍රකාශිත ලිපි 308ක තොරතුරු විශ්ලේෂණයේ දී පිටු 35ක් දිග දීර්ඝම ලිපිය **ශ්‍රී ලංකාවේ නීතිමය තැන්පතු නීති සංශෝධන ක්‍රියාවලිය** සම්බන්ධයෙන් 2017 වර්ෂයේ

ප්‍රකාශිත 31 වන වෙළුමෙහි පිටු අංක 18-53 සඳහන් වේ. එම ලිපිය සම්පාදනය කර ඇත්තේ උපාලි අමරසිරි මහතා විසිනි. දෙවැනි හා තෙවැනි ලිපි පිළිවෙළින් පිටු 28ක් හා 27ක් වශයෙන් දැක්වේ. අඩුම පිටු ග ණන 1ක් වශයෙන් ප්‍රකාශිත ලිපි ගණන 2කි. වගු අංක 3හි දැක්වෙන පරිදි අදාළ දත්ත පරිමාණයන් 6ක් යටතේ විශ්ලේෂණය කෙරේ.

වගු අංක 3

	Year	No. of pages								
		Articles	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36<
1	1962 V. 1, N0. 1	7	2	2	3					
2	1962 V. 1, N0. 2	6	5	1						
3	1967	5	2	3						
4	1968	1	1							
5	1968	3	2	1						
6	1969	7	4	2		1				
7	1970/71	7		3	4					
8	1972/73	9	5	3	1					
9	1980	10	3	6		1				
10	1985 V. 1, N0. 1	4		1	3					
11	1985 V. 1, N0. 2	5		3	1	1				
12	1986	5	2	1	2					
13	1987	3			3					
14	1988	6		5	1					
15	1989	5	2	2	1					
16	1990/91	5	2	3						
17	1992	7	2	3		1	1			
18	1993	6		4	2					
19	1994	3	2	1						
20	1995	7	2	3	2					
21	1996	9	1	7	1					
22	1997	9	2	7						
23	1998 V. 12, N0. 1	8	2	2	4					
24	1998 V. 12, N0. 2	7		5	1	1				
25	1999	5		2	3					
26	2000	6		6						
27	2001	7		4	2	1				
28	2002	7	1	1	3	2				
29	2003	7		4	3					
30	2004	7	1	2	4					
31	2005	6		3	1	2				
32	2006	7	1	1	3	1		p. 28/1		

33	2007	8		3	4		1				
34	2008	10	1	4	4	1					
35	2009	13		10	3						
36	2010	12	2	7	2	1					
37	2011	7	1	3	2	1					
38	2012	6	1	4	1						
39	2013	12	2	6	2	2					
40	2014	8	1	4	2	1					
41	2015	12		6	4	1			p. 27/1		
42	2016	10	1	3	3	3					
43	2017	9			2	6				p. 35/1	
44	2018	5			1	1	3				

4. මූලාශ්‍ර අධ්‍යයනය හා සාහිත්‍ය විමර්ශනය අනුව විශ්ලේෂණය

ශාස්ත්‍රීය ලිපියක් ලිවීම සඳහා පාදක වන සාහිත්‍යමය මූලාශ්‍ර විමර්ශනය නිවැරදි තොරතුරු අධ්‍යයනයේ දී ශාස්ත්‍රීය කාර්යභාරයක් ඉටුකරයි. ඒ සඳහා භාවිත වාරික ප්‍රකාශන, ශාස්ත්‍රීය කෘති, පර්යේෂණ පත්‍රිකා, වෙබ් පිටු, විමර්ශන කෘති, තාක්ෂණික වාර්තා, රාජ්‍ය ප්‍රකාශන, පුවත්පත් වාර්තා ආදී මූලාශ්‍ර පිළිබඳ තොරතුරු වගු අංක 4හි දැක්වෙන පරිදි අදාළ දත්ත ක්ෂේත්‍ර 9ක් යටතේ විශ්ලේෂණය කෙරේ. ලිපි 308ක් අතරෙන් කිසිදු විමර්ශනයක් රහිත ලිපි ගණන 100කි.

ශ්‍රී ලංකා පුස්තකාල විමර්ශන සඟරාවේ 60, 70 හා 80 දශකවල ට ඉතා වටිනා ලිපි සඳහන් වුවද, විමර්ශන මූලාශ්‍ර සඳහන් කිරීම සම්බන්ධයෙන් වැඩි අවධානයක් යොමු කර නැති බවක් දක්නට ලැබේ. කෙසේ වුවත්, පසුකාලීනව ප්‍රකාශයට පත්කරන ල ද සඟරාවල විමර්ශන මූලාශ්‍ර පාදක කර ගැනීමේ සංවර්ධනාත්මක තත්ත්වයක් පෙන්නුම් කෙරෙන බව වගු අංක 4හි දැක්වෙන තොරතුරු විමර්ශනයෙන් පැහැදිලි වේ.

වගු අංක 4

	Year	No. of citations									
		Articles	Nil	1-5	6-10	11-15	16-20	21-30	31-40	41-50	51 <
1	1962	7	7								
2	1962	6	6								
3	1967	5	4		1						
4	1968	1	1								
5	1968	3	3								
6	1969	7	4	3							
7	1970/71	7	4	1	1			1			
8	1972/73	9	8	1							
9	1980	10	9		1						
10	1985	4	2			1	1				
11	1985	5	1	3		1					
12	1986	5		2	2				1		
13	1987	3	1			1	1				
14	1988	6		2	1	3					
15	1989	5	4			1					
16	1990/91	5	3	2							
17	1992	7	5		1	1					
18	1993	6		3	2			1			

19	1994	3		2	1						
20	1995	7	1	2	3	1					
21	1996	9	2	1	2	3		1			
22	1997	9	5	1	3						
23	1998	8	1	5			1		1		
24	1998	7	1	1	2	1	1			1 (48)	
25	1999	5	1	1	1		2				
26	2000	6	4	1	1						
27	2001	7	2	3	1		1				
28	2002	7	1	3		1	2				
29	2003	7		4	2	1					
30	2004	7	1	2	2	1		1			
31	2005	6		1	2		2		WAWe	1 (45)	
32	2006	7	1	1	2	1	2				
33	2007	8	2	2	2		1	1			
34	2008	10	3		2	4		1			
35	2009	13	1	2	6	4					
36	2010	12	4	1	2	2		2	1		
37	2011	7	1		2		1	2		1 (41)	
38	2012	6	2		2	2					
39	2013	12	2	1	5	2		1			1(102)
40	2014	8	1	1	2	2	2				
41	2015	12	1	2	2	5	1			1 (43)	
42	2016	10	1	1	3	3		1		1 (48)	
43	2017	9		1	4	1	1	2			
44	2018	5			2	2		1			
Total		**308**	**100**	**56**	**65**	**43**	**17**	**18**	**3**	**5**	**1**

පූර්වෝක්ත වගුවේ දැක්වෙන පරිදි 102ක් වූ වැඩිම විමර්ශන මුලාශ්‍ර සංඛ්‍යාවක් භාවිත කර ඇත්තේ ආර්. එච්. අයි. එස්. රණසිංහ මහත්මිය විසින් සම්පාදනය කර ඇති අනුරාධපුර යුගයේ පැවති ලේඛන අධ්‍යාපන සම්ප්‍රදාය සහ ග්‍රන්ථකරණය සම්බන්ධ මහාවංශයෙන් හෙළිවන තොරතුරු පිළිබඳ විමසීමක් නම් වූ ලිපියයි. 2013 වර්ෂයේ ප්‍රකාශිත වෙළුම 27හි පිටු අංක 19-33හි සදහන් වේ.

මෙම පර්යේෂණ අධ්‍යයනයේ නිගමන මෙසේ සදහන් කෙරේ. (අ). 1962-2018 කාලයේ දී ලිපි 308ක් ප්‍රකාශ වී ඇත. (ආ). තොරතුරු තාක්ෂණය, තොරතුරු කුසලතා හා පුස්තකාල ස්වයංක්‍රියාකරණය, පුද්ගල කළමනාකරණය, වෘත්තීය තනතුරු, පුස්තකාලයාධිපතීත්වය යන විෂය යටතේ පුස්තකාල විද්‍යා සාහිත්‍ය වර්ධනය සිදු වී ඇත. (ඇ). භාෂා මාධ්‍ය වශයෙන් සිංහල ලිපි 62ක්, දෙමළ ලිපි 17ක් හා ඉංග්‍රීසි ලිපි 229ක් වශයෙන් ප්‍රකාශිතය. (ඈ). වැඩිම ලිපි ප්‍රමාණයක් ප්‍රකාශයට පත්වී ඇත්තේ 2009 වර්ෂයේ දී ය. එය සංඛ්‍යාත්මකව 13කි. (ඉ). අඩුම ලිපි ප්‍රමාණයක් ප්‍රකාශයට පත්වී ඇත්තේ 1968 වර්ෂයේ දී ය. එය සංඛ්‍යාත්මකව 1කි. (ඉ). පිටු 35ක දිග ම ශාස්ත්‍රිය ලිපිය 2017 වර්ෂයේ ප්‍රකාශිත වෙළුම 31හි සදහන් වේ. අඩුම පිටු ගණන 1ක් වශයෙන් ප්‍රකාශිත ලිපි ගණන 2කි.

පුස්තකාල හා විඥාපන විද්‍යා ක්ෂේත්‍රයේ විෂය විශේෂඥයන්ගේ තොරතුරු ඒකාරාශි කිරීම, පුස්තකාල වෘත්තිකයන්ගේ ශාස්ත්‍රීය දායකත්වය සම්මානයට හා ඇගයීමට කටයුතු කිරීම, වෘත්තීය යෝග්‍යතා ප්‍රවර්ධනය සඳහා අවස්ථා සැලසීම, අධ්‍යයන, පර්යේෂණ හා ශාස්ත්‍රීය කුසලතාව අනුව රැකියා තෘප්තියට අදාළ වැටුප් පරිමාණයන් හා අන්‍ය වරප්‍රසාද හා ප්‍රතිලාභ අත්පත්කර ගැනීමට සුදුසු පොදු ප්‍රතිපත්ති මාලාවක් ක්‍රියාත්මක කිරීම යනාදිය යෝජනා ලෙස ඉදිරිපත් කළ හැකිය.

පුස්තකාලයාධිපතිවරුන් හොදම පාඨකයන් වී, අනුන්ට කියැවීමට හුරු කරන්නට පෙර තමා ර්ට හුරු වී සිටි යුතුයි. ඉතා සරල ව මේ කරුණ සම්පිණ්ඩනය කරන්නේ නම්, වෘත්තියවේදීන්

වශයෙන් ක්‍රියාකිරීම හා වෘත්තීය සංවර්ධනය පිණිස අනලස්ව කටයුතු කිරීම ද, එබඳු දියුණුවට පත්
පුස්තකාල විද්‍යාවේදීන් ආදර්ශයට ගැනීම ද අත්‍යවශ්‍ය වේ. එපමණක් නොව, ලේඛකත්වය, කර්තෘ
ප්‍රකාශන නිකුත්කිරීම, (ග්‍රන්ථකරණය), සඟරා සංස්කරණය, විඥාපන නිෂ්පාදන නිකුත්කිරීම, ශාස්ත්‍රීය
කටයුතුවලට දායකවීම, පර්යේෂණ සම්මන්ත්‍රණ, විද්වත් සම්මේලන හා සාහිත්‍ය උත්සවයන්ට
සම්බන්ධවීම හා ක්ෂේත්‍රයේ ප්‍රාඥයන් ආශ්‍රය වැනි කාර්යයන් ද සෑබෑවම බල පායි.

ආශ්‍රේය ග්‍රන්ථ හා ලේඛන නාමාවලිය

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ලංකා ජාතික පුස්තකාල සේවා මණ්ඩලයේ ප්‍රවෘත්ති ප්‍රකාශනය, අප්‍රේල් - ජුනි. 14/2, පි. 10.

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කොළඹ : ශ්‍රී ලංකා ජාතික පුස්තකාල සේවා මණ්ඩලයේ ප්‍රවෘත්ති ප්‍රකාශනය, ජූලි-දෙසැ. 6 (3/4), පි.
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කාර්ය භාරය.** පුස්තකාල ප්‍රවෘත්ති, කොළඹ : ශ්‍රී ලංකා ජාතික පුස්තකාල සේවා මණ්ඩලයේ ප්‍රවෘත්ති
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An Analytical Study on the Role of the Government Archiveswith Regard to the Population Right to Information Act

H. A. Nadeesha Lakmali[1]

Abstract

Information has become a main factor in each and every sector and also in the day today life and it is concerned as the sixth need of human beings. Therefore, the free and easy access to the information has become a basic need of human beings in the countries where the democracy has been established. As a result of that the function of information act exists to affirm the provision of right information to the right person at the right time through the right sources. A country or a government can take the community participation to execute the legal system through the information act. The information act, No: 12 was establish in Sri Lanka on 3rd of August in 2016. It is a current necessity to investigate the awareness of information act and its present situation in Sri Lankan perspective. There are number of government bodies who provides their leadership in working according to information act. One of such government institutions is National Archives, Sri Lanka. The government Archives provides leadership to enable a proper flow of information and communication to ensure free access to the information in a country. The steps which have been taken by the government Archives to enhance the community right to get the information of the secondary data are not in a satisfactory level. Hence, the sole objective of this study was to examine the steps that could enhance the community awareness on right to information on the part of government Archives in Sri Lanka. The staff of the government Archives was selected as the sample of the study. Data collection is expected to be done through questionnaires, interviews, and self-observations. On the basis of the data collected in connection with the role of government Archives has performed to increase community awareness on this act such as distributing leaflets, conducting seminars and workshops related to information act, appointing a public relation officer etc. However, the steps taken by the government Archives to full fill the information needs are not satisfactory. As such, Archive has failed to enhance the people's awareness in this regard according to statistics.

Key Words: *Information, Information Act, Free Access, Information Access*

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[1] *Department of Library and information science, University of Kelaniya*
e-mail: gamini. nadee76@gmail. com

2016 අංක 12 දරන තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පනත සමාජගත කරලීමට ජාතික ලේඛනාරක්ෂක දෙපාර්තමේන්තුව සතු කාර්යයභාරය පිළිබඳ කෙරෙන විශ්ලේෂණාත්මක අධ්‍යනයක්.

සාරාංශය

වර්තමානය තුළ තොරතුරු වැදගත් නොවන කේෂ්ත්‍රයක් නොමැත. වත්මන් ලෝකය තුළ තොරතුරු සඳහා නිදහසේ ප්‍රවේශය ප්‍රජාතන්ත්‍රවාදය තුළ මූලික මිනිස් අයිතිවාසිකමක් වශයෙන් සැලකිල්ලට ලක් කරමින් තොරතුරු සඳහා ප්‍රවේශ වීම නෛතිකව තහවුරු කිරීම සඳහා තොරතුරු පනත ක්‍රියාත්මක වීම දක්නට ලැබේ. එතුළින් පවතින රජයේ ක්‍රියාවන්හි විනිවිදභාවය සහ වගකීම මෙන්ම ප්‍රතිපත්ති සම්පාදනය උදෙසා ජනතා සහභාගීත්වය ලබා ගැනීම අපේක්ෂා කෙරේ.

ඒ අනුව ශ්‍රී ලංකාව තුළ 2016 අගෝස්තු 03 වන දින අංක 12 දරණ තොරතුරු දැනගැනීමේ අයිතිවාසිකම පිළිබඳ පනත බලාත්මක වූ අතර එහි දැනුවත්භාවය සහ භාවිතය පිළිබඳ ප්‍රධාන අධිකාරී බලය සහිත ආයතනයක් ලෙස රාජ්‍ය ලේඛනාරක්ෂක දෙපාර්තුමේන්තුව ගන්නා ක්‍රියාමාර්ග පිළිබඳව තතු විමසීම කාලීන අවශ්‍යතාවයක් වශයෙන් පෙන්වා දීමට උත්සාහ ගෙන ඇත. මේ සම්බන්ධව ජනතාවගේ දැනුවත්භාවය සොයාබලා, පොදු අධිකාරීන්වල ක්‍රියාකාරීත්වය හඳුනාගනිමින්, භාවිතයේ දී මතුවන අභියෝග හඳුනා ගැනීම සහ ඒ සඳහා ගත හැකි පියවර යෝජනා කිරීම මෙහි මුඛ්‍ය අරමුණ වෙයි. ප්‍රාථමික දත්ත, ප්‍රශ්නාවලී, සහ සම්මුඛ සාකච්ඡා මාර්ගයෙන් දත්ත රැස්කරගන්නා ලදි. ද්විතික දත්ත අන්තර්ජාල ලිපි, පොත්පත්, අත්පොත්, වාර්තා, ආදිය ඇසුරින් රැස් කරන ලද අතර රැස්කරගත් දත්ත ඇසුරින් ප්‍රතිඵල රැසක් දැකගත හැකි විය.

සමස්තයක් වශයෙන් තොරතුරු පනත පිළිබඳ දැනුවත්භාවය ප්‍රශස්ත මට්ටමක පැවතුණ ද භාවිතය ඉතා අඩු මට්ටමක පවතින බව අනාවරණය විය. ඒ අනුව පාසැල්, විශ්වවිද්‍යාල, පුස්තකාල, ජනමාධ්‍ය, සමාජ ජාල ඇසුරින් ජනතාව දැනුවත් කිරීම හා තොරතුරු ලබා දීම සඳහා වන මානව හා යටිතල පහසුකම් දියුණු කිරීම මෙම පර්යේෂණය මගින් ඉදිරිපත් කරන ලද යෝජනා කිහිපයක් වශයෙන් දැක්විය හැකිය.

ප්‍රමුබ පද ඃ තොරතුරු සඳහා නිදහස් ප්‍රවේශය, තොරතුරු දැනගැනීමේ අයිතිවාසිකම පිළිබඳ පනත, රාජ්‍ය තොරතුරු ප්‍රතිපත්ති, තොරතුරු අයිතිය, ශ්‍රී ලංකා රාජ්‍ය ලේඛනාගාරය,අධිකාරී ආයතන.

හැඳින්වීම.

තොරතුරු හා අදහස් හුවමාරුව සන්නිවේදනයයි. මිනිසා ඇතුළු සියලු සත්වයන් හට විවිධ සන්නිවේදන ක්‍රම ආවේණිකයි. තොරතුරු යනු ප්‍රජාතන්ත්‍රවාදයේ ජීවය වේ. ජනතාව ඔවුන්ගේ සමාජය තුළ සිදුවන්නේ කුමක්ද යි නොදනී නම්, ඔවුන් පාලනය කරන ක්‍රියාවන් සැඟ වී ඇත්නම්, ඔවුන්ට සමාජ ක්‍රියාකාරකම් සඳහා දායක විය නොහැක. මේ අනුව 2016 අංක 12 දරන තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පනතක් ශ්‍රී ලංකා ප්‍රජාතාන්ත්‍රික සමාජවාදී ජනරජයේ පාර්ලිමේන්තුව විසින් 2016 ජූනි 26 වන දින මහජනතාව වෙත හඳුන්වා දෙනු ලැබීම ජාතියේ දායාදයක් විය. ඒ සතු තොරතුරු ජනතාව කරා ගෙන ගොස් දැනුවත් කිරීමේ වගකීම රටේ ජාතික ආයතනය සතු ප්‍රධාන වගකීමක් ලෙස හඳුනාගත යුතුය. ඒවා ජාතික ලේඛනාරක්ෂක දෙපාර්තමේන්තුව ප්‍රධානත්වය උසුලනු ලැබේ. රාජ්‍ය ලේඛනාගාරය මගින් ජනතාවට සිදුවන සේවය සුළුකොට තැකිය නොහැකිය. ඒ අනුව තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පනත සමාජගත කරලීමට ඔවුනගේ දායකත්වය කෙබඳුද, ඒ සඳහා ඔවුන් කෙතරම් දුරට දැනුවත් ද, ඒ වෙනුවෙන් ගතහැකි ක්‍රියාමාර්ග පිළිබඳ මෙම විග්‍රහය තුළ ඉලක්ක කර ඇත. අදාළ නියැදිය හරහා දත්ත රැස්කොට ගැටලුවට අදාළ විසඳුම් ලබාදීමට අපේක්ෂා කෙරේ.

ජාතික ලේඛනාරක්ෂක දෙපාර්තුමේන්තුව අරමුණු සහ කාර්යයන්

ජාතික ලේඛනාරක්ෂක දෙපාර්තුමේන්තුවේ අරමුණු සහ කාර්යයන් 1973 අංක 48 දරන ලේඛනාරක්ෂක පනතෙහි අන්තර්ගතව ඇත.

ලේඛන පරිශීලනය.

➢ ලේඛන කාණ්ඩ සඳහා සේවීම් උපකෘත, සාරාංශ, සහ සංක්ෂිප්ත, සූචිපත්, ලැයිස්තු සහ අනෙකුත් යොමුවලින් සමන්විත පර්යේෂණ / කියවීම් කාමරය
➢ සිංහල ,දුවිඩ සහ ඉංගිසි පුවත්පත් සඳහා කාලානුකුම සහ අකාරාදී සූචියක්
➢ මහජනයාට පාථමික ලේඛන පරිශීලනය කිරීමේ දී අතාවශා වන දවිතීය මූලාශ සඳහා සීමිත පරිශීලනය සඳහා විවෘත ආශය පුස්තකාලයක්
➢ පර්යේෂණ කටයුතු බලාපොරොත්තු වන පර්යේෂකයින් සඳහා තමන් විසින්ම පර්යේෂණ කටයුතු කළ යුතුයි. පර්යේෂණ කුම, අධි ලේඛන ඉදිරිපත් කිරීම සහ සේවීම් උපකෘත භාවිතය පිළිබඳ ලේඛනාගාරයේ නිලධාරීන් උපදෙස් ලබා දෙනු ඇත.

ලේඛනවල තොරතුරු ලබා ගැනීම.

සාමානායෙන් ජාතික ලේඛනාරක්ෂක දෙපාර්තුමේන්තුවේ තැන්පත් රාජා ලේඛන වසර 30 කින් පසු මහජන පරිශීලනය සඳහා විවෘත කරනු ලැබේ. ඇතැම් ලේඛන වසර 30 කට පෙර විවෘත කරනු ලැබේ. 1978.01.15 වැනි දින අංක 18 දරන සහ 1980.02.01 වැනි දින අංක 74 දරන ගැසට් පතුවලට අනුව ඇතැම් ආවෘත ලේඛන මහජන පරිශීලනය සඳහා ලබා ගැනීමට, එම ලේඛන නිර්මාණය කළ ආයතනවල බලධරයන්ගෙන් අවසර ලබා ගත යුතුය.

තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පනත සමාජගත කරලීමට රාජා ආයතනයක් වශයෙන් ජාතික ලේඛනාරක්ෂක දෙපාර්තුමේන්තුවේ කාර්යයභාරය.

2016 අංක 12 දරණ තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පනත යම් යම් රාජා පනත් අභිබවා යමින් ජනතාවට හිතැති පනතක් වුවාට සැක නැත. එහිදී ජාතික ලේඛනාරක්ෂක පනතට ද මෙම පනත බල පාන පරිදි සකස් වූවකි. මෙහි දී රටක ජාතික වස්තුන් අත්පත් කර ගනිමින් මහජනතාවට විශාල මෙහෙයක් සිදු කරන ජාතික ලේඛනාගාරය තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පනතේ යම් යම් විධි විධානයන්ට පුවේශය සපයනු නොලබන බව පෙනී යයි.

2016 අංක 12 දරණ තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පනතේ 5 වන වගන්තියට අදාළව සමහර තොරතුරු ලබා නොදෙත අවස්ථා ඇත. ලේඛනාගාර පනතට අනුව එය කියාත්මක වන අතර තොරතුරු දැනගැනීමේ කොමිෂන් සභාව සමග සාකච්ඡා මට්ටමින් පවතින බව මෙම පර්යේෂණයේ දී අනාවරනය වුණි. 2016 අංක 12 දරණ තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පනතේ 5 (1) (2) වන උපවගන්තියේ විධිවිධානවලට යටත්ව තොරතුරු වෙත පුවේශවීමේ අයිතිවාසිකම පුතික්ෂේප කළ හැකි අවස්ථා නම්,

(අ) පුද්ගලික තොරතුරුවලට අදාළ තොරතුරු සම්බන්ධයෙන් වනවිට, තොරතුරු හෙළිදරව් කිරීම යම් පොදු කටයුත්තක් හෝ සම්බන්ධාවක් සඳහා කිසිදු සම්බන්ධයක් නොමැති අවස්ථාවකදී හෝ යම් තනි පුද්ගලයකුගේ පුද්ගලිකත්වය අනවසරයෙන් ආකුමණය කිරීමක් සිදුවේ නම්, එම තොරතුරු හෙළිදරව් කිරීම විශාල වශයෙන් මහජන අයිතීන් මගින් සාධාරණීකරණය කරයි නම්, හෝ අදාළ තැනැත්තා විසින් එම හෙළිදරව් කිරීම සඳහා ලිබිතව කැමැත්ත ලබා දී ඇත්නම්,

(ආ) එම තොරතුරු හෙළිදරව් කිරීම-

(I) රාජ්‍ය ආරක්ෂාවට හෝ එහි භෞමික අඛණ්ඩතාවයට හෝ ජාතික ආරක්ෂාවට බරපතල ලෙස අගතිදායක වන අවස්ථාවක,

(II) එම තොරතුරු යම් රජයක් හෝ ජාත්‍යන්තර නීතිය යටතේ වූ අන්තර්ජාතික ගිවිසුම් හෝ රහසිගතව ලබාගත් අවස්ථාවක, එම තොරතුරු හෙළිදරව් කිරීම එම රජය හෝ ජාත්‍යන්තර නීතිය යටතේ වූ අන්තර්ජාතික ගිවිසුම් හෝ බැඳීම් සමඟ ශ්‍රී ලංකාවේ ඇති සබඳතාවලට අගතිගාමීවන හෝ අගතිගාමී විය හැකි අවස්ථාවක,

(ඇ) එම තොරතුරු හෙළිදරව් කිරීම් බලපෑම් කරන අවස්ථා ලෙස,
- විනිමය අනුප්‍රමාණ හෝ විදේශ හුවමාරු ගනුදෙනු පාලනය කිරීමට,
- බැංකු කටයුතු හෝ ණය කටයුතු විධිමත් කිරීමට,
- බදු පැනවීමට

(ඈ) එම තොරතුරු හෙළිදරව් කිරීම විශාල වශයෙන් මහජන සුහසිද්ධියට හේතුවන බවට පොදු අධිකාරිය විසින් සෑහීමට පත් වේ නම් මිස, 2003 අංක 36 දරන බුද්ධිමය දේපල පනත යටතේ ආරක්ෂා කර ඇති වාණිජ රහස්, වෙළඳ රහස් හෝ බුද්ධිමය දේපල ඇතුළු තොරතුරු හෙළිදරව් කිරීම යම් තුන්වන පාර්ශවයක තරගකාරී තත්ත්වයට අහිතකර ලෙස බලපානු ලබන්නේ නම්,

ඉහත 5 වන වගන්තියේ යම් යම් විධිවිධානයන්ට යටත්ව ජාතික ලේඛනාගාරයේ යම් යම් තොරතුරු මහජනතාවට ලබා නොදීමට ජාතික ලේඛනාරක්ෂක පනත සමත්ව සිටී.

➢ මෙම දෙපාර්තමේන්තුව තුළ මෙම පනත ක්‍රියාවට නංවමින් මහජන ඉල්ලීම් පිළිබඳ ක්‍රියාත්මක කිරීමට හා ඒ පිළිබඳ සොයා බැලීමට මහජන සම්බන්ධතා අංශයක් ඇත. එම නිසා එම කටයුතු එමගින් සිදු වේ. මෙම අවස්ථාවේ දී දෙපාර්තමේන්තුවේ තැන්පත් ලේඛන සම්බන්ධ තොරතුරු ඉල්ලීම් මෙම අංශයෙන් ලබා දෙන අතර කාර්යාලයෙන් ලබා ගත යුතු තොරතුරු තොරතුරු නිලධාරියාගෙන් ලබා ගැනීමට මෙම පනතින් අවස්ථාව උදා කර දී ඇත.

නිදසුන් ඃ පැමිණීමේ ලේඛනයේ සහතික පිටපතක් ඉල්ලුවිට එය තොරතුරු නිලධාරියා හරහා කාර්යාලයෙන් තොරතුරු ලබා දෙයි. එම නිසා මෙම පනත අත්‍යවශ්‍ය වූවක් ලෙස ඔවුන් පිළිගනී.

➢ වඩාත් වැදගත්ම කාර්යය නම් තොරතුරු නිලධාරියකු මෙම ආයතනයේ පත්කර තිබීම වේ. ඉන් ජනතාවට අවශ්‍ය කටයුතු විධිමත්ව නිරවුල්ව කර ගැනීමට අවස්ථාව උදා කර දී ඇත.

➢ විධිමත් ආකාරයකට තොරතුරු සංවිධානය කර ජනතාවට තොරතුරු සැපයීමට කටයුතු සැලසුම් කර තිබීම.

➢ තොරතුරු සැපයීමට විධිමත් ක්‍රම සහ විධි හඳුන්වා දී තිබීම.

➢ තොරතුරු පනත යටතේ සීමා කර ඇති තොරතුරු අනවබෝධය මත ලබා ගැනීමට පැමිණෙන ජනතාවට නිවැරදි මාර්ගෝපදේශනය ලබාදීමට මහජන සම්බන්ධතා නිලධාරීන් වෙත යොමු කිරීම.

➢ පරම්පරා විස්තර, ඉඩම් පිළිබඳව, තොරතුරු සොයාගෙන එන පුද්ගලයින්ට මහජන සම්බන්ධතා අංශයක් හඳුන්වා දී එමගින් පනත පිළිබඳව දැනුවත්භාවය ලබා දීම.

මේ ආකාරයට විවිධ සේවාවන් ලබා දෙමින් ජනතාව දැනුවත් කරලීමට රාජ්‍ය ලේඛනාගාරය කටයුතු සැලසුම් කර තිබීම ජාතියේ දායාදයක් ම විය.

මෙම ආයතනය විසින් විධිමත් ආකාරයට තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පනත සමාජගත කරලීමට කටයුතු කරන අතර මේ වන විට අයදුම් පත්‍ර විශාල සංඛ්‍යාවක් ලැබී ඇත. ඒවාට විසඳුම් ලබා දීම ද කඩිනම් අයුරින් සිදු කර ඇත. ඉන් කිහිපයක් නම්,

- ✓ වෙබ් අඩවිය උපයෝගී කර ගනිමින් දැන්වීම් පළ කරමින්
- ✓ වැඩමුළු පවත්වමින්,
- ✓ අත්පත්‍රිකා බෙදා හරිමින්
- ✓ රජය මගින් පවත්වනු ලබන සියලු වැඩමුළුවලට සහභාගී වෙමින්
- ✓ තොරතුරු දැනගැනීමේ පනත ක්‍රියාත්මක වීමේ කාර්යක්ෂමතාව පිළිබඳ සමීක්ෂණය යනුවෙන් පර්යේෂණයක් සිදු කර ජනතාව දැනුවත් කරලීමේ මහත් වෑයමක නිරතව සිටින ආකාරය දැක ගත හැකි විය.

මෙම ආයතනයේ පළපුරුදු ජ්‍යෙෂ්ඨ නිලධාරියකුට තොරතුරු නිලධාරී තනතුර ලැබෙන අතර එම නිලධාරියා විසින් අනෙකුත් අංශයන්හි ද සහකාර තොරතුරු නිලධාරීන් පත්කර මහජනතාවට මහඟු සේවයක් තොරතුරු පනත හරහා ලබා දීමට කටයුතු සිදු කර ඇත.

අධ්‍යනයේ පසුබිම

තොරතුරු යනු වර්තමානයේ සීඝ්‍රයෙන් බිහිවන ඉතා වටිනාකමකින් යුත් දෙයක් බවට පත්ව තිබේ. මෙම තොරතුරු විවිධාකාරයෙන් තොරතුරු මධ්‍යස්ථාන හරහා පාඨකයන්ට දායාද කරනු ලැබේ. රටේ ව්‍යවස්ථාව විසින් පනවනු ලබන නීතීන් පිළිබඳව රටේ ජනතාව දැනුවත් කරලීම සාමාන්‍යයෙන් වෙනත් තොරතුරු සමීප කරනවාට වඩා සුවිශේෂී වේ. එකී කාර්යභාරය ඉටු කිරීමේ දී මතුවිය හැකි ගැටලු හඳුනා ගැනීමත්, ඒ සඳහා විසඳුම් යෝජනා කිරීමත්, ඒ තුළින් සාක්ෂාත් කර ගැනීමට අපේක්ෂා කරන අරමුණ හඳුනා ගැනීමත් අවසානයේ තොරතුරු දැනගැනීමේ පනත ජනතාව වෙත සමීප කරවීම තුළින් ජාතික වශයෙන් අත්පත් කරගත හැකි පරමාර්ථ ගෙනහැර දැක්වීමත් මෙම පර්යේෂණයේ පසුබිම වේ.

ගැටලු ප්‍රකාශනය

නීති බිහිවන්නේත්, ඒවා සංස්කරණයට ලක්වන්නේත් සමාජයේ වෙසෙන පුද්ගලයන්ගේ මෙන්ම රටක අභිවෘද්ධිය උදෙසා ය. ශ්‍රී ලංකාව තුළ නෛතික අවබෝධය සහ එහි මූලාශ්‍ර ඒවායේ ස්වභාවය පිළිබඳව හා එය ජනතාවට ළඟාකරවීමේ දී රාජ්‍ය ලේඛනාගාරයේ දායකත්වය පිළිබඳව මෙතෙක් විධිමත් පර්යේෂණයක් කර නොමැත. පොදු ජනතාවගේ තොරතුරු අවශ්‍යතා සපුරාලීම රාජ්‍ය ලේඛනාගාරය සතු සීඝ්‍රගාමී තත්ත්වයක් වී ඇත. එහි දී රාජ්‍ය ලේඛනාගාරය ඒ සඳහා ගෙන ඇති නව ක්‍රියාපටිපාටීන් මෙන්ම සංවර්ධනය කළ යුතු අංග පිළිබඳව අධ්‍යයනයක් කිරීමේ අවශ්‍යතාවය කලක සිට පැවතිය. මේ අනුව මෙම අධ්‍යනයේ දී තොරතුරු දැනගැනීම අයිතිවාසිකම පිළිබඳ පනතේ සක්‍රිය පැවැත්මට බලපානු ලබන ගැටලු හඳුනාගනිමින් ඒ සඳහා විසඳුම් ඉදිරිපත් කිරීමට අපේක්ෂිතය.

අරමුණු හා පරමාර්ථ

තොරතුරු සඳහා ප්‍රවේශවීමට පුරවැසියාට ඇති හැකියාව අයිතියකි. මෙහි දී මෙම පර්යේෂණය සිදු කිරීමේ ප්‍රධාන අරමුණ වූයේ, 2016 අංක 12 දරණ තොරතුරු දැනගැනීමේ පනත සමාජගත කරලීම උදෙසා පනත මගින්ම බලය පවරා ඇති අධිකාරී ආයතනයක් වශයෙන් රාජ්‍ය ලේඛනාගාරයේ ක්‍රියාකාරීත්වය ඇගයීමට ලක් කිරීම වේ. අනෙකුත් සෙසු අරමුණු වශයෙන්,

1. ජනතාවගේ තොරතුරු දැනගැනීමේ අයිතිය සඳහා බාධාකරන බාධක හා දුෂ්කරතා හඳුනා ගැනීම හා විචාරශීලීව තක්සේරු කිරීම.
2. තොරතුරු දැනගැනීමේ පනතේ සාර්ථක ක්‍රියාකාරීත්වය උදෙසා නිර්දේශ යෝජනා ආදිය ඉදිරිපත් කිරීම.

සාහිත්‍යය විශ්ලේෂණය

        2016 අංක 12 දරන තොරතුරු දැනගැනීමේ අයිතිවාසිකම පිළිබඳ පනත 2016 වසරේ සිට බලාත්මක කරනු ලැබූ මෙම තොරතුරු පනත යටතේ මහජනතාවට තොරතුරු සඳහා විවෘත ප්‍රවේශය ලබා දීම මූලික අරමුණ වී ඇත. එහි දී විවිධ රටවල මෙම පනත ක්‍රියාත්මක කරලීමට එම රටවල ජාතික පුස්තකාල ඇතුළු තොරතුරු මධ්‍යස්ථාන නොමඳ උත්සාහයක් ගෙන ඇත. ඒ පිළිබඳව අධ්‍යයනයක නියැලීමෙන් ශ්‍රී ලංකාව තුළ තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පනත ක්‍රියාත්මක කරලීමට ජාතික ලේඛනාගාරයේ ක්‍රියාකාරීත්වය සොයා බැලීම මෙම සාහිත්‍ය අධ්‍යනයෙන් සිදු කරනු ලැබේ.

        ගුණරත්න බණ්ඩා, එච්. එම්. (අප්‍රකාශිත ලිපියකි) තොරතුරු පනත පිළිබඳව හැඳින්වීමක් සහ එහි ක්‍රියාකාරීත්වය පිළිබඳව ද තොරතුරු පනත පුස්තකාල භූමිකාව පිළිබඳව කරන ලද විමසීමකි. කේ. ඩී. ජී. විමලරත්න අභිනන්දන ග්‍රන්ථය සඳහා ලියන ලද ලිපියෙහි තොරතුරු සඳහා නිදහස් ප්‍රවේශය සම්බන්ධ IFLA , UNESCOහි නිර්වචන, තොරතුරු පනත පිළිබඳව වන ගෝලීය සංකල්ප හා එහි වැදගත් බව පිළිබඳව පුස්තකාල භූමිකාවට අදාළ වන අයුරුත් දක්වා ඇත.

ගුණසේන, හර්ෂ (2017 අප්‍රේල් - මැයි, සම්බිම මෙහි ශ්‍රී ලංකාවේ වත්මන් තොරතුරු ක්‍රියාකාරීත්වය පිළිබඳ '' විල් ෆෙරෝ පීයාරෝ '' නම් ඇමරිකානු විශේෂඥයා සමඟ කරන සංවාදයක් ඇතුළත් වේ.

2017 -02-17 අංක 2006/43 දරන ගැසට් පත්‍රය තුළ අන්තර්ගත වුනුයේ 2017- 2 -3 දින පළ කරන ලද ගැසට් පත්‍රයේ නියෝගයන් තොරතුරු කොමිෂන් සභාව වෙත යැවෙන අභියාචනා පත්‍ර සම්බන්ධ ෆෝරම එහි අන්තර්ගත වේ.

Sunday island (2017. 1. 29) technology and the right to information නමින් ලියන ලද මෙම ලිපියේ තොරතුරු පනත වර්තමානය තුළ ජනතාවට වැදගත්වන අයුරු පිළිබඳ විස්තරයක් සහිත වේ.

Dayly news (2017. 08. 18) (you gotta) fight for your right to information මෙම ලිපිය තුළ ප්‍රජාතන්ත්‍රවාදය ආරක්ෂා කර ගැනීම සඳහා මෙන්ම ජනතා සහභාගීත්වය තුළින් සංවර්ධනය මෙහෙය වීම සඳහා තොරතුරු පනතේ වැදගත්කම පිළිබඳ අනාවරණය කරයි.

http://www. rti. gov. lk මෙම බෙබ් අඩවිය තුළ තොරතුරු දැනගැනීමේ පනත සම්බන්ධයෙන් අදාළ ප්‍රකාශන, ලිපි, විඩියෝ ආදිය මෙන්ම රජයේ ක්‍රියාකාරීත්වයට අදාළ තොරතුරු, මේ වනවිට එහි ක්‍රියාකාරීත්වය පිළිබඳ යාවත්කාලීන තොරතුරු ඇතුළත් වේ.

http://www. rticommission. lk තොරතුරු දැනගැනීමේ කොමිෂන් සභාවේ නිල වෙබ් අඩවිය වන මෙහි තොරතුරු සම්පූර්ණ විස්තරයක්, විසඳන ලද අභියාවනා, දැනුවත් කිරීමේ වැඩසටහන්, ලිපි ආදිය පිළිබඳ යාවත්කාලීන තොරතුරු ඇතුළත් වේ.

පර්යේෂණ ක්‍රමවේදය

දත්ත රැස්කිරීමේ දී රාජ්‍ය ලේඛනාගාරයේ අංශ කිහිපයකට ගොස් ඒවා තුළ සංචාරය කර යථා තත්ත්වය අවබෝධ කර ගැනීම. ඒ සඳහා නිරීක්ෂණ ක්‍රමවේදය තෝරාගැනීමට සිදු විය. එහිදී මහජන සම්බන්ධතා අංශය සුවිශේෂී විය. මහජන ගැටලු යොමුවන ස්ථානය කෙරෙහි වැඩි වශයෙන් අවධානය ලක්කිරීම මෙම අධ්‍යයනයේ සාර්ථකත්වයට උපකාරී වීම ට හේතු විය. ප්‍රශ්නාවලිය සකසා ගැනීමේ දී නිරීක්ෂණ ක්‍රමවේදය ඔස්සේ ලබා ගත් දත්ත ප්‍රයෝජනවත් විය.

දත්ත විශ්ලේෂණය හැඳින්වීම

2016 අංක 12 දරන තොරතුරු දැනගැනීමේ අයිතිවාසිකම පිළිබඳ පනතේ බල ගැන්වීමත් සමග ශ්‍රී ලාංකේය පුරවැසියාට තම මූලික අයිතිවාසිකමක් වන තොරතුරු අයිතියෙන් ඵල ප්‍රයෝජන ලැබීමට අවස්ථාව උදා වී තිබේ. මෙම පනත බලාත්මක වී ගිය සමය තුළ පුද්ගලයාගේ දැනුවත් වීම, අවබෝධය, භාවිතය, ආකල්ප, තොරතුරු අයිතිවාසිකම සඳහා වන ගැටලු දුෂ්කරතා මෙන්ම අභියෝග ද විවිධ දෘෂ්ටිකෝණ අනුව විමර්ශනයට ලක් කිරීම මහජනතාව නියෝජනය කිරීම සඳහා බස්නාහිර පළාතේ කොළඹ දිස්ත්‍රික්කය තුළ වෘත්තීය මට්ටම අනුව වෘත්තිකයන් 95 දෙනෙකු සහ කිසිදු වෘත්තියක නොයෙදෙන පස් දෙනෙකු වශයෙන් දත්ත දායකයන් 100 දෙනෙකු අහඹු ලෙස ලබාගත් අතර වැඩි වශයෙන් තොරතුරු පනතේ දැනුවත්භාවය ලබා ඇති පිරිස වෘත්තිකයන් බව නිරීක්ෂණ ක්‍රමවේදය ඔස්සේ දත්ත රැස් කිරීමේ දී අනාවරණය වීම මෙහිදී දත්ත දායකයින් තෝරාගැනීමට උපකාරී විය.

ඔවුන්ගේ දැනුවත්භාවය සහ භාවිතය විමසීම සඳහා ප්‍රශ්න 39කින් සමන්විත ප්‍රශ්නාවලියක් යොදා ගැණිනි. නිරීක්ෂණ ක්‍රමවේදය භාවිතයෙන් ඔවුන්ගෙන් විමසන ලද තොරතුරු කිහිපයක් ඇසුරින් එය සකස් කර ගන්නා ලදි. එහි දී නියැදිය තෝරාගැනීම සිදු කරන ලද්දේ වැඩි වශයෙන් බස්නාහිර පළාතේ ජනතාව තොරතුරු පනත පිළිබඳව දැනුවත්භාවය ඉහළ මට්ටමක පැවතීම විය. දත්ත විශ්ලේෂණය ක්‍රියාවලියේ දී සමීක්ෂණ ක්‍රමය ඔස්සේ ප්‍රශ්නාවලි හා සම්මුඛ සාකච්ඡා ඇසුරෙන් ලබාගන්නා දත්ත තොරතුරු ප්‍රමාණාත්මක හා ගුණාත්මක විශ්ලේෂණය කර ඇත. ප්‍රමාණාත්මක විශ්ලේෂණය සඳහා සංඛ්‍යාංක මෘදුකාංගයක් වන Ms Excel මෘදුකාංගය භාවිත කර ඇත. දත්ත ඉදිරිපත් කරලීම සඳහා වගු, සටහන්, ප්‍රස්තාර වැනි ක්‍රමවේද භාවිත කර ඇත.

ප්‍රශ්නාවලී ක්‍රමය හරහා රැස්කර ගත් දත්ත

01. 2016 අංක 12 දරන තොරතුරු දැනගැනීමේ අයිතිවාසිකම පිළිබඳ පනත සම්බන්ධව දත්ත දායකයින්ගේ දැනුවත්භාවය.

දත්ත දායකයින්ගේ දැනුවත්භාවය	දත්ත දායකයින් ප්‍රමාණය	ප්‍රතිශතය
වඩාත් හොඳින් දැනුවත් ය	30	30 %
දැනුවත්ය	12	12 %
තරමක් දුරට දැනුවත් ය	52	52 %
දැනුවත් නැත	6	6 %

වගු අංක 01. 2016 අංක 12 දරන තොරතුරු දැනගැනීමේ අයිතිවාසිකම පිළිබඳ පනත සම්බන්ධව දත්ත දායකයින්ගේ දැනුවත්භාවය.

ඉහත අංක 01. වගු සටහන අනුව විවිධ දැනුවත් මට්ටම්වලින් දත්ත දායකයින්ගේ දැනුවත්භාවය නිරූපණය කරයි. ඒ අනුව වඩාත් හොඳින් දැනුවත් පිරිස 12ක් වන අතර එය දත්ත දායකයන්ගේ දැනුවත්භාවය නිරූපණය කරයි. ඒ අනුව දත්ත දායකයින්ගේ දැනුවත්භාවයක් නොමැති පිරිස මෙන් දෙගුණයකි. මේ අනුව නොදැනුවත් පිරිස 06 කි. තවද දැනුවත් දත්ත දායකයින් ප්‍රමාණය 30කි. පනත පිළිබඳ තරමක් හෝ දැනුවත් පිරිස 52% ක වැඩි අගයක් ගන්නා බව මෙයින් නිරූපණය වේ.

02. තොරතුරු පනත පිළිබඳව ජනතාව දැනුවත් කිරීම රජයේ ආයතනවල වගකීමක් ලෙස සලකන දත්ත දායකයින්ගේ විසිරීම.

ඔව්	නැත	නොදනී
98	0	2

වගු අංක 02. තොරතුරු පනත පිළිබඳව ජනතාව දැනුවත් කිරීම රජයේ ආයතනවල වගකීමක් ලෙස සලකන දත්ත දායකයින්ගේ විසිරීම. ඉහත 02 වගු සටහනට අනුව දත්ත දායකයින්ගෙ න් 98% ක පිරිසක් මෙම තොරතුරු පනත පිළිබඳව ජනතාව දැනුවත් කිරීම රජයේ වගකීමක් ලෙස සලකන අතර 2% ක පිරිසක් මේ සම්බන්ධයෙන් දැනුමකින් තොරය.

03.තොරතුරු පනත පිළිබඳව මහජනයා දැනුවත් වීම සඳහා වර්තමාන රාජ්‍ය අංශයේ මැදිහත් වීම පිළිබඳව ජනතා ආකල්පය

රාජ්‍ය අංශයේ මැදිහත් වීම	දත්ත දායකයින් ප්‍රමාණය	ප්‍රතිශතය
ඉතා සතුටුදායකයි	18	18 %
සතුටුදායකයි	35	35 %
තරමක් සතුටුදායකයි	45	45 %
අසතුටුදායකයි	10	10 %
ඉතා අසුතුටුදායකයි	0	0 %
නොදනී	72	72 %

වගු අංක 03. තොරතුරු පනත පිළිබඳව මහජනයා දැනුවත් වීම සඳහා වර්තමාන රාජ්‍ය අංශයේ මැදිහත් වීම පිළිබඳව ජනතා ආකල්පය.

ඉහත වගු අංක 03 අනුව තොරතුරු පනත පිළිබඳව මහජනයා දැනුවත් වීම සඳහා වර්තමාන රාජ්‍ය අංශයේ මැදිහත් වීම ජනතා ආකල්පය යන්න විමසන විට 46% ක පිරිසක් තරමක් සතුටුදායක මට්ටමක පවතී යන මතය දරයි. 25% ක් සතුටු දායක මට්ටමේ පවතී යන්න බවත් 2% ක් ඉතා සතුටුදායක මට්ටමේ පවතින බව සටහන් කර තිබුණි. ඉන් 20 ක් අදහස් කර ඇත්තේ මහජනයා දැනුවත් වීම සඳහා රාජ්‍ය මැදිහත් වීම අසතුටුදායක මට්ටමක පවතින බවය. 7% ක පිරිසකට මේ සම්බන්ධව දැනුවත්භාවයක් නොතිබුණි.

04.දත්ත දායකයින්ගේ විසිරීම තොරතුරු පනත පිළිබඳව දැනුවත්භාවය ලබා ගැනීම තම වගකීමක් ලෙස සැලකීම.

| ඔව්	නැත	නොදනී
16 %	77 %	7 %

වගු අංක 04. දත්ත දායකයින්ගේ විසිරීම තොරතුරු පනත පිළිබඳව දැනුවත්භාවය ලබා ගැනීම තම වගකීමක් ලෙස සැලකීම. ඉහත වගු අංක 04. අනුව ස්වයං අධ්‍යයනය ඇසුරින් ලබාගත් දත්ත නිරූපණය වේ. තොරතුරු පනත අනුව ස්වයං දැනුවත්භාවයක් ලබාගත යුතුය යන පදනමේ සිටින දත්ත දායකයින් ප්‍රමාණය 77% ක අගයක් ගනී. එය සමස්තයෙන් 3/4 කට වඩා වැඩි ය. තමන් විසින් දැනුවත්බාවයක් ලබාගත යුතු නැති බවට සලකන දත්ත දායකයින්ගේ ප්‍රමාණය 16% කි. මේ සම්බන්ධව අවබෝධයක් තොමැති පිරිස 7% කි.

05. තොරතුරු දැනග ැනීමේ පනත පිළිබඳව දැනුවත්භාවය ලබා ගැනීමට දත්ත දායකයින් දත්ත භාවිත කරන මාධ්‍ය

භාවිත කරන මාධ්‍ය	දත්ත දායකයින්ගේ ප්‍රමාණය	ප්‍රතිශතය
පනත කියවීම/පරිහරණය කිරීම තුළින්	18	18 %
ජනමාධ්‍ය තුළින්	2	2%
දේශන/වැඩමුළු/පුහුණු ආදියට සහභාගි වීමෙන්	9	9%
අන්තර්ජාලය භාවිතය තුළින්	43	43%
පොත්පත් ලිඛිත මාධ්‍ය භාවිතය	28	28%
වෙනත්	2	2%

ප්‍රස්තාර අංක 05 තොරතුරු දැනගැනීමේ පනත පිළිබඳව දැනුවත්භාවය ලබා ගැනීමට දත්ත දායකයින් දත්ත භාවිත කරන මාධ්‍ය

05.
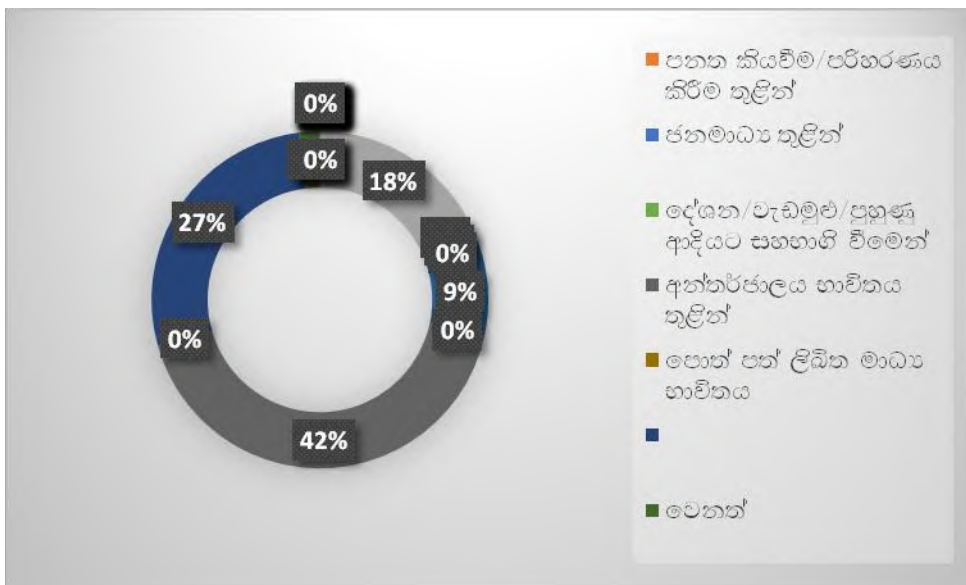
ප්‍රස්තාර අංක 05 සහ වගු අනුව දත්ත දායකයා තොරතුරු පනත පිළිබඳව දැනුවත්භාවය ලබා ගැනීම සඳහා භාවිත කරන මාධ්‍ය පිළිබඳව දැක්වේ. ඒ අනුව බහුතරයක් එනම් 43% ක් දැනුවත්භාවය ලබා ගැනීම සඳහා අන්තර්ජාලය භාවිත කළ යුතු බවට සඳහන් කර ඇත. ඒ අනුව වඩාත් ජනප්‍රිය හා පහසුවෙන් භාවිත කළ හැකි මාධ්‍ය ලෙස අන්තර්ජාලය පෙන්වා දිය හැකිය.
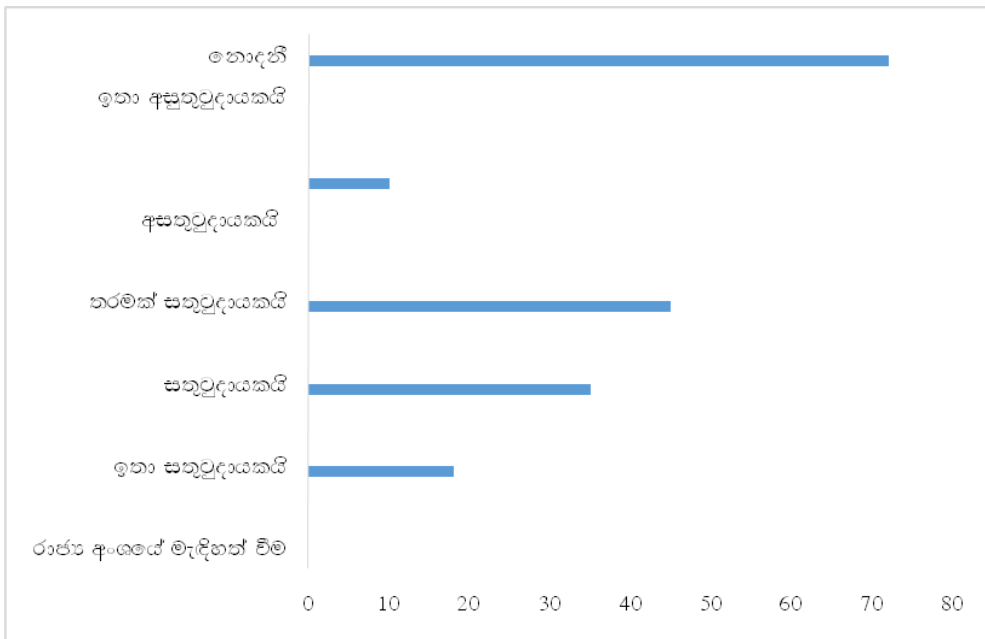
28% ප්‍රතිශතයක් පොත්පත් සහ ලිඛිත මාධ්‍ය භාවිතය පහසු බවටත් 18%ක් පනත කියවීම, පරිහරණය තුළින් හා 9% ක් දේශන සහ වැඩමුළුවලට සහභාගිවීමෙන් දැනුවත්භාවය ලබාගත හැකි බවට සඳහන් කර තිබිණි.

2% ක ප්‍රමාණයක් වෙනත් යන්න යටතේ සඳහන් කර තිබූ අතර එහි සඳහන් වූයේ පනත පිළිබඳව දැනුමැති අයගෙන් විමසා දැනගන්නා බව ය.

06. පොදු අධිකාරීන් තුළ පනතේ ක්‍රියාකාරිත්වය පිළිබඳ දත්ත දායකයින්ගේ ආකල්ප

ප්‍රස්තාර අංක 06 පොදු අධිකාරීන් තුළ පනතේ ක්‍රියාකාරිත්වය පිළිබඳ දත්ත දායකයින්ගේ ආකල්ප.

06.

මෙම අංක 06 ප්‍රස්තාරය අනුව තොරතුරු පනත පිළිබඳව මහජනයා දැනුවත් වීම සඳහා වර්තමාන රාජ්‍ය /ව්‍යවස්ථාපිත රාජ්‍ය අංශයේ මැදිහත් වීම ජනතා ආකල්පය යන්න විමසන විට 46% ක පිරිසක් තරමක් සතුටුදායක මට්ටමක පවතී යන මතය දරයි.25% ක් සතුටු දායක මට්ටමේ පවතී යන්න බවත් 2% ක් ඉතා සතුටුදායක මට්ටමේ පවතින බව සටහන් කර තිබුණි. ඉන් 20 කගේ මතය වූයේ මහජනයා දැනුවත් වීම සඳහා රාජ්‍ය මැදිහත් වීම අසතුටුදායක මට්ටමක පවතින බවය.7% ක පිරිසකට මේ සම්බන්ධව දැනුවත්භාවයක් නොතිබුණි.ඒ අනුව බහුතර ජනතාව පොදු අධිකාරීන් තුළ පනතේ ක්‍රියාකාරිත්වය පිළිබඳව යම් තෘප්තියක් බවකින් යුතු බව පැහැදිලිය.

07. පොදු අධිකාරීන් තුළ පනත ක්‍රියාකාරීව පවත්වාගෙ න යාම සඳහා අවශ්‍ය භෞතික සම්පත්වල ප්‍රමාණවත්භාවය ජනතා ආකල්පය.

ප්‍රස්තාර අංක 07 පොදු අධිකාරීන් තුළ පනත ක්‍රියාකාරීව පවත්වාගෙන යාම සඳහා අවශ්‍ය භෞතික සම්පත්වල ප්‍රමාණවත්භාවය ජනතා ආකල්පය.

ජනතා ආකල්පය	ප්‍රමාණය	ප්‍රතිශතය
ප්‍රමාණවත්ය	13	13%
තරමක් ප්‍රමාණවත්ය	53	53%
ප්‍රමාණවත් නොවේ	18	18%

වගු අංක 07 පොදු අධිකාරීන් තුළ පනත ක්‍රියාකාරීව පවත්වාගෙන යාම සඳහා අවශ්‍ය භෞතික සම්පත්වල ප්‍රමාණවත්භාවය ජනතා ආකල්ප.

08. පොදු අධිකාරීන් තුළ පනත ක්‍රියාකාරීව පවත්වාගෙන යාම සඳහා අවශ්‍ය මානව සම්පත්වල ප්‍රමාණාත්මකභාවය පිළිබඳ ජනතා ආකල්පය

මානව සම්පත්වල ප්‍රමාණාත්මකබව	ප්‍රමාණය	ප්‍රතිශතය
ප්‍රමාණවත්ය	11	11%
තරමක් ප්‍රමාණවත්ය	48	48%
ප්‍රමාණවත් නොවේ	11	11%
නොදනී	33	33%

වගු අංක 08 පොදු අධිකාරීන් තුළ පනත ක්‍රියාකාරීව පවත්වාගෙන යාම සඳහා අවශ්‍ය මානව සම්පත්වල ප්‍රමාණාත්මකභාවය පිළිබඳ ජනතා ආකල්පය
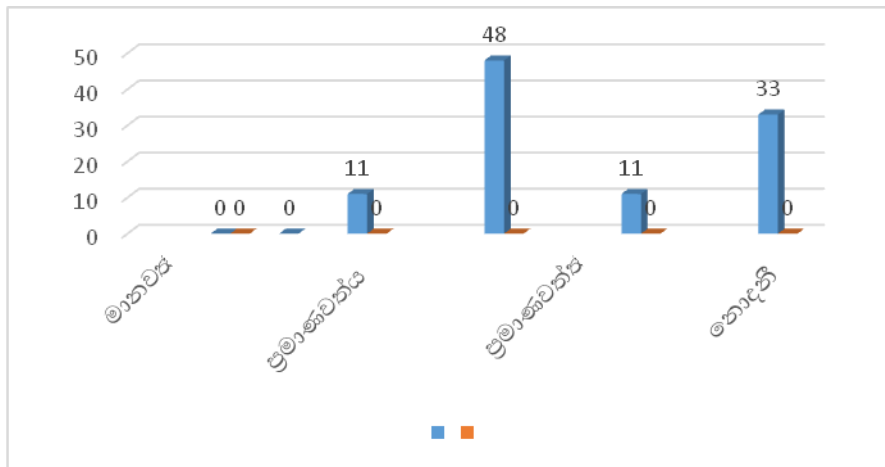
මූලාශ්‍රය ඃ නියැදි සමීක්ෂණ දත්ත 2018

මේ අනුව පොදු අධිකාරීන් තුළ පනත ක්‍රියාකාරීව පවත්වාගෙන යාම සඳහා අවශ්‍ය මානව සම්පත්වල ප්‍රමාණාත්මකභාවය පිළිබඳ ජනතා ආකල්පය දෙස බැලීමේ දී 50% කට ආසන්න පිරිසක් අදහස් දක්වා ඇත්තේ තරමක් ප්‍රමාණවත් බව ය. 11% ක් ප්‍රමාණවත් නොවන බවට සටහන් කර තිබුණි. මේ සම්බන්ධව දැනුවත්භාවයෙන් තොර පිරිස 33% ක් පමණ ඉහළ අගයක් විය.

12. පොදු අධිකාරීන්හි තොරතුරු නිලධාරියෙක් පත්කර සිටී ද යන වග

වෘත්තියේ ස්වභාවය	පත්කර ඇත	පත්කර නැත	නොදනී
රාජ්‍ය	30	00	01
ව්‍යවස්ථාපිත රාජ්‍ය	18	00	10

වගු අංක 12 පොදු අධිකාරීන්හි තොරතුරු නිලධාරියෙක් පත් කර සිටී ද යන වග (දත්ත දායකයින්ගෙන් රාජ්‍ය/ව්‍යවස්ථාපිත රාජ්‍ය සේවයේ නියුතු)

වගු අංක 12 පොදු අධිකාරීන්හි තොරතුරු නිලධාරියෙක් පත් කර සිටී ද යන වග රාජ්‍ය ව්‍යවස්ථාපිත රාජ්‍ය සේවයේ නියුතු පිරිසගෙන් 97% ක්ම තොරතුරු නිලධාරියකු පත්කර සිටින බවට දැනුවත් ය. ඒ අනුව රාජ්‍ය ආයතන බහුතරයක තොරතුරු නිලධාරියකු ඇති බවට නිගමනය කළ හැකිය. ව්‍යවස්ථාපිත රාජ්‍ය ආයතන තුළ වෘත්තිකයන්ගේ දැනුවත්භාවය අනුව තොරතුරු නිලධාරියකු පත්කර ඇති බවට සඳහන් කර ඇත්තේ 64% ක පමණ පිරිසකි. ඒ සම්බන්ධව 36% ක පිරිසක් දැනුවත්භාවයෙන් තොරය.

12. දත්ත දායකයින්ගේ තොරතුරු දැනග ැනීමේ පනත හරහා තොරතුරු ඉල්ලීම් කර ඇති පිරිස.

තොරතුරු ඉල්ලීම	ප්‍රමාණය	ප්‍රතිශතය
ඉල්ලීම් කර ඇති ප්‍රමාණය	40	40%
ඉල්ලීම් කර නොමැති ප්‍රමාණය	60	60%

වගු අංක 13 දත්ත දායකයින්ගේ තොරතුරු දැනගැනීමේ පනත හරහා තොරතුරු ඉල්ලීම් කර ඇති පිරිස.

මෙම 13 ප්‍රස්තාරයට අනුව දත්ත දායකයින්ගේ තොරතුරු දැනගැනීමේ පනත හරහා තොරතුරු ඉල්ලීම් කර ඇති පිරිස 60 % කි. පනත ක්‍රියාත්මක වී වසර දෙකක් සපිරෙන කාල වකවානුව තුළ ඉදිරිපත් වී ඇති සංඛ්‍යා දත්ත අනුව තොරතුරු පනතට අදාළව 40 %ක පිරිසක් තොරතුරු ඉල්ලා නොතිබූ බවට සඳහන් කොට තිබුණි.

ඒ අනුව දත්ත දායකයින්ගෙන් තොරතුරු පනත ගැන දැනුවත්භාවයෙන් සිටී 60 % ක පිරිසගෙන් මෙම පනත භාවිත කර තොරතුරු ලබා ගෙන ඇත්තේ 3.191% තරම් අල්ප පිරිසකි.

නිගමනය.

රාජ්‍ය ලේඛනාගාරය ඇසුරින් සිදු කරන ලද මෙම පර්යේෂණයේ දී එළැඹුණු අවසාන සොයා ගැනීම් වූයේ, තත්ත්වය සතුටුදායක වන බවත් ඒ ආයතනයන්හි තොරතුරු පනත සමාජගත කරලීමට, ක්‍රියාවට නැංවීමට ගෙන ඇති වැඩ පිළිවෙළ තුළ ජනතා සහභාගීත්වයේ සංඛ්‍යා දත්ත අනුව පෙනී ගියේ,

✓ ජනතාව තම තොරතුරු දැනගැනීමේ අයිතිය තම මූලික අයිතිවාසිකමක් වශයෙන් සලකයි.

ඒ අනුව තොරතුරු දැනගැනීම සඳහා නිදහස් ප්‍රවේශය සඳහා වන අයිතිවාසිකම අත්‍යාවශ්‍ය බව 98% ක ප්‍රමාණයක් බව අවධාරණය කර ඇත. ඒ අනුව සමස්තයෙන් 98% ම තොරතුරු අයිතිය තම මූලික අයිතියක් වශයෙන් සලකයි. එසේම 2% ක ප්‍රමාණයකට ඒ පිළිබඳව දැනුවත්භාවයක් නැත.

- ✓ තොරතුරු දැනගැනීමේ පනත හරහා පොදු අධිකාරීන්වල ක්‍රියාකාරීත්වය තරමක් හෝ සතුටුදායක මට්ටමේ පවතින බවට නිගමනය කළ හැකිය.
- ✓ සෑම පොදු අධිකාරියක් සතුව පනත සක්‍රිය ලෙස ක්‍රියාවට නැංවීම සඳහා දැනුවත් මානව පිරිසක් හෙවත් ක්‍රියාකාරී සේවක පිරිසක් අවශ්‍ය වේ. එහිදී ද ප්‍රමාණවත් 11%,තරමක් ප්‍රමාණවත් 48% ලෙස මට්ටම පැවතීම ගැටලු සහගතය.
- ✓ පොදු   අධිකාරීන්හි වර්තමානය වන විට තොරතුරු නිලධාරීන් පත්කර ඇත.
- ✓ ප්‍රවේශය ලබා නොදෙන තොරතුරු පනත තුළ පැහැදිලිව දක්වා ඇතත් ප්‍රවේශය ලබා දෙන තොරතුරු තොරතුරුවල සීමාවන් දක්වා තොතිබීම පොදු අධිකාරීවල සේවකයන් ගැටලුවක් වශයෙන් දකියි.
- ✓ වාර්තා බොහෝමයක් ඒ ඒ ප්‍රදේශවල ක්‍රියාත්මකවන (යාපනය - දෙමළ) භාෂාවෙන් මූලික වශයෙන් පැවතීම, කොළඹ සිංහල හා ඉංග්‍රීසි භාෂා මාධ්‍යවලින් මූලික වශයෙන් පැවතීම.
- ✓ තොරතුරු සංවිධානය කර ඇති ආකාරය සහ ඉන් ඉක්මන් ප්‍රවේශය යන කරුණු මත ජාතික ලේඛනාරක්ෂක දෙපාර්තුමේන්තුව ඉදිරියෙන් සිටින ආයතනයකි.

නිර්දේශ හා යෝජනා

වසර හතරකටත් අඩු කාල සීමාවකට උරුමකම් කියමින් ශ්‍රී ලංකාව තුළ ක්‍රියාත්මක වන තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පිළිබඳ පනත සමාජ ගත කරලීමට දරන වෑයමේ මූලික පුරුක ලෙස හඳුනාගන්නා රාජ්‍ය ආයතන මගින් ඉටුවන කාර්යයභාරය පිළිබඳ විමසීමේ දී හඳුනාගත් දුර්වලතා මඟ හරවා ගැනීමට නිර්දේශ හා යෝජනා ඉදිරිපත් කිරීම අනිවාර්යය වේ.

ලේඛන අපහරණය සම්බන්ධයෙන් ලබා දී ඇති කාල සීමාව වෙනස් කළ යුතු ය. එසේ නොකළහොත් රාජ්‍ය ආයතනවල ප්‍රධානීන් ලේඛන තැන්පත් කර තබාගැනීමේ දී ඉඩකඩ නොමැතිකමින් විශාල හා බරපතල ප්‍රශ්නවලට මුහුණ දෙනු ඇත.

තොරතුරු නිලධාරියා විසින් නිසි වේලාවට තොරතුරු නොලැබීම නිසා තොරතුරු කොමිසමට පැමිණිලි කළ විට නීති මගින් කටයුතු කිරීමට කිසියම් ක්‍රමවේදයක් පැහැදිලිව පනතේ සඳහන් විය යුතුය.

තොරතුරු දැනගැනීමේ පනත සම්බන්ධයෙන් ජනතාව දැනුවත් කිරීම සඳහා නිවැරදි යාන්ත්‍රණයක් ක්‍රියාත්මක කරලීම වඩාත් සුදුසු ය. ඒ සඳහා රාජ්‍ය ලේඛනාගාරය සුවිශේෂී විය.

මීට අමතරව තොරතුරු පනත ජනතාව වෙත මුද්‍රිත මාධ්‍යයෙන් ලබා දීමට කටයුතු කළ හැකිය. (විශ්වවිද්‍යාල, පාසල් ආදිය ඒ සඳහා භාවිත කළ හැකි ය.)

- ✓ සෑම පොදු අධිකාරියකටම වාර්තා කළමනාකරණය පිළිබඳව අවශ්‍ය නිවැරදි දැනුම අවශ්‍ය භෞතික සම්පත් රජය විසින් ලබා දීම කළ යුතු ය. එය පළාත්, දිස්ත්‍රික්, නගර මට්ටමින් ක්‍රියාවට නැංවීම කළ යුතු අතර එළදායීතාවය අධීක්ෂණය කළ යුතුය.

- ✓ පොදු අධිකාරීන් විසින් තමන්ගේ වෙබ් අඩවි තුළ ජනතාව සඳහා ප්‍රදර්ශනය කළයුතු තොරතුරු කවරේද යන්න අදාළ අක්‍රීන් තොරතුරු කොමිසම විසින් ඉදිරිපත් කළ යුතුය.

✓ රාජ්‍ය තොරතුරු ලබාදීමේ ක්‍රියා පටිපාටිය පොදු අධිකාරීවල සේවකයන් මානසික වශයෙන් හුරුකරවීමට අවශ්‍ය ක්‍රියාමාර්ග ගැනීම. (සේවක අභිප්‍රේරණ ක්‍රියාර්ග ගැනීම)

✓ තොරතුරු පනත පොදු අධිකාරීවල ක්‍රියාත්මක වීම සම්බන්ධව අධීක්ෂණය සඳහා පුහුණු නිලධාරීන් යෙදවීම.

✓ සෑම පොදු අධිකාරියක් සඳහාම (RTI unit) තොරතුරු ලබා දීමේ අංශයක් ඇති කිරීම.

මේ වන විට තොරතුරු දැනගැනීමේ අයිතිය පිළිබඳ පනත ක්‍රියාවට නැංවීම තුළින් රජය අපේක්ෂිත අරමුණු වෙක ළඟාවීමට ජනතාවගේ දැනුවත්භාවය භාවිතය මෙන්ම පොදු අධිකාරීවල ක්‍රියාකාරීත්වය සඳහා වන ගැටලු අවම කර ගත යුතු බවය. ඒ සඳහා ඉහත යෝජනා තුළින් කෙටි කාලීන හා දීර්ඝ කාලීන සැලසුම් වශයෙන් ක්‍රියාත්මක වීම තුළින් පනතේ ක්‍රියාකාරීත්වය වඩාත් එළදායී ලෙස ක්‍රියාවට නැංවිය හැකිය.

විමර්ශනමූලාශ්‍ර

ගුණතිලක, ගිහාන් (2014). තොරතුරු දැනගැනීමේ අයිතිය, ශ්‍රී ලංකා පුවත්පත් ආයතනය, කොළඹ.

පෙරේරා, එල්. එම්. (1963). ශ්‍රී ලංකා හා ඉන්දියානු ඉතිහාසය, ගුණසේන, කොළඹ.

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තොරතුරු දැනගැනීමේ අයිතිවාසිකම් පිළිබඳ පනත් කෙටුම්පත, (2016 මාර්තු 24)

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Library automation and the impact of its services: with special reference to Colombo Public Library

N.H.C.P Gunasena[1] & S. C. P. Samarathunga[2]

Abstract

Transformation of manual systems into automated systems and providing E-Library services is a current trend of the libraries. The Colombo Public Library (CPL) had been practicing manual systems for 90 years which was transformed into Automated Services in 2015. The Colombo Public Library is the first public library which has been transformed to provide a fully automated service. In this study, the author analyzed the status of traditional library services and the automated services through the time taken for the delivery of services, and the steps taken practices, in the use of funds, the employee trends and the patron's responses. The study revealsthat the reduce of time spent on automated services, in relation to the manual system, Reducing workflows, Increasing the budget allocation, attitude of patrons and staff was positive changed with e-library services.

Key words: Public Libraries, Public Library Services, Library Automation

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[1] *Librarian, Colombo Public Library e-mail:nhcpgunasena@gmail.com*
[2] *Librarian, Colombo Public Library e-mail: samarathugachamila@gmail.com*

පුස්තකාල ස්වයංක්‍රියකරණය හේතුවෙන් පුස්තකාල සේවාවන්ට හා කාර්යයන්ට සිදුවන බලපෑම : කොළඹ මහජන පුස්තකාලය ඇසුරෙන්

සාරාංශය

අත්හුරු ක්‍රමයේ පුස්තකාල සේවාවන් ස්වයංක්‍රියකරණ සේවාවන් බවට පරිවර්තනය කර පාඨකයන් වෙත විද්‍යුත් පුස්තකාල සේවාවන් ලෙස ලබා දීම වර්තමානයේ පුස්තකාලයවල ප්‍රවණතාවයක් බවට පත්ව ඇත. කොළඹ මහජන පුස්තකාලය වසර 90ක කාලයක් තිස්සේ පවත්වාගෙන යනු ලැබූ අත්හුරු පුස්තකාල සේවාවන් 2015 වසරේදී ස්වයංක්‍රියකරණ සේවාවන් ලෙසට පරිවර්තනය කරන ලදී. මෙරට පූර්ණ වශයෙන් ස්වයංක්‍රියකරණ සේවාවන් ආරම්භකරන ලද පළමු මහජන පුස්තකාලය කොළඹ මහජන පුස්තකාලයයි.

වර්තමානයේදී මහජන පුස්තකාලයන් තුළ සිදුවෙමින් පවතින මෙම වෙනස්වීම්වල ප්‍රවණතාවයන් සොයා බැලීම කාලීන අවශ්‍යතාවයක්ව ඇත. මෙම අධ්‍යයනයේදී මෙසේ සාම්ප්‍රදායික පුස්තකාල සේවාවන් පරිවර්තනයට ලක්වීම තුළින් එම සේවාවන් සැපයීමසඳහා **වැය වන කාලය, වැඩ පියවරයන්ගේ ප්‍රමාණය, අරමුදල් භාවිතය, කාර්යමණ්ඩල ප්‍රවණතා හා පාඨක ප්‍රතිචාර** යන ක්ෂේත්‍ර ඔස්සේ විශ්ලේෂණය කරනු ලැබීය. මෙම අධ්‍යයනයෙන් අත්හුරු ක්‍රමවේදයට සාපේක්ෂව ස්වයංක්‍රියකරණ සේවාවන් සඳහා වැය වන කාලය අඩුවීම, වැඩ පියවරයන් අඩුවීම, වැයකලයුතු මුදල් ප්‍රමාණය ඉහළ යාම හා කාර්යමණ්ඩලයේ හා පාඨකයන්ගේ විද්‍යුත් පුස්තකාල සේවාව පිළිබඳව වන නැමීයාව ධනාත්මකව වෙනස් වී ඇත.

මූලික පද : මහජන පුස්තකාල, මහජන පුස්තකාල සේවාවන්, පුස්තකාල ස්වයංක්‍රියකරණය

හැඳින්වීම

පුස්තකාල යනු නිරන්තරයෙන්ම තාක්ෂණයට සංවේදී ක්ෂේත්‍රයකි. සෑම අවස්ථාවකදීම පුස්තකාල විසින් පාඨකයා වෙත කාර්යක්ෂම සේවාවක් ලබා දීම සඳහා කාලීන තාක්ෂණික ක්‍රමවේදයන් භාවිත කරනු ලබයි. මැටි ප්‍රවරුවෙන් ඇරඹුණු පුස්තකාලසේවාවන් වර්තමානයේදී මාර්ගගත සේවාවන් ලෙස විකාශනය වී ඇත්තේ එහි ප්‍රතිඵලක් වශයෙනි. වර්තමානයේදී පුස්තකාල සේවාවේ ජනප්‍රියතම මාතෘකාව පුස්තකාල ස්වයංක්‍රියකරණයයි. අත්හුරු ක්‍රමයේ පුස්තකාල සේවාවන් සඳහා පරිගණක හා පරිගණක යෙදවුම් භාවිත කරමින් සේවාවන් පවත්වාගෙන යාම ස්වයංක්‍රියකරණය ලෙස සරලව අර්ථ දැක්විය හැක.

මෙරට ප්‍රථමයෙන් පරිගණක යන්ත්‍රයක් ස්ථාපිත කරන ලද්දේ 1964 වසරේදීය. 1981 වසර වන විට මෙරට පරිගණක ප්‍රමාණය 65ක් වූ අතර එමගින් 17ක් පුස්තකාල තුළ ස්ථාපිතව තිබුණි. මෙමගින් පැහැදිලි වන්නේ පරිගණක තාක්ෂණය ආරම්භ වූ යුගයේ සිටම පුස්තකාල ස්වයංක්‍රියකරණය පිළිබඳව මෙරට පුස්තකාලයන් උත්සාහයන් දරා ඇති බවයි.

1983 වන විට මෙරට පුස්තකාල ස්වයංක්‍රියකරණ සේවාවන් ආරම්භකරනු ලැබුවේ NARESA (වර්තමානයේ NSF) ආයතනය මගිනි. එවකට එහි පුස්තකාලයාධිපති වූ එන්.යු. යාපා මහතා යුනෙස්කෝ සංවිධානය මගින් බෙදාහරිනු ලැබූ CDS/ISISමෘදුකාංගය මේ සඳහා යොදා ගන්නා ලදී. ("Status and Prospects of Library Automation in Sri Lankan Universities A Perspective",2014)

සමහර මහජන පුස්තකාලයන්ද මෙම අවධියේ සිටම CDS/ISISමෘදුකාංගය භාවිතයෙන් පුස්තකාල සුචිය පරිගණකගත කිරීම ආරම්භ කරනු ලැබු අතර පසුකාලීනව යාපා මහතා විසින්ම නිර්මාණය කරන ලද PURNA මෘදුකාංගය මහජන පුස්තකාල විසින් භාවිත කෙරිණි.

පුස්තකාල ස්වයංකියකරණ මෘදුකාංගවලින් විවෘත කේත මෘදුකාංග ජනපිය වීමත් සමඟkoha මෘදුකාංගය මෙරට පුස්තකාලයවල භාවිතය ඇරඹුණ අතර එය මෙරට විශ්ව විද්‍යාල පුස්තකාල සේවාවන් ස්වයංකියකරණය සඳහා භාවිතයට ගැණිනි. මෙරට මහජන පුස්තකාලයවල විවෘත කේත මෘදුකාංගයන් භාවිතය පිළිබඳව පුවණතාවයන් ආරම්භ වූයේ කොළඹ මහජන පුස්තකාලය ස්වයංකියකරණ සේවාවන් koha මෘදුකාංගය භාවිතයෙන් ආරම්භ කිරීමත් සමගිනි.

වර්තමානයේදි පළාත් සභා හා පළාත් පාලන අමාත්‍යංශය හා ශ්‍රී ලංකා විවෘත විශ්වවිද්‍යාල සමගින් මෙරට මහජන පුස්තකාල kohaමෘදුකාංගය මගින් ස්වයංකියකරණය කිරීමේව්‍යාපෘතියක් ආරම්භ කර ඇති අතර මේ වන විට පුස්තකාලයන් සියයකට ආසන්න පුමාණයක් kohaමෘදුකාංගය මගින් ස්වයංකියකරණය කර ඇත.

කොළඹ මහජන පුස්තකාල ස්වයංකියකරණ ඉතිහාසය

කොළඹ මහජන පුස්තකාලය වසර 90ක් වූ දීර්ඝ කාලයක් තුළ සියලුම පුස්තකාල සේවාවන් හා පාඨක සේවාවන් පවත්වාගෙන යනු ලැබුවේ අත්හුරු කුමවේදයට අනුවය. සියලු අභියෝග මැඩලමින් 2014 වසරේදි koha විවෘත කේත මෘදුකාංගය භාවිතයෙන් පුස්තකාල සේවාවන් ස්වයංකියකරණ කාර්යය ආරම්භ කරනු ලැබූ අතර, 2015 වසරේ අගෝස්තු මාසයේදි Koha පද්ධතිය භාවිතයෙන් පුස්තකාල සේවාවන් පරිගණකගත සේවාවක් ලෙස ආරම්භ කරන ලදි.

මෙම ස්වයංකියකරණ සේවාව ආරම්භ කිරීමත් සමගින් එතෙක් අත්හුරු කුමයට පවත්වාගෙන යනු ලැබූ සේවාවන් වූ සුවිකරණය, ගුන්ථ සංසරණය, පොත් මිලදී ගැනීම, සාමාජිකත්ව ලබාදීම යන කාර්යයන් පරිගණකගත සේවාවන් ලෙසට පරිවර්තනය විය. එසේම, එතෙක් පුස්තකාලය තුළ නොතිබූ මාර්ගගත සුචිය, සාධිකාරී ගොනු හා සංඛ්‍යාලේඛණ ලබා ගැනීම සඳහා වාර්තා නිර්මාණයද නව සේවාවන් ලෙස ආරම්භ කරන ලදි. මෙයට පරිබාහිරව පරිගණකගත පරිසරයට උචිත වන පරිදි පුස්තකාල ගොඩනැගිල්ලෙහි අභ්‍යන්තර සැකසීමද සිදුකරන ලදි.එමෙන්ම පාඨකයන්ට ඩිජිටල් සම්පත් පරිහරණයට අදාල ඩිජිටල් යටිතල පහසුකම් ද අන්තර්ජාල ගවේෂණය සඳහා WI-FI පහසුකම්ද ලබා දී ඇත.

පූර්වෝක්ත පසුබිම මත සියලු පුස්තකාල සේවාවන්ගේ ස්වරූපය වෙනස් වීමට ලක්වී ඇති අතර එහි පුතිඵලයක් ලෙස පුස්තකාල සේවාවේ පුමාණාත්මක හා ගුණාත්මක වෙනසක් සිදුවී ඇත. මෙම තත්ත්වය පුස්තකාල කාර්යමණ්ඩලයෙහි කාර්යක්ෂමතාවය ධනාත්මකව වර්ධනය වීමට බලපා ඇති අතර පාඨක පුජාව වෙත ගුණාත්මක සේවාවක් ලබා දීමටද එය ඉවහල් වී ඇත.

කොළඹ මහජන පුස්තකාලයේ ස්වයංකියකරණ සේවාවන්ගේ ආරම්භය සනිටුහන් වන්නේ 2000 වසරේදි පමණය. ඒ පුස්තකාලයේ විශේෂ එකතු අංශයේ පොත් එකතුව PURNA දත්ත පදනමට ඇතුළත් කිරීමෙනි. එහෙත් එවක ඇති වූ පායෝගික ගැටලුහේතුවෙන් මෙම ව්‍යාපෘතිය අතර මැද්දි නැවැත්වීමට සිදුව ඇත. එයින් පසුව කොළඹ මහජන පුස්තකාලය සඳහාම වන පරිගණක පද්ධතියක් නිර්මාණය කර ගැනීම සඳහා අවස්ථා දෙකකදි මිල ගණන් කැඳවීම් සිදු කර ඇති නමුත් ඒ සඳහා ඉදිරිපත් කර තිබූ අධික මිල ගණන් හේතුවෙන් එම අවස්ථා දෙකම පතික්ෂේප කිරීමට කොළඹ මහා නගර සභාවට සිදුවිය.

2013 වසරේදි නැවත වතාවක් පුස්තකාල ස්වයංකියකරණ සේවාවන් ඇරඹීම සඳහා උත්සාහයක් දරන ලදි. මෙහිදී මෙරට පුස්තකාලයන් ස්වයංකියකරණ කාර්යය සඳහා භාවිත කරනු

ලබන මෘදුකාංග පිළිබඳව අධ්‍යයනයක් සිදුකරන ලද අතර එහිදී මෙරට විශ්වවිද්‍යාල පුස්තකාලයන් බහුතරයක් තුළ ජනප්‍රියතම පුස්තකාල මෘදුකාංගය koha බව හඳුනා ගන්නා ලදි. මේ පිළිබඳව සිදුකරන ලද දීර්ඝ අධ්‍යයනයකින් අනාවරණය කර ගන්නා ලද තොරතුරුවලට අනුව කොළඹ මහජන පුස්තකාල සේවාව ස්වයංක්‍රීයකරණ කාර්යය සඳහා සුදුසු මෘදුකාංගය koha බව සියලු පාර්ශව තීරණය කරන ලද අතර ඒ සඳහා කොළඹ මහ නගර සභාවේ අනුමැතියලබාගන්නා ලදි.

2014 වසරේ ජනවාරි මාසයේදී ව්‍යාපෘතිය ආරම්භ කරන ලද අතර මෘදුකාංගය පරිගණක යන්ත්‍ර 20ක් පමණ ස්ථාපනය කර දත්ත ආදානය ආරම්භ කරන ලදි. 2014 වසරේ ආරම්භයේ සිට මිලදී ගනු ලබන පොත් ප්‍රථමයෙන් පද්ධතියට ආදානය කරනු ලැබූ අතර පැරණි එකතුවේ දත්ත ආදානය කිරීම සඳහා පරිගණක දත්ත ඇතුලත් කරන්නන් 12 දෙනෙකුගේ සේවාව ලබා ගන්නා ලදි.

2014වසරේ මැද භාගයේදී කොළඹ මහජන පුස්තකාලය ශ්‍රී ලංකා විවෘත විශ්වවිද්‍යාලය සමග ස්වයංක්‍රීයකරණ කාර්යය සඳහා වන තාක්ෂණික සහයෝගීතාවය උදෙසා ගිවිසුම් ගතවන ලදි. ඒ අනුව ඔවුන් විසින් පද්ධතිය විධිමත් පරිදි ස්ථාපනය, පුස්තකාලයට අවශ්‍ය පරිදි සංස්කරණය හා කාර්යමණ්ඩල පුහුණුවීම් සිදුකරන ලදි. මාස දහ අටක දුෂ්කර වෑයමකින් පසු 2015 අගෝස්තු මස 01 වන දින අත්හුරු පුස්තකාල සේවාවන් අත්හිටුවමින් ස්වයංක්‍රීයකරණ සේවාවන් ආරම්භ කරන ලදි.

ප්‍රධාන පුස්තකාලයේ බැහැරදෙන වැඩිහිටි, ළමා හා විමර්ශන අංශයන්හි සිංහල, දෙමළ හා ඉංග්‍රීසි භාෂාවලින් සමන්විත පොත් එකතුව 305,043කි. වාර සඟරා නාම 53කින් හා පුවත්පත් නාම130කින් ද පුස්තකාල එකතුව සමන්විත වේ. 2018 වර්ෂයේ කොළඹ මහා නගර සභාවේ පාලන වාර්තාවඅනුව ප්‍රධාන පුස්තකාලයේ සක්‍රීය පාඨක සංඛ්‍යාව 19,270කි. වාර්ෂික පොත් නිකුතුව 223,722ක් වන අතර වාර්ෂික පාඨක පැමිණීම 148,422කි.

අධ්‍යයනයේ අරමුණු

- ස්වයංක්‍රීයකරණ සේවාවන් ආරම්භ කිරීමෙන් පසු පුස්තකාල සේවාවන් වෙනස් වී ඇති ආකාරය හඳුනා ගැනීම.
- ස්වයංක්‍රීයකරණ පුස්තකාල සේවාවන් සමග පාඨක චර්යාවන්ගේ සිදුවූ වෙනස්කම් විමර්ශනය කිරීම.
- ස්වයංක්‍රීයකරණ පුස්තකාල සේවාවන් සමගින් කාර්යමණ්ඩලයේ සිදුවූ ආකල්පමය වෙනස්කම් විමසා බැලීම.

අධ්‍යයන ක්‍රමවේදය

මෙහිදී සිදුකරනු ලබන්නේ අත්හුරු ක්‍රමවේදය හා පරිගණක ක්‍රමවේදය පිළිබඳව සාපේක්ෂ සංසන්දනයක් බැවින් මූලික වශයෙන් ස්වයංක්‍රීයකරණයට පෙර හා පසු අවස්ථා දෙකෙහි නිරීක්ෂණ හා ලේඛනගත කරන ලද තොරතුරු භාවිත කරනු ලැබීය. මෙහිදී වාර්ෂික පුස්තකාල පාලන වාර්තාහා සංඛ්‍යාලේඛන සැලකිල්ලට ගන්නා ලදි.

ස්වයංක්‍රීයකරණ සේවාවන් හඳුන්වාදීමෙන් පසු එයට කාර්යමණ්ඩලයේ අනුගතවීමේ ස්වභාවය හඳුනාගැනීම සඳහා පුස්තකාලයාධිපතිවරුන්50 දෙනෙකු සමගින් සිදුකරන ලද සම්මුඛ සාකච්ඡා මගින් තොරතුරු ලබාගන්නා ලදි.ස්වයංක්‍රීයකරණ සේවාවන් හඳුන්වාදීමෙන් පසු පාඨකයන්ගේ ප්‍රතිචාර හඳුනාගැනීම සඳහා වැඩිහිටි හා ජ්‍යෙෂ්ඨ පුරවැසි පාඨක කාණ්ඩයම් ආවරණය වන පරිදි 100 දෙනෙකු සමග සම්මුඛ සාකච්ඡා මගින් තොරතුරු ලබාගන්නා ලදි.

දත්ත රැස්කිරීම

ප්‍රාථමික දත්ත රැස්කිරීම සඳහා සම්මුඛ සාකච්ඡා ක්‍රමය යොදා ගන්නා ලදී. මාතෘකාවට අදාළව ලියවී ඇති වෙනත් පර්යේෂණ, ග්‍රන්ථ හා ලිපිද, අන්තර්ජාලය හා මහ නගර සභා පාලන වාර්තා ඔස්සේද ද්විතීයික තොරතුරු ලබා ගන්න ලදී.

අධ්‍යනයේ සීමා

අධ්‍යනයේදී වැඩිහිටි පාඨකයන් හා ජ්‍යේෂ්ඨ පුරවැසියන් ඒ සඳහා සහභාගී කරගන්නා ලදී. ළමා පාඨකයන් තම දෙමාපිය මග පෙන්වීම යටතේ පුස්තකාලය පරිහරණය කරන බැවින් ඔවුන් අධ්‍යනයෙන් ඉවත් කරන ලදී. එමෙන්ම අධ්‍යනය මහජන පුස්තකාලයේ බැහැර දෙන අංශයට සීමා කරන ලදී.

දත්ත විශ්ලේෂණය

මෙමඅධ්‍යනයෙන් ලද දත්ත පහත ශීර්ෂ ඔස්සේ විශ්ලේෂණය කරන ලදී.

- සේවාවන් සඳහා වැය වන කාලය
- වැඩ පියවරයන්ගේ ප්‍රමාණය
- අරමුදල් භාවිතය
- කාර්යමණ්ඩල ප්‍රවණතා
- පාඨක ප්‍රතිචාර

සේවාවන් සඳහාවැය වන කාලය **හා** වැඩ පියවරයන්ගේ ප්‍රමාණයපුස්තකාල කාර්යයන්හි වැඩ පියවර සංසන්දනය කිරීම

කාර්යය / සේවාව	අත්හුරු ක්‍රමය	ස්වයංක්‍රියකරණ ක්‍රමය
සාමාජිකත්වය ලබා ගැනීම	• අයදුම්පත්‍ර භාර ගැනීම • තොරතුරු තහවුරු කරගැනීම • මුදල් අයකිරීම • ලේඛන ගත කිරීම • කාඩ්පත් නිකුත්කිරීම	• අයදුම්පත් භාර ගැනීම • තොරතුරු තහවුරු කරගැනීම • මුදල් අයකිරීම • දත්ත ඇතුළත් කිරීම • විද්‍යුත් හැඳුනුම්පත ලබා දීම • ඡායාරූපය ලබා ගැනීම හා පද්ධතියට ඇතුළත් කිරීම
සාමාජිකත්වය අළුත් කිරීම	• අයදුම්පත්‍ර භාර ගැනීම • තොරතුරු තහවුරු කරගැනීම • මුදල් අයකිරීම • ලේඛනගත කිරීම • කාඩ්පත් නිකුත්කිරීම	• දත්ත පදනමෙහි සාමාජිකත්වය අළුත් කිරීමේ දිනය පමණක් වෙනස් කිරීම.
පොත් නිකුත් කිරීම	• පොත් ලබා ගැනීම • ටිකට්පත් තුළට පොත් තුණ්ඩු බහාලීම • දින පත්‍රිකාවේ භාර දිය යුතු දිනය සටහන්	• පොත් ලබා ගැනීම • විද්‍යුත් හැඳුනුම්පත හා පොතෙහි බාර්කෝර්ඩ් ස්ටිකරය ස්කෑන් කිරීම

	• කිරීම • ටිකට්පත් පොතෙහි භාෂාවට, වර්ග අංකයට හා පරිග්‍රහණ අංකයේ පිළිවෙළට ගොනු කිරීම	• දින පතිකාවේ භාර දිය යුතු දිනය සටහන් කිරීම
පොත් භාර ගැනීම	• පොතට අදාළ ටිකට්පත පොතෙහි භාෂාවට, වර්ග අංකයට හා පරිග්‍රහණ අංකයේ පිළිවෙළට ගොනු කර ඇති ටිකට්පත් අතරීන් සොයා ගැනීම • පොත් තුන්ඩු නැවත පොත් සාක්කු තුළට බහා ලීම • ටිකට්පත් නැවත පාඨකයාට භාරදීම	• පොතෙහි බාර්කෝර්ඩ් ස්ටිකරය ස්කෑන් කිරීම
දඩමුදල් අය කිරීම	• පොතට අදාළ ටිකට්පත පොතෙහි භාෂාවට, වර්ග අංකයට හා පරිග්‍රහණ අංකයේ පිළිවෙළට ගොනු කර ඇති ටිකට්පත් අතරීන් සොයා ගැනීම • දඩ මුදල් ගණනය කිරීම හා අය කිරීම • පොත් තුණ්ඩු නැවත පොත් සාක්කුව තුළටබහාලීම • ටිකට්පත් නැවත පාඨකයාට භාරදීම	• පොතෙහි බාර්කෝර්ඩ් ස්ටිකරය ස්කෑන් කිරීම • දඩ මුදල් අය කිරීම
සිහි කැඳවීම් ලිපි සැකසීම	• ටිකට්පත් තෝරාගැනීම • ලේඛනගත කිරීම • ආකෘති පත්‍රය සම්පූර්ණ කිරීම • ලිපිනය ලියා තැපෑලට යොමු කිරීම	• මුද්‍රිත ලිපිය ලබා ගෙන තැපැල් කිරීම
සූචි පත්‍රිකාවක් සැකසීම	• 5x3ප්‍රමාණයේ පත්‍රිකාවේ ග්‍රන්ථ විස්තරය පිරවීම	• දත්ත ඇතුළත් කිරීම
සූචි පත්‍රිකාව ගොනු කිරීම	• කාඩ්පත් ගොනුකළ යුතු සූචිකැබිනට්ටුව හඳුනා ගැනීම • කාඩ්පත ගොනුකළ යුතු ස්ථානය හඳුනාගැනීම • කාඩ්පත ගොනු කිරීම	• පියවරයක් නොමැත
සූචිය භාවිත කර සෙවීමක් සිදු කිරීම	• සෙවීම් කළයුතු කාඩ්පත් ඇතුළත් සූචි කැබිනට්ටුව හඳුනා ගැනීම • කාඩ්පත ඇති ස්ථානය කාඩ්පත් පෙරළීමෙන් සොයා ගැනීම	• සෙවුම් පදය ටයිප් කිරීම
දෛනික හෝ මාසික සංඛ්‍යා ලේඛන සැකසීම	• දත්ත ශ්‍රමිකව ගණනය කිරීම • ලේඛනගත කිරීම හෝ පරිගණක ගත කිරීම	• අවශ්‍ය වාර්තාව ක්‍රියාත්මක කිරීම හා ගබඩා කිරීම .

වගු අංක 01 (එක් එක් කාර්යයට අදාළව වැඩ පියවරයන්)

පුස්තකාල කාර්යයන් සඳහා ගතවන පියවර පුමාණය සංසන්දනය කිරීම

කාර්යය / සේවාව	අත්හුරු කුමය	ස්වයංකුියකරණකුමය
සාමාජිකත්වය		
• සාමාජිකත්වය ලබා දීම	05	07
• සාමාජිකත්වය අලුත් කිරීම	05	01
ගුන්ථ සංසරණය		
• පොත් නිකුත් කිරීම	04	03
• පොත් භාර ගැනීම	03	01
• දඩ මුදල් අය කිරීම	04	02
• සිහි කැඳවීම් ලිපි සැකසීම	04	01
සූචිකරණය		
• පොතක් සඳහා සූචි පතුිකාවක් සැකසීම	01	01
• සූචි පතුිකාව ගොනු කිරීම	03	00
• සූචිය භාවිත කර සෙවීමක් සිදු කිරීම	02	01
සංඛ්‍යා ලේඛන		
• දෛනික හෝ මාසික සංඛ්‍යා ලේඛන සැකසීම	02	01

වගු අංක 02 (එක් එක් කාර්යයට අදාළව වැඩ පියවරයන් පුමාණය)
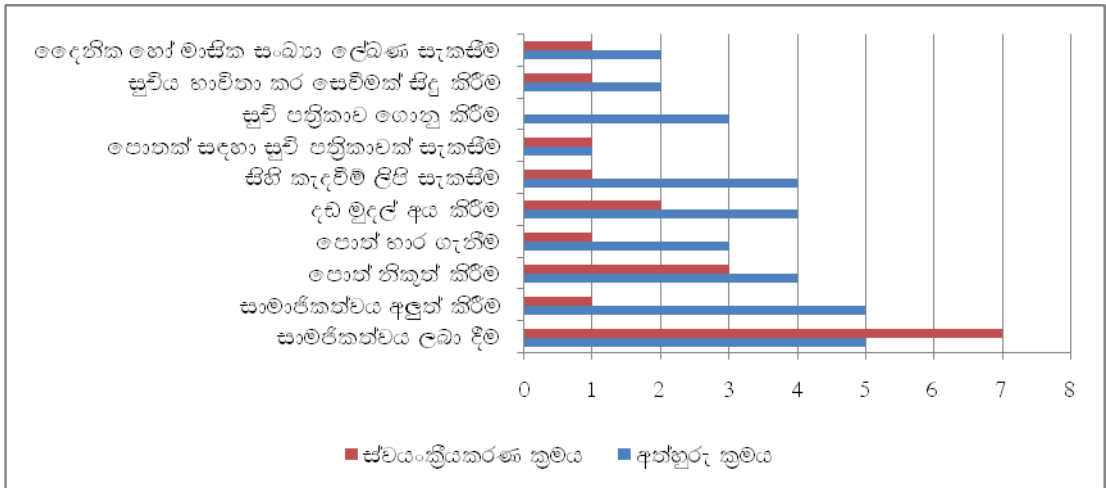
පුස්තාර අංක 01 (එක් එක් කාර්යයට අදාළව වැඩ පියවරයන් පුමාණය)

පුස්තකාල කාර්යයන් සිදු කිරීමට ගතවන කාලය

කාර්යය / සේවාව	අත්හුරු ක්‍රමය (විනාඩි)	ස්වයංක්‍රියකරණ ක්‍රමය(විනාඩි)
සාමාජිකත්වය		
● සාමාජිකත්වය ලබා දීම	05	05
● සාමාජිකත්වය අළුත් කිරීම	05	02
ග්‍රන්ථ සංසරණය		
● පොත් නිකුත් කිරීම	0 3	01
● පොත් භාර ගැනීම	04	0.08
● දඩ මුදල් අය කිරීම	07	03
● සිහි කැඳවීම් ලිපි සැකසීම	0 8	0 2
සූචිකරණය		
● පොතක් සඳහා සූචි පත්‍රිකාවක් සැකසීම	06	04
● ඉහත පත්‍රිකාව නිසි පරිදි ගොනු කිරීම	05	00
● සූචිය භාවිත කර සෙවීමක් සිදු කිරීම	10	0 3
සංඛ්‍යා ලේබන		
● දෛනික හෝ මාසික සංඛ්‍යා ලේබන සැකසීම	15	0 2

වගු අංක 03 (එක් එක් කාර්ය සම්පූර්ණ කිරීමට අවශ්‍ය කාලය)
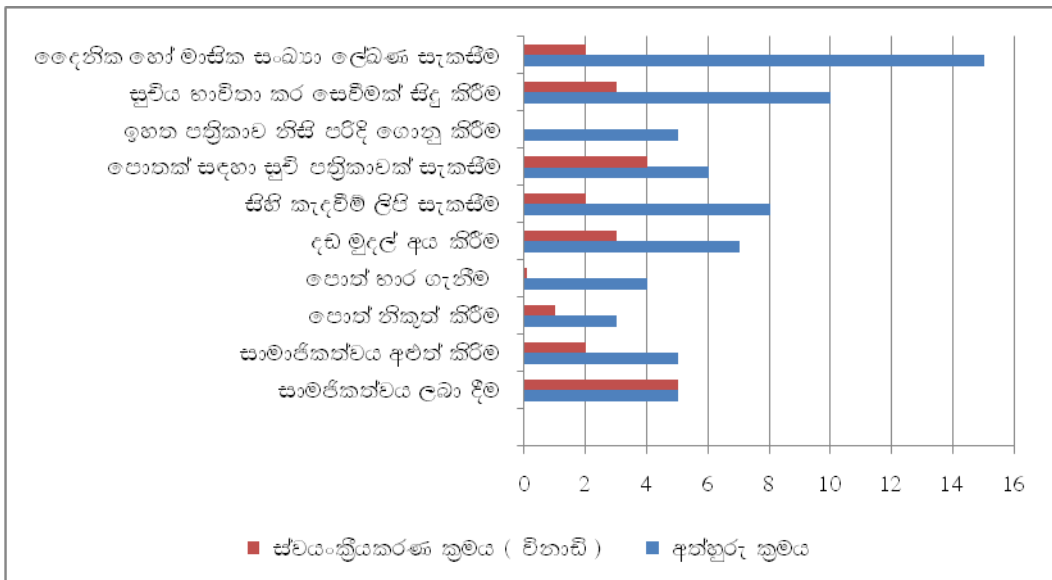
ප්‍රස්තාර අංක 02(එක් එක් කාර්යය සම්පූර්ණ කිරීමට අවශ්‍ය කාලය)

සාමාජිකත්වය ලබාදීමේදී අත්හුරු කුමයට වඩා ස්වයංකීයකරණ කුමවේදයෙහි වැඩ පියවරයන් පුමාණය වැඩි වුවද වැයවන කාලයෙහි වෙනසක් දක්නට නොමැත. ගුන්ථ සංසරණ කියාවලියේදී ස්වයංකීයකරණ කුමවේදයෙහි වැඩ පියවරයන් පුමාණය අත්හුරු කුමයට සාපේක්ෂව 66%කින් අඩුවී ඇති අතර කාලය 72%පමණ අඩුවී ඇත. පාඨකයා විසින්ම පොත් ආපසු භාර දීමේ (Self Check in) සේවාව කියාත්මක වන බැවින් ගතවන කාලය තව දුරටත් අඩුවිය හැකි වේ.

සුවිකරණ කියාවලියේ වැඩ පියවරයන් පුමාණය 66%කින් පමණ අඩුකරගැනීමට හැකියාව ලැබී ඇති අතර කාලය 66%අඩුකරගැනීමට හැකිවී ඇත. සංඛ්‍යා ලේඛන වාර්තා සැකසීමේ කාලය 86%කින් පමණ අඩුවන විට වැඩ පියවර 50%කින් අඩුවනු ලබයි.මෙහිදී සමස්තයක් ලෙස සියලු වැඩ පියවරයන් 50%කින් හා කාලය 86%කින් අඩුකරගැනීමට ස්වයංකීයකරණ කියාවලියේදී හැකියාව ලැබී ඇත.

අරමුදල් භාවිතය

අත්හුරු හා ස්වයංකීයකරණ කාර්යයන් සඳහා අවශ්‍ය ලිපි දුව්‍ය හා උපාංග

අත්හුරු කුමය	ස්වයංකීයකරණ කුමය
සාමාජික කාඩ්පත්	පරිගණක ස්ර්වර්
පොත් තුණ්ඩු	පරිගණක ජාල
දින පතුිකා	පරිගණක
මාසික හා දින ටැග්	බාර්කෝර්ඩ් මුදුණ යන්තු
ටිකට් ටේ	බාර්කෝර්ඩ් ස්ටිකර්
5x3 පුමාණයේ සුචි පතුිකා	බාර්කෝර්ඩ් ස්කෑනර්
සුචි කැබිනට්	UPS
ලෙජර් හා අනෙකුත් ලිපි දුව්‍ය	ජෙනරේටර්
	ලෙජර් හා අනෙකුත් ලිපි දුව්‍ය

වගු අංක 04

(අත්හුරු හා ස්වයංකීයකරණ කුමවේද සඳහා අවශ්‍ය මූලික උපාංගහා ලිපි දුව්‍ය)

අත්හුරු කුමවේදය සඳහා මූලික වශයෙන් අවශ්‍ය වන්නේ ලිපි දුව්‍ය මූලික කරගත් උපාංග පමණකි. මෙම ලිපි දුව්‍යවලින් 90%පමණ කොළඹ මහ නගර සභාවේ මුදුණාලය මගින් ලබා දෙන බැවින් ඒ සඳහා වැය කළ යුත්තේ ඉතා සුළු මුදලකි.

ස්වයංකීයකරණ කුමවේදය සඳහා පූර්ණ වශයෙන්ම විද්‍යුත් හා පරිගණක උපාංග අවශ්‍ය වන බැවින් මෙවැනි පද්ධතියක් ආරම්භ කිරීමට විශාල පුාග්ධන වියදමක් අවශ්‍ය වේ. කොළඹ මහජන පුස්තකාලයේ ස්වයංකීයකරණ පද්ධතිය පිහිටුවීම සඳහා දළ වශයෙන් රුපියල් මිලියන 2.5 ක පමණ මුදලක් වැය වී ඇත. එසේම මෙම උපාංග අලුත්වැඩියාවන් හා ඒ සඳහා වන වාර්ෂික නඩත්තු ගිවිසුම් ඇති කර ගැනීම සඳහාද පුතිපාදන වාර්ෂිකව වැය කළ යුතුව ඇත.මේ අනුව අත්හුරු කුමවේදය පිහිටුවීමට හා පවත්වාගෙන යාමට වඩා ස්වයංකීයකරණ පද්ධතියක් ස්ථාපනය

හා පවත්වාගෙන යාම වියදම් අධික වී ඇති අතර අඛණ්ඩව මූල්‍ය පහසුකම් සැපයීමට නොහැකිනම් ස්වංක්‍රියකරණ පද්ධතියක් පවත්වාගෙන යාමට අසීරු වේ.

කාර්යමණ්ඩල ප්‍රවණතා

ස්වයංක්‍රියකරණ සේවාවන් ආරම්භයට හා පවත්වාගෙන යාමට අවශ්‍ය කාර්යමණ්ඩලය

කාර්යය	කාර්යමණ්ඩල කාණ්ඩය	ප්‍රමාණය
පද්ධතිය සැලසුම් කිරීම	කළමනාකරණ	10
දත්ත ඇතුළත් කිරීමේ පත්‍රිකා සම්පූර්ණ කිරීම (ආරම්භක අවස්ථාව)	පුස්තකාලයාධිපති කළමනාකාර සහකාර පුස්තකාල පුහුණුවණ්නන්	30
දත්ත ආදානය (ආරම්භක අවස්ථාව)	පුස්තකාලයාධිපති පුස්තකාල පුහුණුවණ්නන්	20
දත්ත ආදානය(වර්තමාන අවස්ථාව)	පුස්තකාලයාධිපති	03
සංසරණ සේවා(වර්තමාන අවස්ථාව)	පුස්තකාලයාධිපති	03

වගු අංක 05 (කාර්යමණ්ඩල යෙදවීම)

ස්වයංක්‍රියකරණ පද්ධතියක් සැලසුම් කිරීමේ මූලික අවස්ථාවේ දී ඉහළ මට්ටමේ නිලධාරීන් විසින් තීන්දු හා තීරණ ගැනීමේ ක්‍රියාවලියෙහි නිරතවිය යුතු වේ. දුෂ්කරම කාර්යය වන දත්ත ආදාන ක්‍රියාවලිය සම්පූර්ණ කිරීම උදෙසා විශාල කාර්යමණ්ඩලයක් අවශ්‍ය වන අතර ඒ සඳහා සමස්ත කාර්යමණ්ඩලය කණ්ඩායමක් ලෙස ඒකරාශී වී ක්‍රියාත්මක විය යුතු වේ. පද්ධතිය තුළින් පාඨක සේවා සැපයීම ආරම්භ කළ පසු කාර්යමණ්ඩලය අවශ්‍ය වන්නේ සේවාව පවත්වාගෙන යාමට පමණකි. එම සංඛ්‍යාව ඉතා අවම ප්‍රමාණයකි.

කාර්ය මණ්ඩලය ස්වයංක්‍රියකරණ සේවාවන්ට අනුගත කිරීම

2015 වසරේ මුල් භාගයේ පුස්තකාලයාධිපතීන් 50ක් සහභාගී කරගනිමින් සම්මුඛ සාකච්ඡාවක් පවත්වනු ලැබූ අතර එහි ප්‍රතිඵල පහත දැක්වේ.

	ඉතා හොඳයි	හොඳයි	සාමාන්‍යයි	දුර්වලයි
පුස්තකාල පරිගණක සේවා පිළිබඳව ඇති දැනීම	00%	15%	60%	25%
පරිගණක දැනුම	5%	10%	40%	45%
	කැමතියි	අකමැතියි		
පුස්තකාල පරිගණක සේවා පිළිබඳව ඇති කැමැත්ත	30%	70%		

වගු අංක 06 (පුස්තකාලයාධිපතිවරුන්ගේ සමීක්ෂණ දත්ත 2015)

ප්‍රස්තාර අංක 03 (ප්‍රස්තකාලයාධිපතිවරුන්ගේ ප්‍රස්තකාල පරිගණක සේවා හා පරිගණක දැනුම)

      ස්වයංක්‍රියකරණ ක්‍රියාවලිය ආරම්භ කරන අවස්ථාවේදී කාර්යමණ්ඩලයේ ප්‍රස්තකාලයාධිපතිවරුන් 55% කට පරිගණක   දැනුමක් හා 75% ක ප්‍රමාණයකට පරිගණකගත ප්‍රස්තකාල සේවාවන් මොනවාද යන්න පිළිබඳව දැනීමක් තිබුනමුත් පරිගණක ප්‍රස්තකාල සේවා සමග වැඩකිරීමට කැමැත්ත දක්වා ඇත්තේ 30% ක් පමණි. මෙසේ මෙම ප්‍රතිශතය 30% ක් පමණ වීමට හේතු වී ඇත්තේ මෙම අවස්ථාව වන විට ක්‍රියාත්මක වූ අත්හුරු ක්‍රමය ඔවුනට පහසු ක්‍රමවේදය වී තිබූ බැවිණි.

      මෙම කාලය තුළදී පරිගණක තාක්ෂණය, විද්‍යුත් ප්‍රස්තකාල සේවාවන්, හා අත්හුරු ප්‍රස්තකාල සේවා ස්වයංක්‍රියකරණ ප්‍රස්තකාල සේවා දක්වා පරිවර්තනය වීමේදී ඊට මුහුණ දිය යුතු ආකාරය පිළිබඳව ශ්‍රී ලංකා විවෘත විශ්වවිද්‍යාලය හා එක්ව සමස්ත කාර්යමණ්ඩලය සඳහාම පුහුණු පාඨමාලාවන් සංවිධානය කරනු ලැබූ අතර ස්වයංක්‍රියකරණ පද්ධතිය සමග අත්දැකීම් ලබා ගැනීමෙන් පසුව ඉහත සම්මුඛ සාකච්ඡාවම 2018 වසරේදී සිදුකළ අතර එහි ප්‍රතිඵල පහත දැක්වේ.

	ඉතා හොදයි	හොදයි	සාමාන්‍යයි	දුර්වලයි
ප්‍රස්තකාල පරිගණක සේවා පිළිබඳව ඇති දැනීම	30%	50%	20%	00
පරිගණක දැණුම	20%	70%	08%	2%
	කැමතියි	අකමැතියි		
ප්‍රස්තකාල පරිගණක සේවා පිළිබඳව ඇති කැමැත්ත	98%	02%		

වගු අංක 07 (පුස්තකාලයාධිපතිවරුන්ගේ සමීක්ෂණ දත්ත 2018)
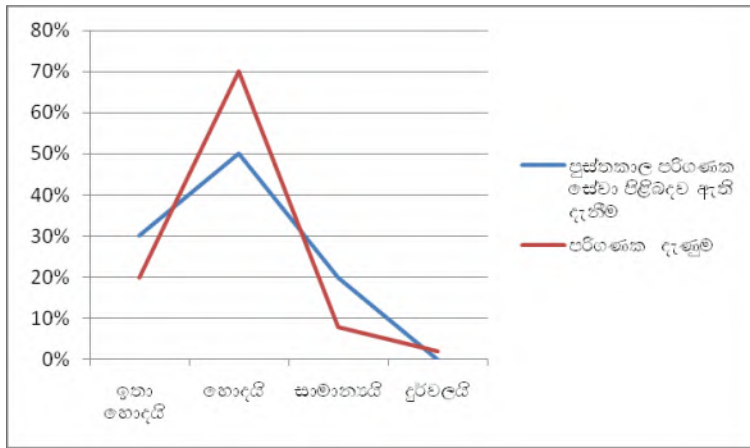
ප්‍රස්තාර අංක 04

(පුස්තකාලයාධිපතිවරුන්ගේ පුස්තකාල පරිගණක සේවා පිළිබඳව හා පරිගණක දැනුම)

පුහුණු පාඨමාලාවන් හා ප්‍රායෝගිකව කටයුතු කිරීම හේතුවෙන් 75%ක්ව තිබූ පරිගණක පුස්තකාල සේවා පිළිබඳව දැණුම 100%දක්වාත් පරිගණක භාවිතය පිළිබඳ දැනුම 98%දක්වාත් පරිගණක පුස්තකාල සේවා සමග වැඩකිරීමට කැමැත්ත 98%දක්වාත් වැඩිවී ඇත.

පාඨක ප්‍රතිචාර

අත්හුරු පුස්තකාල සේවාවන් අත්හිටුවමින් ස්වයංක්‍රියකරණ සේවාවන් හඳුන්වාදීම පාඨකයන් වෙත නවමු අත්දැකීමක් වූ අතර ඒ පිළිබඳව පාඨක ප්‍රතිචාර මැන බැලීම සඳහා වැඩිහිටි හා ජ්‍යෙෂ්ඨ පුරවැසි කාණ්ඩ දෙකෙන් 50 බැගින් 100 දෙනෙකු අහඹු ලෙස සම්මුඛ සාකච්ඡාවට භාජනය කරන ලදී.

2015වසරේ සැප්තැම්බර් මස පවත්වනු ලැබූ සම්මුඛ සාකච්ඡාවේ ප්‍රතිඵල පහත දැක්වේ.

	වැඩිහිටි (වයස අවු. 14 - 59)			ජ්‍යෙෂ්ඨ පුරවැසි (වයස අවු. 60 ට වැඩි)		
	ඉතා හොඳයි	හොඳයි	හොඳ නැත	ඉතා හොඳයි	හොඳයි	හොඳ නැත
අත්හුරු පුස්තකාල සේවා පරිගණක සේවා බවට පත්කිරීම	62%	18%	20%	16%	12%	72%
පරිගණක පුස්තකාල සේවාවන්ගේ කාර්යක්ෂමතාවය	20%	30%	50%	00%	20%	80%
පරිගණක සුචිය	68%	20%	12%	06%	20%	74%
පරිගණක සේවාවන්ගේ විශ්වසනීය භාවය	24%	10%	66%	00%	15%	85%

වගු අංක 08 (පාඨක සමීක්ෂණ දත්ත -2015)

නූතන පරිගණක සේවාවන් වැඩි වශයෙන් භාවිත කරනු ලබන වැඩිහිටි කාණ්ඩයේ පාඨකයන් 80%ම පරිගණක පුස්තකාල සේවාවන් සඳහා කැමැත්ත පළකර ඇතත් වයස අවුරුදු 60 ට වැඩි ජොෂ්ඨ පුරවැසියන්ගේ කැමැත්ත 28%පමණි.

පරිගණක සේවාවන්ගේ කාර්යක්ෂමතාවය හොඳබව වැඩිහිටි 50%කුත් ජොෂ්ඨ පුරවැසියන් 20%පිළිගෙන ඇත. වැඩි පිරිසක් කාර්යක්ෂමතාවය පිළිබඳව අකමැත්ත ප්‍රකාශ කිරීමට හේතුවී ඇත්තේ මුල් කාලයේදී පුස්තකාල කාර්යමණ්ඩලයට මෙම කාර්යයන් නවමු සේවා බවට පත්වීම නිසා සේවාවන් ලබාදීමේදී වැඩි කාල වේලාවක් ගත කිරීමට සිදුවීමත් නිසාවෙනි.

පරිගණකය මගින් සුචිය භාවිත කිරීමට වැඩිහිටියන් 88%කැමැත්ත දක්වද්දී ජොෂ්ඨ පුරවැසියන්ගෙන් 26%පමණක් කැමැත්ත දක්වා ඇත. මේ සඳහා හේතුවී ඇත්තේ ජොෂ්ඨ පුරවැසියන්ගේ පරිගණක භාවිතයේ මද බව විය හැක.පරිගණක සේවාවන් පිළිබඳව පූර්ණ විශ්වාසයක් නොමැති බව මෙම කාණ්ඩයන් දෙකම දක්වා ඇත. මේ සඳහා හේතු වී ඇත්තේ අත්හුරු ක්‍රමයේදී පොත් ආපසු භාර දුන් පසු කාඩ්පත් පාඨකයාට ලබාදීම තුල එය ඔවුන්ට තහවුරු කිරීමේ සාක්ෂියක් වන බැවින් හා විද්‍යුත් ක්‍රමයේදී එවැනි තහවුරු කිරීමක් නොලැබෙන බැවිනි.ස්වයංක්‍රියකරණ සේවා සමගින් වසර 03 ක අත්දැකීම් ලබා ගැනීමෙන් පසු ඉහත සම්මුඛ සාකච්ඡාවම 2018 වසරේදී පවත්වන ලදී.

2018 වසරේදී පවත්වනු ලැබූ සම්මුඛ සාකච්ඡාවේ ප්‍රතිඵල පහත දැක්වේ.

	වැඩිහිටි (වයස අවු. 14 - 59)			ජොෂ්ඨ පුරවැසි (වයස අවු. 60 ට වැඩි)		
	ඉතා හොඳයි	හොඳයි	හොඳ නැත	ඉතා හොඳයි	හොඳයි	හොඳ නැත
අත්හුරු පුස්තකාල සේවා පරිගණක සේවා බවට පත්කිරීම	84%	10%	06%	52%	38%	10%
පරිගණක පුස්තකාල සේවාවන්ගේ කාර්යක්ෂමතාවය	80%	20%	00%	62%	38%	00%
පරිගණක සුචිය	78%	14%	06%	40%	40%	20%
පරිගණක සේවාවන්ගේ විශ්වසනීය භාවය	45%	15%	40%	20%	26%	54%

වගු අංක 09 (පාඨක සමීක්ෂණ දත්ත -2018)

පද්ධතිය ස්ථාපනය කර වසර 03 කට පසු සේවාවන්ගේ පරිවර්තනය හොඳ බව වැඩිහිටියන් 94%හා ජොෂ්ඨ පුරවැසියන් 80%පිළිගෙන ඇත. සේවාවන් කාර්යක්ෂම බව 100%බැගින් මෙම කණ්ඩායම් දෙකම තහවුරු කරනු ලබයි. මේ සඳහා හේතු වී ඇත්තේ සේවාව ලබා දීමට ගත කරන

ලද කාලය සාපේක්ෂව අඩු කරගැනීමට හැකියාව ලැබීම නිසාවෙනි. පරිගණක සුවිය ජනප්‍රිය වී ඇති බව වැඩිහිටියන් 92%හා ජ්‍යෙෂ්ඨ පුරවැසියන් 80%කැමැත්ත පළ කිරීමෙන් පෙනී යයි. මෙම සේවාවන්ගේ විශ්වාසනීය තත්ත්වය 100%පාඨකයන් තුළ තහවුරු කිරීමට හැකියාවක් ලැබී නොමැත. මේ සඳහා හේතු වී ඇත්තේ පොත් හාර දුන් පසු ඒ පිළිබඳව තහවුරු කිරීමක් ඔවුනට නොලැබීමයි. අනාගතයේදි ක්‍රියාත්මක කිරීමට යෝජිත පුස්තකාල කාර්යන් සිදුකල විගස දුරකතනයට තහවුරු කිරීමේ පණිවිඩ ලැබීමේ ක්‍රමය ක්‍රියාත්මක වීමත් සමග මෙම තත්ත්වය වෙනස් වනු ඇත.

ස්වයංක්‍රියකරණයට පෙර හා පසු නව සාමාජිකත්වය ලබා ගැනීම හා පොත් නිකුතුව සංසන්දනාත්මක අධ්‍යයනය

	2012 - 2015 ජූලි අත්හුරු ක්‍රමය	2015 අගෝස්තු - 2018 ස්වයංක්‍රියකරණ ක්‍රමය
පොත් නිකුතුව	730582	766773
නව සාමාජික ප්‍රමාණය	10108	11005

වගු අංක 10(2012 - 2018සංඛ්‍යාලේඛන)

පුස්තකාල සේවාව ස්වයංක්‍රියකරණය ආරම්භ කරනු ලැබුවේ 2015 අගෝස්තු මාසයේදිය. එම අවස්ථාවට වසර තුනහමාරක කාලයට අයත් අත්හුරු ක්‍රමයේ දත්ත හා ස්වයංක්‍රියකරණයට පසු වසර තුනහමාරක කාලයට අයත් දත්ත මෙහිදී සංසන්දනය කරනු ලැබිය. ඒ අනුව ස්වයංක්‍රියකරණයට පසු සාමාජිකත්වය ලබා ගැනීම හා පොත් නිකුත් කිරීමසතුටුදායක මට්ටමින් ඉහළ ගොස් ඇත. මෙමගින් පැහැදිලි වන්නේ පරිගණකගත පුස්තකාල සේවාවන් ක්‍රමිකව පාඨකයන්ගේ විශ්වාසය දිනා ගනිමින් සිටින බවයි.

ස්වයංක්‍රියකරණ සේවාවන් තුළ ආරම්භකරන ලද නව පුස්තකාල සේවාවන්

පුස්තකාල සේවාව කාර්යක්ෂම කරලීම සඳහා අත්හුරු ක්‍රමයේ නොතිබූ පහත සේවාවන් හා පහසුකම් කීපයක්ද ආරම්භ කරන ලදී.

- අය වැය පාලනය
- පුවත්පත් ලිපි හා වාර සගරා ලිපි පුස්තකාල සුවියට ඇතුළත් තිරීම
- පාඨකයන් විසින්ම පොත් ආපසු හාර දීමේ සේවාව (Self check in)
- පුස්තකාල සුවිය අන්තර්ජාලය ඔස්සේ ගවේෂණයට අවස්ථාව සැලසීම (OPAC)
- පොත් වෙන් කර තැබීමේ (Book Hold) සේවාව
- අත්හුරු සේවාවන් සඳහා නිර්මාණය කර තිබූ අභ්‍යන්තර සැකැස්ම පරිගණකගත පරිසරය සඳහා වෙනස් කිරීම.

නිගමන හා යෝජනා

කොළඹ මහජන පුස්තකාලයෙහි වසර 90කට පසු අත්හුරු පුස්තකාල සේවාවන් අත්හිටුවමින් ආරම්භ කරන ලද ස්වයංක්‍රියකරණ පුස්තකාල සේවාව පිළිබඳව සේවාවන් සැපයීම සඳහා වැය වන කාලය, වැඩ පියවරයන්ගේ ප්‍රමාණය, අරමුදල් භාවිතය, කාර්යමණ්ඩල ප්‍රවණතා හා පාඨක ප්‍රතිචාරයන කේෂ්ත්‍ර ඔස්සේ සිදු කරන ලද අධ්‍යයනයේ නිගමන හා යෝජනා පහත දැක්වේ.

නිගමන

○ අත්හුරු ක්‍රමයට සාපේක්ෂව ස්වයංක්‍රියකරණ සේවාවේ පුස්තකාල කාර්යන්ගේ වැඩ පියවරයන් ප්‍රමාණය 50%පමණ අඩුවී ඇත.

○ අත්හුරු ක්‍රමයට සාපේක්ෂව ස්වයංක්‍රියකරණ සේවාවේදී වැයකරනු ලබන කාලය 86%පමණ අඩුවී ඇත.

○ අත්හුරු ක්‍රමවේදයන් සඳහා වැඩි වශයෙන් ලිපි ද්‍රව්‍ය භාවිත කලද ස්වයංක්‍රියකරණ සේවාවන් සඳහා පූර්ණ වශයෙන් පරිගණක උපාංග භාවිත වේ.

○ ස්වයංක්‍රියකරණ පද්ධතිය ස්ථාපනය හා පවත්වාගෙන යාම සඳහා විශාල මුදලක් වාර්ෂිකව වැය කළ යුතුය.

○ ස්වයංක්‍රියකරණ පද්ධතියක් ස්ථාපනය සඳහා මුල් අවස්ථාවේදී විශාල කාර්යමණ්ඩලයක් අවශ්‍ය වූවත් පවත්වාගෙන යාමේ අවස්ථාවේදී අවශ්‍ය වන්නේ අවම කාර්යමණ්ඩලයකි.

○ ස්වයංක්‍රියකරණ පද්ධතිය ස්ථාපනයේදී කාර්යමණ්ඩලයේ ඒ පිළිබඳව ඇති කැමැත්ත අඩු වූවත් පුහුණු හා අභිප්‍රේරණ ක්‍රියාවලීවලින් කාර්යමණ්ඩලයේ ස්වයංක්‍රියකරණ සේවාවන් සඳහා ඇති කැමැත්ත වැඩි කර ගැනීමට හැකි වී ඇත.

○ ස්වයංක්‍රියකරණ පුස්තකාල සේවාවන් ආරම්භයේදී ඒ සඳහා අනුගත වීමට හා ඒවා භාවිතකිරීම වැඩිහිටි පාඨකයන් තුළඇති කැමැත්ත ඉහළ අගයක් ගනු ලැබුවද ජ්‍යෙෂ්ඨ පුරවැසියන්ගේ මෙම සේවාවන් පිළිබඳව ඇති කැමැත්ත සාපේක්ෂව අඩුය.

○ දීර්ඝ කාලීනව ස්වයංක්‍රියකරණ පුස්තකාල සේවාවන් භාවිත කිරීම තුළ වැඩිහිටි හා ජ්‍යෙෂ්ඨ පුරවැසි කාණ්ඩයන් දෙකෙහිම ස්වයංක්‍රියකරණ පුස්තකාල සේවාවන් කෙරෙහි ඇති විශ්වාසය තහවුරු වී ඇත.

○ අත්හුරු ක්‍රමවේදයෙහි ක්‍රියාත්මක කිරීමට නොහැකි පුස්තකාල සේවාවන් ගණනාවක් ස්වයංක්‍රියකරණ පුස්තකාල සේවාවන් ලෙස ආරම්භ කළ හැක.

යෝජනා

○ පරිගණක සේවාවන් ස්ථාපනයට හා පවත්වාගෙන යාම සඳහා වාර්ෂිකව විශාල මුදලක් වැය වන බැවින් ස්ථාවර අරමුදල් ප්‍රවාහයක් ඇතිකර ගත යුතු වේ.

○ බොහෝ පුස්තකාලයන් සැලසුම් කර ඇත්තේ අත්හුරු සේවාවන්වලට බැවින් ස්වයංක්‍රියකරණ සේවාවන් ඇරඹීමත් සමගින් අභ්‍යන්තර සැලැස්මද වෙනස් කළ යුතුය.

○ පරිගණකසේවාවන් සමග නිරන්තර පාඨක අධ්‍යාපන ක්‍රියාවලියක් ඇරඹිය යුතුය.

○ ස්වයංක්‍රියකරණ පරිසරයක කාර්යමණ්ඩලයේ දැනුම හා පරිගණක කුසලතා යාවත්කාලීනව පවත්වාගෙන යා යුතුය

ආශ්‍රිත ග්‍රන්ථ

කොළඹ මහ නගර සභාවේ පාලන වාර්තාව, (2012), කොළඹ, කොළඹ මහ නගර සභාව

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කොළඹ මහ නගර සභාවේ පාලන වාර්තාව, (2014), කොළඹ, කොළඹ මහ නගර සභාව

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කොළඹ මහ නගර සභාවේ පාලන වාර්තාව, (2016), කොළඹ, කොළඹ මහ නගර සභාව

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කොළඹ මහ නගර සභාවේ පාලන වාර්තාව, (2018), කොළඹ, කොළඹ මහ නගර සභාව

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Contribution of curriculum to the development of reading skills of grade one school students with special focus to schools located in Town division of Vavuniya South Educational Zone.

Thampippillai Suthan[1] & Rathnakumar Kupeshan[2]

Abstract

General education in Sri Lanka covers both primary and secondary education. Among the 10,400 schools existing in the country 9,400 are government schools. These government schools are implementing the national curriculum. Several features were clearly identified in the new curricula. This research was conducted to examine the contribution of the curriculum in promoting primary school children (Grade1& 2) to develop their reading skills and to find out how the curriculum is instrumental in enhancing reading skills among school children (Grade1& 2). Major objectives of this research are to examine relationship between the text books and the teachers' guides which are the resources provided as a guide to the curriculum and to assess the approaches used in Language Teaching and measure the influence on reading promotion. Study was conducted in all primary schools in the town education division of the Vavuniya South education zone on a cluster basis.. All teachers (n=124) engaged in teaching for the Grades 1&2 students were consulted for this study. Questionnaires were distributed to all participants of this study for data collection regarding contribution of the curriculum in promoting reading skills among students. In addition FGD, interviews were also conducted with teachers. The response rate of the study was 100%. The collected data was fed into the SPSS for analysis and quantification of the various opinions. The results are given in a descriptive manner as follows: 75% of the teachers said that the teacher's guide doesn't cover adequately the use of text books. 46.8% of the teachers accepted that the students can read only 35 words in a minute 75.2% pointed out that the phonetical approach to reading was not followed 48.4% revealed that inability to link the sounds of two succeeding letters is an obstacle to fluency in reading, 75% of the teachers claimed that classroom lessons are not adequately connected to the instructions given in the Teachers' guide. Study suggested following recommendations as per the objectives. Guidance should be given in the

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[1] *Kanesapuram Vinayakar Vidyalayam, Vavuniya.*
[2] *Library, University of Jaffna e-mail: kupeshan@gmail.com*

teachers' guide to promote reading skills in an effective manner. In addition instruction on how and in which context the work book is to be used should be given in the teachers' guide. The text book/ lessons should incorporate only those letters that have been already taught in order to facilitate their reading. Phonetics based reading activities should be planned in order to reduce the difficulties in reading. Accommodating multiple competences into curriculum different skills from identifying letters to competence in applying an adequate vocabulary as well as reading aloud would improve the reading skills of the students.

Keywords: *Education, Reading skills, Curriculum planning, Libraries*

ஆரம்பக்கல்வி முதன்மைநிலை ஒன்று மாணவர்களின் வாசிப்புத் திறன் விருத்திக்கு கலைத்திட்டத்தின் பங்களிப்பு- வவுனியா தெற்கு வலயத்தின் நகரக்கோட்டப் பாடசாலைகளை அடிப்படையாகக் கொண்ட ஆய்வு

ஆய்வு அறிமுகம்

முன்பிள்ளைக் கல்வியை முடித்து பாடசாலைக்கு வரும் பிள்ளைகள் தரம் ஒன்றில் வாசிப்பைத் தொடங்கத் தயாராகும் போது அவர்களுக்கு சரியான வாசிப்புத் திறன்களை வழங்கவேண்டும். அப்போதுதான் பிள்ளைகள் முதன்மைநிலை ஒன்றில் (1ஆம், 2ஆம் தரங்களிலேயே) முறையாக வாசிக்கக் கற்றுக்கொள்ளுவார்கள். இந்நிலையில் அறிவு, திறன் மற்றும் மனப்பாங்கு ஆகியவற்றை வளர்க்கும் நோக்கில் வடிவமைக்கப்பட்டுள்ள முதன்மைநிலை ஒன்று தாய்மொழிக்கான கலைத்திட்டம் பிள்ளைகளை சுயாதீனமான வாசிப்பாளர்களாக உருவாக்குவதற்கு ஏற்ற வாசிப்புத் திறனை வழங்குவதில் அதன் பங்கு என்ன என்பதை ஆராய இவ்வாய்வு விளைகிறது. வாசிப்புத் திறன்விருத்திக்கு மொழி அணுகுமுறைகளும் துணைபுரிகின்றன. அந்தவகையில் ஒலியியல் முறை மற்றும் முழுமொழி முறை ஆகிய இரு மொழிஅணுகு முறைகள் உள்ளன. கலைத்திட்ட அமுல்படுத்துகைக்கான சாதனங்களாகிய பாடநூல்கள் மற்றும் ஆசிரியர் வழிகாட்டி என்பவற்றுக் கிடையிலான தொடர்பு பற்றியும் அறிய முயல்கிறது. "ஆரம்பக்கல்வியில் முதன்மைநிலை ஒன்று மாணவர்களின் வாசிப்புத் திறன்விருத்திக்கு கலைத்திட்டத்தின் பங்களிப்பு என்னும் ஆய்வு ஆரம்பக்கல்வி என்பது இலங்கைப் பாடசாலைக் கட்டமைப்பினுள் தரம் 1-5 வரையான தரங்களையும், முதன்மைநிலை ஒன்று என்பது தரம்1,2 ஆகிய இரு தரங்கள் இணைந்த படிநிலையையும், கலைத்திட்டம் என்பது ஆரம்பக்கல்விகலைத்திட்டத்தையும், வாசிப்புத்திறன் என்பது வாசிப்பில் பிள்ளைகளுக்கு இருக்கவேண்டிய ஆற்றலையும் குறித்து நிற்கின்றது

ஆய்வுப் பின்னணி

வடமாகாணக்கல்வித் திணைக்களம் 2017ம் ஆண்டு ஆரம்பக்கல்வியில் முதன்மை நிலை ஒன்றினை பூர்த்தி செய்த மாணவர்களின் அத்தியாவசியக்கற்றல் தேர்ச்சி அடைவு தொடர்பாக மேற்கொண்ட ஆய்வின் முடிவாக தாய்மொழியில் 12.66 வீதமான மாணவர்கள் முழுமையாக தேர்ச்சியினை அடையாத நிலையிலும், 15.88 வீதமான மாணவர்கள் பகுதியளவில் அடைந்த நிலையிலும் வகுப்பேற்றப்பட்டுள்ளனர். தாய்மொழியில் சித்தியடையாது மாணவர்களை வகுப்பேற்றுவது அவர்களின் எதிர்காலக் கல்வி நடவடிக்கைகளை பாதிக்கும் செயலாகவே அமையும். அத்துடன் எதிர்காலத்தில் தாய்மொழிமூலம் பரீட்சைக்குத் தோற்றி நூதனசித்தியை பெறுபவர்களின் சதவீதமும் அதிகரிக்கும் என்பதையே இது எடுத்துக்காட்டுகின்றது. எனவே ஆரம்பக்கல்வியில் தாய்மொழியில் சித்தியடையாமையானது க.பொ.த (சா;த) பரீட்சையில் சித்தி வீதத்தில் பாதிப்பினை ஏற்படுத்துகின்றது என்பது புலப்படுகின்றது. தாய்மொழியில் இவ்வாறான நிலை ஏற்பட்டமைக்கான காரணம் ஆசிரியர் சார்ந்ததா அல்லது தாய்மொழிக் கலைத்திட்டம் சார்ந்ததா அல்லது ஆசிரியர்களுக்கு தாய்மொழி கற்பிக்கும் திறன் சார்ந்த பயிற்சிகள் வழங்குவதில் உள்ள தவறா அல்லது வீட்டுச் சூழலிலுள்ள மொழிசார்ந்த நடவடிக்கைகளின் செல்வாக்கா என்பது ஆழமான ஆய்வென்றின் மூலம் நோக்கப்பட வேண்டும் (ஆய்வறிக்கை-2017-01) என ஆய்வு முன்மொழிவிலே ஆய்வாளர் குறிப்பிட்டுள்ளார இதனடிப்படையில் நோக்குகின்ற போது ஆய்வாளன் குறிப்பிடும் கலைத்திட்டம் சார்ந்த பிரச்சினைகள் மாணவர்களின் மொழி அடைவுக் குறைவுக்கு காரணமாக அமையலாம்.

ஆய்வின் நோக்கங்கள்

1. முதன்மைநிலை ஒன்று கலைத்திட்டத்தில் வாசிப்புத்திறன் மேம்பாடிற்கான வழிமுறைகளை இனங்காணல்
2. முதன்மைநிலை ஒன்று கலைத்திட்டதில் வாசிப்புத்திறன் தொடர்பான கற்றற் பேறுகளுக்கும் செயற்பாடுகளுக்கும் உள்ள தொடர்பை இனங்காணல்
3. கலைத்திட்ட அமுல்படுத்துகைக்கான சாதனங்களாகிய பாடநூல்கள், ஆசிரியர் வழிகாட்டி என்பவற்றுக்கிடையிலான தொடர்பை இனங்காணல்
4. கலைத்திட்டத்தில் வாசிப்புத் திறன் விருத்திக்கு பயன்படுத்தப்படுகின்ற மொழிஅணுகுமுறை குறித்து ஆராய்தல்

ஆய்வின் முக்கியத்துவம்

ஆரம்பக்கல்வியில் முதன்மைநிலை ஒன்று ஆசிரியர்களை மையமாகக்கொண்டு "ஆரம்பக்கல்வியில் முதன்மைநிலை ஒன்று மாணவர்களின் வாசிப்புத் திறன்விருத்திக்கு கலைத்திட்டத்தின் பங்களிப்பு, என்ற ஆய்வின் முக்கியத்துவத்தினை நோக்குகின்றபோது, மொழியறிவும் வாசிப்புப் பழக்கமும் மாணவர்களை அறிவுப் பெருக்கத்தின் பயனைப் பெற்றுக் கொள்வதற்கு வழிகாட்டுகிறன. ஜெயராசா,சபா.(2005), மன்சூர்,எல்.எஸ்.(2012) இதற்கு மாணவர்களிற்கான கலைத்திட்டம் சிறப்பாக வடிவமைக்கப்பட வேண்டும். கலைத்திட்டம் என்பது ஆசிரியர்களின் கற்பித்தற் செயற்பாட்டிற்கும் மாணவர்களின் கற்றற் செயற்பாட்டிற்கும் அடித்தளமாகக்காணப்படும் ஒன்றாகும்.

மாணவர்கள் பரீட்சையில் வினாக்களை விரைவாக வாசித்து விளங்கி சரியாக விடையளிப்பதற்கு வாசிப்புத்திறன் மிகவும் அவசியமான ஒன்றாகும். எனவே மாணவர்களின் வாசிப்பத்திறனுக்கான அத்திபாரத்தினை ஆரம்பக்கல்வியிலே இடவேண்டும். இதனை அரம்பக்கல்விக் கலைத்திட்டத்தின் மூலமாக நிறைவுசெய்ய வேண்டும்.ஆனால் அண்மைக்கால தமிழ் மொழி மூலமாணவர்களின் அடைவு வீழ்சிக்கு அவர்களிடம் வாசிப்புத் திறனின்மை காரணமென கண்டறியப்பட்டாலும், வாசித்திறன் குறைபாட்டிற்கு காரணமான விடயங்கள் கண்டறியப்படவில்லை. ஆனால் இவ்வாய்வு அதற்கான காரணங்களை கலைத்திட்டத்தில் தேடுகின்றது.அந்தவகையில் இவ்வாய்வு முக்கியம் பெறுகின்றது.

மேலும் வாசிப்பத்தொடர்பில், வாசிப்பில் செல்வாக்குச் செலுத்தும் சமூகக்காரணிகள், தனியாள்காரணிகள், ஆசிரியர்களின் கற்றல் கற்பித்தல்அணுகுமுறைகள் தொர்பாக "வாசிப்புததிறனை மேம்படுத்தல்", "வாசிப்புப் பழக்கம்" என்பன தொடர்பில் ஏனைய ஆய்வுகள் ஆராய்ந்துள்ள போதிலும், அவை மாணவர்கள் மத்தியில் வாசிப்பு திறன் குறைவடையக் காரமாண விடயங்களை ஆராய முயலவில்லை. அந்தவகையில் "ஆரம்பக்கல்வி முதன்மை நிலை ஒன்று மாணவர்களின் வாசிப்பத்திறன் விருத்திக்கு கலைத்திட்டத்தின் பங்களிப்பு" என்பது தொடர்பில் இதுவரையில் ஆய்வுசெய்யப்படவில்லை என்றவகையில் இவ்வாய்வு முக்கியம் பெறுகிறது.

ஆய்வின் வரையறை

✓ முதன்மைநிலை ஒன்று மாணவர்களின் வாசிப்புத் திறன்விருத்திக்கு தமிழ்மொழிக்கலைத்திட்டத்தின் பங்களிப்பை மட்டும் மையப்படுத்தி ஆய்வுசெய்யப்படுகிறது.

✓ வவுனியா தெற்கு கல்வி வலயத்திலுள்ள நகரக்கோட்ட ஆரம்பப் பாடசாலைகளை அடிப்படையாகக் கொண்டுள்ளது.

✓ 1-5 வரையான தரங்களை உள்ளடக்கிய வகுப்புக்கள் ஆரம்பக்கல்வி என்றபோதும், முதன்மைநிலை ஒன்றில் கற்பிக்கும் ஆசிரியர்களை மட்டும் அடிப்படையாகக்கொண்டது

இலக்கிய மீளாய்வு

ஆரம்பக்கல்வியில் முதன்மைநிலை ஒன்று மாணவர்களின் வாசிப்புத்திறன்விருத்திக்கு தமிழ்மொழிக்கான கலைத்திட்டத்தின் பங்களிப்பு தொடர்பான இவ்வாய்விலே வாசிப்புத்தொடர்பான பல்வேறு ஆய்வுகள் மேற்கொள்ளப்பட்டாலும் ஆரம்பக்கல்வியில் முதன்மைநிலை ஒன்று மாணவர்களின் வாசிப்புத் திறன்விருத்திக்கு தமிழ்மொழிக்கான கலைத்திட்டத்தின் பங்களிப்பு என்னும் ஆய்வுகள் எதுவும் மேற்கொள்ளப்படவில்லை. ஆரம்பக்கல்வியில் முதன்மைநிலை ஒன்று மாணவர்களின் வாசிப்புத் திறன்விருத்திக்கு கலைத்திட்டத்தின் பங்களிப்பு என்ற தலைப்பில் ஆய்வுகள் மேற்கொண்டமைக்கான சான்றுகள் எவையும் கிடைக்கவில்லை ஆயினும், வாசிப்பை மேம்படுத்துதல் வாசிப்பில் இடர்படுவோருக்கான பரிகாரக் கற்பித்தல், வாசிப்புத்திறனை மேம்படுத்தல் சின்னத்தம்பி,மா.(2005) என்ற தலைப்புக்களில் மீண்டும் மீண்டும் ஆய்வுகள் மேற்கொள்ளப்பட்டுள்ளன. ஆனால் இவை ஆய்வாளரின் தலைப்பிலிருந்து பெரிதும் வேறுபட்டுள்ளன. ஏனெனில் வாசிப்பை மேம்படுத்துதல், வாசிப்பில் இடர்படுவோருக்கான பரிகாரக் கற்பித்தல், வாசிப்புத்திறனை மேம்படுத்தல் என்ற தலைப்புக்கள் வாசிக்கத்தெரியாத மாணவர்களுக்கு எவ்வாறு வாசிப்புத்திறனை விருத்தி செய்வது என்பதுடன் தொடர்புடையது. வாசிப்புப் பழக்கம் தொடர்பாக முதுதத்துவ மாணிக்கு மேற்கொண்ட ஆய்வானது ஆசிரியர்களை மட்டும் மையமாகக்கொண்டே மேற்கொள்ளப்பட்டுள்ளது. இந்நிலையில் 'ஆரம்பக்கல்வியில் முதன்மைநிலை ஒன்று மாணவர்களின் வாசிப்புத் திறன்விருத்திக்கு கலைத்திட்டத்தின் பங்களிப்பு என்பது வாசிப்பிற்கு அடித்தளம் இடுவதில் கலைத்திட்டத்தின் பங்களிப்பனை ஆராய்வதாக அமைகிறது. இருப்பினும் மேற்கூறப்பட்ட ஆய்வுகளின் முடிவுகளும் விதப்புரைகளும் இங்கு நோக்கப்படுகிறது. மாணவர்களின் வாசிப்புத்திறனை மேம்படுத்தல் என்ற செயல்நிலை ஆய்வில் மாணவரின் வாசிப்புத்தர விருத்திக்கு தடையாக உள்ள பிரதான காரணிகளாக பெற்றோர்களது கல்வித்தரம் குறைவாகக்காணப்படல், பாடசாலை மட்டத்தில் வாசிப்புத்திறனை மேம்படுத்துவதற்கான வளங்கள் பொதுவான வகையில் கிடைக்காமை, மொழியாசிரியரைத்தவிர ஏனைய ஆசிரியர்கள் மாணவர்களது வாசிப்பில் கவனம் செலுத்தாமை போன்ற காரணங்கள் இனங்காணப்பட்டு, அவற்றைக் குறைத்து வாசிப்புத்திறனை மேம்படுத்தும் பொருட்டு செயற்பாடுகளுடன் கூடிய கற்றல் கற்பித்தல் அணுகுமுறைகள், துணைச்சாதனங்கள் என்ன முன்வைக்கப்படுகின்றன. அதாவது மாணவர்களுக்கு மகிழ்வான சூழல், ஊக்குவிப்பு வழங்குதல் போன்றன வாசிப்பில் ஆர்வத்தை ஏற்படுத்தும் (சுபாசினி,கு. 2011)

"மாணவர்களின் வாசிப்புத்திறனில் உள்ள குறைபாடுகளை நிவர்த்தி செய்தல்பு என்ற தலைப்பில் மேற்கொள்ளப்பட்ட ஆய்விலே வகுப்பறைகளில் வாசிப்பு மூலைகளை அமைத்து மேலதிக வாசிப்பு பழக்கத்தை ஆரம்ப வகுப்பிலிருந்தே பழக்கத்திற்கு கொண்டு வருதல் வேண்டும்.இதனால் மாணவர்கள் வாசிப்பில் ஆர்வம் உள்ளவர்களாகவும் திறமையுள்ளவர்களாகவும் மாறிவிடுவார்கள்.அத்துடன் வாசிப்பின் முக்கியத்துவம் நாளாந்தம் மாணவர்களுக்கு காலைக்கூட்டத்தில் உணர்த்தப்பட வேண்டும். (பாலகுமார்,பா.2013)

மட்;மகிழூர் சரஸ்வதி மகா வித்தியாலயத்தில் தரம்-3 மாணவர்களின் வாசிப்புத்திறனை மேம்படுத்தல் தொடர்பாக மேற்கொண்ட செயல்நிலை ஆய்வில் தொடர்ந்தும் ஒரே வகையான கற்றல்-கற்பித்தல் அணுகுமுறைகளைப் பின்பற்றுவது தவறாகும். மாணவர்களின்

தனியாள் வேறுபாடுகளுக்கு ஏற்பக் கற்பிக்கும் போது கற்றல்-கற்பித்தல் அணுகுமுறைகள் வெற்றியடைகின்றன (பிரேமினிதேவி,உ.2010)

யாழ்; கோப்பாய் நாவலர் வித்தியாலயத்தில் ''தரம்-1 மாணவர்களிடையே உறுப்பமைய எழுதாமல் இடர்படும் மாணவர்களை இந்நிலையிலிருந்து மீட்டெடுத்தல்ீ, தொடர்பாக மேற்கொண்ட செயல்நிலை ஆய்வில், நமது கற்பித்தல் அணுகுமுறைகள் எல்லாச் சந்தர்ப்பங்களிலும் வெற்றியடைவதில்லை. பல சந்தர்ப்பங்களில் தோல்வியடைகின்றன. அத்தோல்விக்கான காரணங்களைக் கண்டறிந்து அதனை நிவர்த்தி செய்து பொருத்தமான கற்பித்தல் முறைகளையும் கற்பித்தல் உபகரணங்களையும் பயன்படுத்தும் போது அக்கற்பித்தல் முறை வெற்றியடைகின்றது (நிஷியாமளா,ம 2010)

˙˙''உயிர்க்குறிகளை இனங்கண்டு வாசிக்க இடர்படும் மாணவர்களை இந்நிலையிலிருந்து மீட்டல்ீ, மட்;களுவாஞ்சிக்குடி விநாயகர் வித்தியாலயத்தில தரம் -1 மாணவர்கள் தொடர்பாக மேற்கொண்ட செயல்நிலை ஆய்வில், என்னைப் போன்று பல சவால்களை பாடசாலைகளில் ஆசிரியர்கள் எதிர்கொண்டு வருகின்றார்கள். சிறந்த கற்றல்- கற்பித்தல் அணுகுமுறையை தெரிவுசெய்து பிரயோகிக்கும் போது அவ்வணுகுமுறைகள் நிச்சயம் வெற்றியளிக்கும் என்பதை இவ்வாய்வு அவர்களுக்கு உணர்த்தி தன்னம்பிக்கையை ஊட்டும் என்று நம்புகின்றேன்.பொருத்தமான கற்றல் - கற்பித்தல் அணுகுமுறைகளைக் கடைப்பிடிக்க செயல்நிலை ஆய்வு அவசியமாகும். ஒவ்வோர் ஆரம்பக்கல்வி ஆசிரியரும் செயல்நிலை ஆய்வை மேற்கொள்ள வேண்டும். இது போன்ற செயல்நிலை ஆய்வுகளே ஆசிரியர்களைப் புடம் போடும் என்பதை நாம் மறந்து விடக்கூடாது. இச்செயல்நிலை ஆய்வு எனது பலத்தையும் பலவீனத்தையும் எனக்குச் சுட்டிக்காட்டியுள்ளது (குணலட்சுமி,த 2010)

ஆய்வு முறையியல்

வவுனியா மாவட்டத்தில் வவுனியா தெற்கு கல்விவலயத்தின் நகரக் கோட்டத்திற்குப்பட்ட முதன்மைநிலை ஒன்று ஆசிரியர்களை அடிப்படையாகக் கொண்டு 'ஆரம்பக்கல்வியில் முதன்மைநிலை ஒன்று மாணவர்களின் வாசிப்புத் திறன்விருத்திக்கு தமிழ்மொழிப் பாடத்திட்டத்தின் பங்களிப்பு என்ற இவ் ஆய்வினை ஆய்வு வினாவின் அடிப்படையில் அளவைநிலை ஆய்வாக மேற்கொள்ளப்படும். வவுனியா தெற்கு கல்விவலயத்தின் நகரக் கோட்டத்திற்குப்பட்ட நாற்பத்து நான்கு பாடசாலைகளில் உள்ள முதன்மைநிலை ஒன்று ஆசிரியர்கள் (n=124) மாதிரிகளாகத் தெரிவுசெய்து அவர்களிடம் இருந்து மாணவர்களின் வாசிப்புத் திறன்விருத்திக்கு தமிழ்மொழிப் பாடத்திட்டத்தின் பங்களிப்பு தொடர்பான கருத்துக்களை அறிவதற்கு பொருத்தமான தரவு சேகரிப்புக் கருவி மூலம் தரவுகள் பெறப்பட்டு பகுப்பாய்வு செய்யப்படுகின்றது

இவ்வாய்வில் பெருந்தொகையானோரிடம் இருந்து தரவு சேகரிக்கப்படுவதனாலும் அளவீடு புறவயத் தன்மையுடையதாக இருக்கக்கூடிய வகையிலும் அமைப்பாக்கம் செய்யப்பட்ட தரவு சேகரிப்புக் கருவிகள் பயன்படுத்தப்படுகின்றன. தரவு பகுப்பாய்வு புள்ளி விபரவியல் கோட்பாட்டின்படி மேற்கொள்ளப்படுகின்றது மாதிரி எடுத்தலின் பிரதிநிதித்துவத்தின் தன்மையானது கொத்து மாதிரியெடுப்பு நுட்பத்தினைப் பயன்படுத்தி மேற்கொள்ளப்பட்டது.கல்வியியற்துறை ஆய்வுகளில் அதிகளவு பயன்பாட்டில் உள்ள மாதிரியெடுப்பு முறைகளுள் இதுவும் ஒன்றாகும். வவுனியா தெற்கு கல்வி வலயத்தில் நகரக்கோட்டம், செட்டிகுளக்கோட்டம்,சிங்களக்கோட்டம் ஆகிய மூன்று கோட்டங்கள் உள்ளன. இவற்றுள் ஆய்வுக்காக தெரிவு செய்யப்பட்ட நகரக்கோட்டத்தில் தேசியபாடசாலைகள் மூன்றும்,1AB பாடசாலைகள் ஐந்தும்,1C பாடசாலைகள் ஐந்தும், வகை11 பாடசாலைகள் பதினைந்தும், வகை111 பாடசாலைகள் பதினாறும் காணப்படுகின்றன.

அட்டவணை 1- பாடசாலைகளின் பரம்பல்

	பாடசாலை வகை	எண்ணிக்கை	ஆய்வுக்குத் தெரிவுசெய்யப்பட்ட பாடசாலை எண்ணிக்கை
1	தேசியபாடசாலை	03	03
2	1C	05	05
3	1AB	05	03
4	வகை 11	15	15
5	வகை111	16	15
	மொத்தம்	44	41

தரவு அளிக்கையும் தரவுப்பகுப்பாய்வும்

அட்டவணை.2 – குடித்தொகையின் பால்நிலை

	Frequency	Percent	Valid Percent	Cumulative Percent
ஆண்கள்	2	1.6	1.6	1.6
பெண்கள்	122	98.4	98.4	100.0
Total	124	100.0	100.0	

மேற்படி அட்டவணை.2 இல் 1.6 சதவீதமானவர்கள் (n=2)ஆண்களாகவும், 98.4 சதவீதமானவர்கள் (n=122) பெண்களாகவும் காணப்படுகின்றனர். ஆகவே ஆய்விற்கு உட்படுத்தப்பட்ட குடித்தொகையில் பெண்ணாசிரியர்களின் பிரதிநிதித்துவம் அதிகமாகக் காணப்படுகிறது.

அட்டவணை 3 – குடித்தொகையின் இனவகுப்பாய்வு

	Frequency	Percent	Valid Percent	Cumulative Percent
தமிழர்	114	91.9	91.9	91.9
முஸ்லீம்கள்	10	8.1	8.1	99.2
Total	124	100.0	100.0	

மேற்படி அட்டவணை 3 இல் 91.1 சதவீதமானவர்கள் (n=144) இலங்கைத்தமிழராகவும், 8.1 சதவீதமானவர்கள் (n=10) முஸ்லீம் களாகவும் காணப்படுகின்றனர். ஆகவே ஆய்விற்கு உட்படுத்தப்பட்ட குடித்தொகையில் இலங்கைத்தமிழரின் பிரதிநிதித்துவம் அதிகமாகக் காணப்படுகிறது.

அட்டவணை:4 ஆய்வுக்குடித்தொகையினர் பிரதிநிதித்துவப்படுத்தும் பாடசாலைகளின் வகை

	Frequency	Percent	Valid Percent	Cumulative Percent
National	17	13.7	13.7	13.7
1AB	34	27.4	27.4	41.1
1C	16	12.9	12.9	54.0
type 11	25	20.2	20.2	74.2
type 111	32	25.8	25.8	100.0
Total	124	100.0	100.0	

மேற்படி அட்டவணை 4 இல் தேசியபாடசாலைகளில் 13.7 சதவீதமானவர்களும் (n=17) 1யுட பாடசாலைகளில் 27.4 சதவீதமானவர்களும் (n=34) 1ஊ பாடசாலைகளில் 12.9 சதவீதமானவர்களும் (n=16) வுலி11 பாடசாலைகளில் 20.2 சதவீதமானவர்களும் (n=25) வுலி111 பாடசாலைகளில் 25.8 சதவீதமானவர்களும் (n=32) பரவியுள்ளனர். .இதனை பின்வரும் வரைபடம் மூலம் கண்டுகொள்ளலாம்.

அட்டவணை :5 மாணவர்களின் வாசிப்புத்திறன் தொடர்பான கூற்றுக்களின் பகுப்பாய்வு

	Frequency	Percent	Valid Percent	Cumulative Percent
எழுத்துக்களை இனங்காணமுடியாமை	18	14.5	14.5	14.5
உயிர்க்குறிகளை அனுசரித்து வாசிக்கமுடியாமை	46	37.1	37.1	51.6
ஒவ்வோர் எழுத்தின் ஒலியையும் தொடர்ந்துவரும் எழுத்தின் ஒலியோடு ஒன்றிணைக்க முடியாமை	60	48.4	48.4	100.0
Total	124	100.0	100.0	

மேற்படி அட்டவணை 5 இல் எழுத்துக்களை இனங்காணமுடியாமை 14.5 சதவீதமானோரும் (n=18), உயிர்க்குறிகளை அனுசரித்து வாசிக்கமுடியாமை 37.1 சதவீதமானோரும் (n=46), ஒவ்வோர் எழுத்தின் ஒலியையும் தொடர்ந்துவரும் எழுத்தின் ஒலியோடு ஒன்றிணைக்க முடியாமை 48.4 சதவீதமானோரும் (n=60), வாசித்தலில் அதிகம் இடர்படக்காரணம் என வெளிப்படுத்தப்படுகிறது

ஆகவே மாணவர்கள் வாசித்தலில் அதிகம் இடர்படக்காரணம் ஒவ்வோர் எழுத்தின் ஒலியையும் தொடர்ந்துவரும் எழுத்தின் ஒலியோடு ஒன்றிணைக்க முடியாமை என்பதனை 48.4 சதவீதமானவர்கள் வெளிப்படுத்தியுள்ளனர்.

அட்டவணை:6 சரளவாசிப்பிற்கு தடையாக அமைபவை

	Frequency	Percent	Valid Percent	Cumulative Percent
எழுத்துக்கூட்டி வாசித்தல	28	22.6	22.6	22.6
உயிர்க்குறிகள்	51	41.1	41.1	63.7
புதியசொற்கள்	45	36.3	36.3	100.0
Total	124	100.0	100.0	

மேற்படி அட்டவணை 6 இல் எழுத்துக்கூட்டி வாசித்தல் தடையாக அமைகின்றது என்பதனை 22.6 சதவீதமானோரும் (n=28), உயிர்க்குறிகள் தடையாக அமைகின்றது என்பதனை 41.1 சதவீதமானோரும் (n=51) புதியசொற்கள் தடையாக அமைகின்றது என 36.3 சதவீதமானோரும் (n=45) வெளிப்படுத்துகின்றனர்.

எனவே .மாணவரின் சரளமான வாசிப்பிற்கு தடையாக அமைவது உயிர்க்குறிகள் என்பதனை ஆசிரியர்கள் 41.1 சதவீதமானோர் (n=51) வெளிப்படுத்தியுள்ளனர்.

அட்டவணை:7 மாணவர்கள் வாசிக்கும் சொற்களின் எண்ணிக்கை

	Frequency	Percent	Valid Percent	Cumulative Percent
பதினைந்து சொற்கள	10	8.1	8.1	8.1
இருபது சொற்கள்	43	34.7	34.7	42.7
முப்பத்தைந்து சொற்கள	58	46.8	46.8	89.5
ஐம்பத்தைந்து சொற்கள்	13	10.5	10.5	100.0
Total	124	100.0	100.0	

மேற்படி அட்டவணை 7 இல் நிமிடமொன்றிற்கு பதினைந்து சொற்கள் வாசிக்கின்றனர் என 8.1 சதவீதமானோரும் (n=10), நிமிடமொன்றிற்கு இருபது சொற்கள் வாசிக்கின்றனர் என 34.7 சதவீதமானோரும் (n=43), நிமிடமொன்றிற்கு முப்பத்தைந்து சொற்கள் வாசிக்கின்றனர் என 46.8 சதவீதமானோரும் (n=58), நிமிடமொன்றிற்கு ஐம்பத்தைந்து சொற்கள் வாசிக்கின்றனர் என 10.5 சதவீதமானோரும் (n=13) குறிப்பிடுகின்றனர். எனவே நிமிடமொன்றிற்கு முப்பத்தைந்து சொற்களையே வாசிக்கின்றனர் என 46.8 சதவீதமான ஆசிரியர்கள் (n=58) குறிப்பிடுகின்றனர்.

ஆய்வாளரால் ஆய்வுக்கெனத் தெரிவு செய்யப்பட்ட கோட்டத்தின் மொத்தத்தொகை ஆரம்பக்கல்வி ஆசிரியர்களிலிருந்து 124 முதன்மைநிலை ஒன்று ஆசிரியர்கள் இவ்வாய்வுக்குட்படுத்தப்பட்டனர். ஆய்வாளனால் மேற்கொள்ளப்பட்ட பகுப்பாய்வின் அடிப்படையில் பின்வரும் விடயங்கள் கண்டறியப்பட்டன. மாணவர்கள் வாசித்தலில் அதிகம் இடர்படக்காரணம் ஒவ்வோர் எழுத்தின் ஒலியையும் தொடர்ந்துவரும் எழுத்தின் ஒலியோடு ஒன்றிணைக்க முடியாமை என்பதனை பெருமளவானோர் வெளிப்படுத்தியுள்ளனர .மாணவரின் சரளமான வாசிப்பிற்கு தடையாக அமைவது உயிர்க்குறிகள் என்பதனை 41.1

சதவீதமான (n=51) ஆசிரியர்கள் வெளிப்படுத்தியுள்ளனர் .நிமிடமொன்றிற்கு முப்பத்தைந்து சொற்களையே வாசிக்கின்றனர் என 46.8 சதவீதமான(n=58) ஆசிரியர்கள் குறிப்பிடுகின்றனர். வேகமாகவாசிப்பதிலேயே அதிக மாணவர்கள் இடர்படுகின்றனர் என 69.4 சதவீதமான (n=86) ஆசிரியர்கள் குறிப்பிடுகின்றனர். உயிர்க்குறி அட்டவணைகளை வாசிப்பதற்கான செயற்பாடுகள் கூறப்பட்டுள்ளன என்ற கூற்றினை 53.2 சதவீதமான (n=66) ஆசிரியர்கள் நிராகரித்துள்ளனர்.'தரம் ஒன்றில் முதல் எழுத்துக்கள் 30 ஐயும் அறிமுகம் செய்வதற்கான செயற்பாடுகளே கூறப்பட்டுள்ளன என்ற கூற்றினை 94.5 சதவீதமான (n=116) ஆசிரியர்கள் ஏற்றுக்கொண்டுள்ளனர். 'தரம் இரண்டில் உயிர்மெய் எழுத்தொலிகளை நெடுங்கணக்கு ஒழுங்கில் கற்பிப்பதற்கான செயற்பாடுகள் கூறப்பட்டுள்ளன என்ற கூற்றினை 94.3 சதவீதமான (n=117) ஆசிரியர்கள் ஏற்றுக்கொண்டுள்ளனர். 'பெரும்பாலான வாசிப்புச் செயற்பாடுகளில் எழுத்துக்கூட்டி வாசிக்க வழிப்படுத்துமாறு கூறப்பட்டுள்ளது என்ற கூற்றினை 95.2 சதவீதமான (n=118) ஆசிரியர்கள் ஏற்றுக்கொண்டுள்ளனர் 'கிரகித்தல் நுட்பங்களுக்கான செயற்பாடுகள் கூறப்பட்டுள்ளன என்ற கூற்றினை 89.5 சதவீதமான (n=111) ஆசிரியர்கள் ஏற்றுக்கொண்டுள்ளனர். 'படஅட்டைகள் மூலம் சொற்களை வாசிப்பதற்கான செயற்பாடுகள் கூறப்பட்டுள்ளன என்ற கூற்றினை 100 சதவீதமான (n=124) ஆசிரியர்கள் ஏற்றுக்கொண்டுள்ளனர். 'வாசிப்புத்தொடர்பாக ஆசிரியர் வழிகாட்டியில் கூறப்பட்ட செயற்பாடுகளைவிட உங்கள் அனுபவத்தின்படி புதிய செயற்பாடுகளை மேற்கொள்ளவது பொருத்தமானது ˙ என்ற கூற்றினை 90.3 சதவீதமான (n=112) ஆசிரியர்கள் ஏற்றுக்கொண்டுள்ளனர். 'புதிய செயற்பாடுகளை மேற்கொள்வதற்கான சுதந்திரம் உங்களுக்கு உள்ளது என்ற கூற்றினை 57.3 சதவீதமான (n=71) ஆசிரியர்கள் நிராகரித்துள்ளனர். 'புதிய செயற்பாடுகளை மேற்கொள்வதற்கான வழிகாட்டல்களை ஆசிரியர் வழிகாட்டி வழங்குகிறது என்ற கூற்றினை 57.2 சதவீதமான (n=91) ஆசிரியர்கள் நிராகரித்துள்ளனர். அந்தவகையில் நான் செய்கிறேன் ,நாம்செய்கிறோம் ,நீங்கள் செய்யுங்கள் என்னும் கற்பித்தல் முறை வாசிப்புக் கற்பித்தலின் ஒவ்வொரு படிமுறையிலும் பின்பற்றப்படவில்லை என்பதனை 75.8 சதவீதமான (n=94) ஆசிரியர்கள் வெளிப்படுத்துகின்றனர். மாதிரி வாசிப்பு அணுகுமுறையை பின்பற்றவில்லை என்பதனை 71.7 சதவீதமான (n=94) ஆசிரியர்கள் வெளிப்படுத்துகின்றனர். சகபாடிவாசிப்பு அணுகுமுறை பின்பற்றவில்லை என்பதனை 65.3 சதவீதமான (n=81) ஆசிரியர்கள் வெளிப்படுத்துகின்றனர். அந்தவகையில் ஒலியியல் அணுகுமுறையினை பின்பற்றவில்லை என்பதனை 75.2 சதவீதமான (n=94) ஆசிரியர்கள் வெளிப்படுத்துகின்றனர்.

முழுமொழி அணுகுமுறையில் வாசிப்புக் கற்பிக்கப்படுகிறது என்பதனை 92 சதவீதமான (n=114) ஆசிரியர்கள் வெளிப்படுத்துகின்றனர். அந்தவகையில் தரப்பட்டகணிப்பீடுகள் வாசிப்புத்திறனை சுட்டிப்பாக அளக்கப் போதுமானவை என்பதைனை 75 சதவீதமான (n=93) ஆசிரியர்கள் நிராகரித்துள்ளனர் புதிய கணிப்பீட்டு நியதிகள் உள்ளடக்கப்பட வேண்டும் என்பதனை 79 சதவீதமான (n=99) ஆசிரியர்கள் வெளிப்படுத்துகின்றனர். ஒவ்வொரு வாசிப்புத் தேர்ச்சியையும் கணிப்பிட்டு பரிகாரச்செயற்பாடுகளை மேற்கொள்ள ஆசிரியர் வழிகாட்டி வழிகாட்டல்களை வழங்குகிறது என்பதனை 69.4 சதவீதமான (n=86) ஆசிரியர்கள் நிராகரித்துள்ளனர். பாடங்கள் கற்கும் எழுத்துக்களைக் கொண்டு ஆக்கப்பட்டுள்ளன என்பதனை 79 சதவீதமான (n=112) ஆசிரியர்கள் நிராகரித்துள்ளனர்.

பாடநூல்களுக்கும் ஆசிரியர் வழிகாட்டிக்கும் தொடர்புள்ளது என்ற கூற்றை 75 சதவீதமான (n=93) ஆசிரியர்கள் நிராகரித்துள்ளனர். தமிழ் செயல்நூல்களுக்கும் ஆசிரியர் வழிகாட்டிக்கும் தொடர்புள்ளது என்றகூற்றை 77.5 சதவீதமான (n=96) ஆசிரியர்கள் நிராகரித்துள்ளனர். தமிழ்ப்பாடநூல்கள் மாணவர்களின் சொற்களஞ்சிய விருத்திக்கு உதவுகின்றன என்ற கூற்றுக்கு 77.4 சதவீதமான (n=96) ஆசிரியர்கள் உடன்படுகின்றனர். ஒவ்வொரு வாசிப்புத் தேர்ச்சிக்குமான பயிற்சிகள் செயல்நூலில் உண்டு என்ற கூற்றை 78.3 சதவீதமான (n=112) ஆசிரியர்கள் நிராகரித்துள்ளனர் செயல்நூலில் உள்ள பயிற்சிகள் ஒவ்வொரு தேர்ச்சிக்கும் போதுமானவை என்ற கூற்றை 85.5 சதவீதமான (n=106) ஆசிரியர்கள் நிராகரித்துள்ளனர். பாடநூலை வாசிப்புக் கற்பிப்பதற்கு பயன்படுத்தும் சந்தர்ப்பங்கள் குறைவு என 79 சதவீதமான (n=98) ஆசிரியர்கள் கூறியுள்ளனர். வாசிப்புச் சார்ந்த தேர்ச்சிகளுக்குப் பொருத்தமான வகையில் பாடநூல்கள் அமைந்துள்ளன என்ற கூற்றை 76 சதவீதமான (n=98) ஆசிரியர்கள் நிராகரித்துள்ளனர். பாடநூல், செயல்நூலிலுள்ள பகுதிகள் கற்பிப்பதற்கான வழிகாட்டல்கள் ஆசிரியர் வழிகாட்டியில் உண்டு என்ற கூற்றை 77.4 சதவீதமான (n=96) ஆசிரியர்கள் நிராகரித்துள்ளனர். ஒரு உள்ளடக்கத்தின் மூலம் ஒன்றுக்கு மேற்பட்ட தேர்ச்சிகளை அடையக்கூடியவாறு உள்ளடக்கங்கள் அமையவில்லை என்ற கூற்றை 90.3 சதவீதமான (n=96) ஆசிரியர்கள் ஏற்றுக்கொண்டுள்ளனர். ஒவ்வொரு தேர்ச்சிக்குமுரிய உள்ளடக்கங்களும் வாசிப்பிற்குரிய தேர்ச்சியை அடையப்போதுமானதாக இல்லை என்ற கூற்றை 89.45 சதவீதமான (n=111) ஆசிரியர்கள் ஏற்றுக் கொண்டுள்ளனர். உள்ளடக்கத்தில் வாசிப்புத் திறன்விருத்திக்கு முக்கியத்துவம் கொடுக்கவில்லை என்ற கூற்றை 83.1 சதவீதமான (n=103) ஆசிரியர்கள் ஏற்றுக் கொண்டுள்ளனர்.

முன்வைக்கப்படும் பரிந்துரைகள்

ஆய்வின்மூலம் கண்டறியப்பட்ட முடிவுகளினை அடிப்படையாகக்கொண்டு பின்வரும் பரிந்துரைகள் முன்வைக்கப்படுகின்றன.

. ஆசிரியர் வழிகாட்டியில் கூறப்பட்டுள்ள செயற்பாடுகளுக்கான பரிந்துரை
- உயிர்க்குறி அட்டவணைகளை வாசிப்பதற்கான செயற்பாடுகளை வழங்கவேண்டும்
- தரம் ஒன்றில் முதல் எழுத்துக்கள் முப்பதையும் மட்டும் அறிமுகம் செய்யாது,அகர உயிர்மெய்யெழுத்துக்களையும் தேவையான உயிர்க்குறிகளையும் அறிமுகப்படுத்த வேண்டும்.
- தரம் இரண்டில் உயிர்மெய் எழுத்தொலிகளை நெடுங்கணக்கு ஒழுங்கில்கற்பிப்பதற்கான செயற்பாடுகள்.
- எழுத்துக்கூட்டி வாசிக்க வழிபடுத்தும் செயற்பாடுளை நீக்குவது உகந்தது.
- படஅட்டைகள் மூலம் சொற்களை வாசிப்பதற்கான செயற்பாடுகளையும் நீக்குவது உகந்தது.
- அனுபவத்தின்படி புதிய செயற்பாடுகளை மேற்கொள்ளல் ஆசிரியர்களுக்கானசுதந்திரம் குறித்த குறிப்புக்களை ஆசிரியர் வழிகாட்டியில் வழங்கவேண்டும் மற்றும் புதிய செயற்பாடுகளை மேற்கொள்வதற்கான வழிகாட்டல்களும் இடம்பெறவேண்டும்.

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ஆசிரியர் வழிகாட்டியில் பயன்படுத்தப்பட்டுள்ள கற்பித்தல் அணுகுமுறைகள் தொடர்பான பரிந்துரைகள்

- வாசிப்புக் கற்பித்தலில் ''நான் செய்கிறேன்,நாம்செய்கிறோம்,நீங்கள் செய்யுங்கள் என்னும் கற்பித்தல் முறை வாசிப்புக் கற்பித்தலின் ஒவ்வொரு படிமுறையிலும் பின்பற்றப்படவேண்டும்.
- மாதிரி வாசிப்புஅணுகுமுறை ,சகபாடி வாசிப்பு அணுகுமுறைகள் பின்பற்றப்படவேண்டும்.
- ஒலியியல் அணுகுமுறை அடிப்படையில் வாசிப்புக் கற்பித்தல் இடம்பெறவேண்டும்.

கணிப்பீடு தொடர்பான பரிந்துரைகள்

- வாசிப்புத்திறனை சுட்டிப்பாக அளப்பதாக கணிப்பீடு அமையவேண்டும்.
- ஒரு நிமிடத்திற்குளத்தனை சொற்களை பிள்ளைகள் வாசிப்பார் என்னும் புதிய கணிப்பீட்டு நியதிகள் உள்வாங்கப்படவேண்டும்.
- ஆசிரியர் வழிகாட்டியில் வாசிப்புத் தேர்ச்சிக்கான கணிப்பீட்டுப் பரிகாரச்செயற்பாடுகள் உள்ளடக்கப்படவேண்டும்.

பாடநூல்,செயல்நூல் தொடர்பான பரிந்துரைகள்

- வாசித்தலில் ஆர்வத்தைத் தூண்டக்கூடியதாக பாடநூல்கள் அமைந்தாலும் மாணவர்கள் கற்ற எழுத்துக்களைக் கொண்டு பாடநூலில் இடம்பெறும் வாசிப்புப்பகுதிகள் அமையவேண்டும்.அதாவது பாடநூலில் இடம்பொறும் பாடல்கள்,கதைகள் என்பன புதிதாக இயற்றப்படவேண்டும்.
- பாடநூலை வாசிப்புக் கற்பிப்பதற்கு பயன்படுத்தும் சந்தர்ப்பங்கள், செயல்நூலிலுள்ள பகுதிகள் கற்பிப்பதற்கான வழிகாட்டல்கள் குறித்த வழிகாட்டல்கள் ஆசிரியர்வழிகாட்டியில் கொடுக்கப்படவேண்டும்.
- பாடநூல், செயலநூல் என இரண்டையும் ஒன்றிணைத்து பாடநூல் அமைவது நல்லது.
- ஒலிகள்பற்றிய விளக்கம் பெறுவதற்கு ஏற்ற செயல்கள் செயல்நூலில் உள்ளடக்கப்படவேண்டும் செயல்நூலில் எழுத்துக்களை இனங்கண்டு அவற்றில் பரீட்சயம் பெறுவதற்கான போதுமான பயிற்சிகள் வழங்கப்படவேண்டும்.
- செயல்நூலில் சொற்களில்உள்ள ஒலியைசேர்க்கவும்,பிரிக்கவும் போதுமான பயிற்சிகள் வழங்கப்படவேண்டும்.
- எழுத்தொலி,தனிஒலிக்கான வரிவடிவத்தை அறிமுகப்படுத்தி எழுத்தை திசைமுகத்துடன் எவ்வாறு எழுதுவது என்பதை அறிமுகம் செய்வதற்கான செயற்பாடுகள் உள்ளடக்கப்படவேண்டும்.
- உயிர்குறிகளை மெய்யெழுத்துக்களுடன் இணைத்து வாசிப்பதற்கான உயிர்குறிஅட்டவணைப் பயிற்சிகள் உள்ளடக்கப்படவேண்டும்.
- சொற்களில் உள்ள சத்தங்களை சேர்ப்பதற்கும், பிரிப்பதற்குமான பயிற்சிகள் உள்ளடக்கப்படவேண்டும்.
- உரத்துவாசிப்பு,சொற்களஞ்சியம்,கிரகித்தல்,எழுத்துப்பயிற்சிகள் என்பவற்றைக்கொண்ட முழுமையான நூலாக பாடநூல் அமையவேண்டும்.

தேர்ச்சிகள்,உள்ளடக்கங்கள் தொடர்பான பரிந்துரைகள்

- ஒரு உள்ளடக்கத்தில் ஒன்றுக்கு மேற்பட்ட தேர்ச்சிகள் அடையக்கூடிய உள்ளடக்கங்கள் அமைவது வாசிப்புக்கற்றலை இலகுபடுத்தும்.

- வாசிப்பிற்குரிய ஒவ்வொரு தேர்ச்சியையும் அடைய போதுமான உள்ளடக்கங்கள் அமைவது சிறந்தது.
- உள்ளடக்கத்தில் அறிகையிலும் பார்க்க திறன்விருத்திக்கு முக்கியத்துவம் கொடுக்கப்பட்டால் வாசிப்புத்திறன் அதிகரிக்கும்.

முடிவுரை

முடிவாக நோக்குமிடத்து கலைத்திட்டத்தில் வாசிப்புத் திறன் விருத்திக்கு பயன்படுத்தப்படும் மொழிஅணுகுமுறை, வாசிப்புத்திறன் தொடர்பான கற்றற் பேறுகளுக்கும், செயற்பாடுகளுக்கும் உள்ள தொடர்பு, கலைத்திட்ட அமூல்படுத்துகைக்கான சாதனங்களாகிய பாடநூல்கள், ஆசிரியர்வழிகாட்டி என்பவற்றுக்கிடையிலான தொடர்புகள் குறித்து இவ்வாய்வு கவணம் செலுத்துகிறது மேலும் இவ் ஆய்வுகளின் வழி கிடைக்கப்பெறும் முடிவுகளை அடிப்படையாக வைத்து முதன்மைநிலை ஒன்றின் கலைத்திட்டத்தில் வாசிப்புத்திறன் மேம்பாடுகள் குறித்ததான நடவடிக்கைகளை எதிர்காலத்தில் எடுக்க கூடியதாகவிருக்கும். அத்துடன் எதிர்காலத்தில் இவ் விடயப்பரப்பிலும் இது சார்ந்த விடயப்பரப்பிலும் ஆய்வுகளை மேற்கொள்ளும் ஆய்வாளர்களுக்கு துணைசெய்யத்தக்க வகையிலும் இவ் ஆய்வு அமைகிறது.

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Targeting an untouched community: Reading promotion among junior secondary students in a Dhamma school: A case study

Upeksha Kodithuwakku[1] & Hasitha Koralage[2]

Abstract

Introduction

Promotion of reading among young learners has been one of the main aims in language learning and teaching. Though the students are vulnerable in reading at the school premises, the habit is neglected among communities. According to Otike, reading should be developed as a habit and a culture and leisure reading should be promoted without focusing only on examinations (Otike, 2011). Through scarcity of literature available, it was vivid that due importance were not focused on students in Sunday Dhamma Schools. Keeping the untouched community on mind, the objective of this study was to identify most suitable activities for a reading camp to improve the literacy skills of mixed age groups.

Research Methodology

The sample was sixty-six students of grades 6, 7 and 8 who were present on the day in a Sunday school of Habarakada, Homagama. Majority of the sample were from grade 6 (35%) and grade 8 and grade 7 were 29% and 18% respectively. To collect demographic details of the students a questionnaire was distributed prior to the programme. Four different activities were offered as below to attract the audience which consists of various age groups.

Activity 1: "Let's build up a story"
A wall hanger with ten pictures was showcased and students were advised to choose up to three pictures and build up a little story in Sinhala medium.
Activity 2: "Song to heart-song to mind"
The song "Senkadagala pura Dalada" was played thrice as a listening exercise in Sinhala medium. The questions were included to interpret the meaning of the song.
Activity 3: "English for us"
The students were asked to write ten English sentences starting from the names of their friends.
Activity 4: "Reference Sources in a nutshell"
Sample reference sources were tabled for the students based on their age group and a few questions were given in English medium.

Finally a questionnaire was distributed to identify the perspectives of the targeted group on literacy activities and to find out whether the programme catered to them in a positive way.

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[1] Library, University of Moratuwa, e-mail: upekshak@uom. lk
[2] ANC Education, e-mail: hasitha_koralage@yahoo. co. uk

Results
The responses were 100% as the questionnaires were distributed among 66 students that were present on the day and their preference for reading was also 100%. It is pathetic to observe that though the selected area is a sub-urban environment, only a very few students were obtained memberships (15%) from libraries except their school library. The students preferred evenings for reading. Martin Wickramasinghe (36%) and Kumarathunga Munidasa (26%) were popular authors respectively and Madol Doova (27%), HeenSaraya (20%) and Ape Gama (13%) were famous among the students. Majority of students were keen on reading books in Sinhala medium (85%) and the number of students who preferred both Sinhala and English languages were a very few (14%). The responses for preference for the programme and receiving new knowledge through the activities were highly acclaimed (100%). Majority of the students preferred activity 'Reference Sources in a nutshell' (39%) though they were freshmen of understanding different reference sources showcased to them.

Conclusion
The new experience provided for the students were highly appreciated by Dhamma school teachers and all the participants unanimously agreed that reading skills should be improved. Since the responses were positive and the outcomes of the camp were productive, it is suggested that with systematic reading activities to enhance the reading skills of the Sunday school Children in Sri Lanka. This was the first step initiate to identify the pros and cons of promoting reading among children, outside school environment. In future by adapting a suitable methodology the same group will be assessed to find out increasement of the reading capacities of the participants.

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Identification of most impacted services among CAS/SDI: special reference to special libraries in Colombo district

P. A. I. Peiris[1] &S. A. G. Lakmali[2]

Abstract

Special libraries provide specialized information sources regarding the particular subject to users. During many services which provided by special library, CAS and SDI are significant services. These services are helped to fulfill information needs of the users. Current Awareness Service (CAS) is a process whereby the user is kept abreast of the latest literature in the user's field or subject of interest. Selective Dissemination of Information (SDI) is periodically notified users of new publications, reviewing literature or other data sources in subjects in which the user has specified an interest. The main objective of this study is to recognize the most frequently provided service among CAS and SDI services. This study examined the most frequently provided services of availability of CAS and SDI in selected libraries identify the methods/tools of providing the services and barriers which librarians are facing when providing CAS. The study based on survey method. Questionnaires were used for data collection. In addition, related primary and secondary resources were consulted. SPSS was used analyzed the collected data. Under the random sampling method, 25 libraries were selected. As the result of the study, most of the libraries provide CAS (66 %) than SDI (34%). Substantial majority of libraries provided CAS by displaying new arrivals (52%), paper clipping service (27%), providing information about ongoing research (14%), making aware of the seminars and content page service. According to the study the SDI services provided were Inter Library Loan Service (57%) and indexing service (37%). As well as Using E-mail, library website, social media, display rack are provided those services. This study identified the problems of librarians are facing. Most of librarians responded to lack of human capacity to fulfill their services, gap between library staff and users, student's lack of awareness about services which are provided by library. The study suggests that, librarian should take suitable action on this issue and find out a better path for providing effective services. To overcome these drawbacks, librarians are able to organize motivation programs for staff to improve their working efficiency. Workshop, handbooks and leaflets are possible to use as the marketing tools for raising user's awareness about the library services.

Keywords: *Special Libraries, Information Services, Current Awareness Service, Selective Dissemination of Information, Library Marketing, Information Sources*

[1] *Open University of Sri Lanka. e-mail: anupamapeiris92@gmail. com*
[2] *Open University of Sri Lanka, e-mail: gayani. sal@gmail. com*

Setting up a Home Library: study with special reference to users at the children section of Athurugiriya Public Library

K. R. N. Harshani[1]

Abstract

Establishing small libraries at home gives the opportunity for the children to make avialble a wide range of knowledge sources for the reference of the child. Researchers have shown that having a library at home have significant impact on a child's reading habit. Therefore, it is very important to create an attractive and conducive place at home to do studies. Research findings show that the home libraries influence significantly to create love and passion towards reading which has similar association with their parents, cousins, relations, and friends. Librarians wish to see that readers love to read by creating reading a peaceful daily life. The main objective of this study is to explore the possibilities of establishing home libraries. Further, it is expected to toprovide an insight to inspire and encourage children to read at home. To accomplish these purposes, a focus group discussion was conducted with the school children who were the members of children section in Athurugiriya Public Library. The children were encouraged to make their own library at home. Finally, all children established individual home library with a comfortable, inviting place and working with family members, every child selected a space to become a home librarian. After conducting a workshop, particular standards were recommended to assess all students' creations of library. Library staff visited every child's home to see their improvement. Subsequently, after evaluating each library, first, second and third places were selected as best home librarians. Setting up a home library communicates the message that reading is an essential part of child's future education. This studyrecommends that opening a book may help to improve brain function, reduce stress, and even make us more empathetic. Recommendations for making a reading area is not only offers reading material, but also offers child to think about what he/she's read and to exercise his/her own imagination and creativity. The benefits of having books in the home are vital for future reading accomplishment. Having a strong library at home means that there is entree to books all of the time.

Key words: *Athrugiriya Public Library, Children Literacy, Children Section, Home Library*

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[1] *Rajarata University of Sri Lankae-mail: wimukasi@yahoo. com*

Beyond journal usage statistics: using citation analysis for evidence based collection management with special reference to the postgraduate theses submitted to the University of Sri Jayewardenepura

A M S Angammana[1] & G D M N Samaradiwakara, [2]

Abstract

Journals are key to research in university settings as they include original research results. Higher prices as well as the diversity in format and varieties are common features of journals. However, the ever increasing user requirement exists on their imperative for research. Financial constraints prevailing in universities are imposed the librarians to adhereevidence based collection development. Evidence based collection developmentdefines as a techniqueto achieve the management of library collections by evaluating whether the collection meets the needs of users via published research and local statistics. Diverse widespread matricesexist to find a list of core journal titles for specific disciplinesas well as internal practices such as reshelf data, circulation statistics, interlibraryloans history, faculty recommendations, and bibliographic data culledfrom course syllabi are practiced in libraries. However, universal measures do not symbolizeuser specific statistics. Conversely, the actual use of materials in a researcher's scholarly publication affords a more accurate path to make collection development decisions compared with the local usage statistics and journal metrics. Citation analysis is a non-obtrusive techniquewhich offers a more comprehensive analysis examining researchers' publications to identify journal use patterns. Though, it is not a new term in collections development but novel approaches are being improved to reduce the time consumption. At the same time, there is an uncertainty whether the journal usage in research is productive in university settings conferring to the money spent for printed and online journals and databases which should be evidence based proof. Further, the University of Sri Jayewardenepura made a policy decision with the faculty collaboration to subscribe to journals on usage basis. Therefore, this study aims at studying the journal usage patterns in research of the postgraduate students in the University of Sri Jayewardenepura via a citation analysis.

This study analyzed 19 postgraduate theses submitted to the Faculty of Graduate Studies in the year of 2015 for the Master of Science in Management Degree. Analysis revealed that 74. 81% (1764) journals have been cited out of the 2358 references and 90. 82% (1602) of them are printed journals and 9. 18% (162) are only online journals.

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[1] *University of Sri Jayewardenepur, e-mail: santha@sjp. ac. lk*
[2] *University of Sri Jayewardenepura, e-mail: mnsamara@sjp. ac. lk*

The authorship pattern of the journal articles used for the theses varies single author to more than 4 authors. A higher percentage (37. 24%) demonstrates the articles with dual authorship and 27. 72% of the articles are comprised the single authorship. Study adopted to prepare a rank list of core journals employing the Bradford's law of scattering. According to the list the top most cited (38 citations) journal is 'Journal of Marketing'. In the list of core journals, the 'European Journal of Marketing" was ranked as second. Then the list of core journals were checked with the printed and online collection of the journals in the University of Sri Jayewardenepura and found that the first ranked journal has been subscribing to the Library from the year 1962 and the second listed journal is in the Emerald database which comes under the UGC Consortia. Moreover, a higher percentage (36%) of the top 25 core journals is in the printed journal collection of the Library and most of the rest of the journals are in the online journals and databases collection.

Therefore, it is clear that the study provides an evidence based proof of the productivity of the present collection development process of printed and online journals and databases in the library. This study further offers useful insights to collection management in case of providing access and subscribing to the printed and online journals and databases for the postgraduate students of the university.

Keywords: *Citation analysis, Evidence based collection development, University of Sri Jayewardenepura*

Effectiveness of User Education Methods in University Libraries: A study

K. M. R. K. Kulathunga[1] & Ven. P. WachissaraThero[2]

Abstract

User education is how the libraries displaying the content of library information. User education refers to any formal or informal effort which will guide and instruct existing and potential users in recognizing and acquiring their information needs. Fjällbrant(1977) states that the user studies were hardly in agreement with the general goal of "actively stimulating the use of the material stored at the university library" Students were, in many cases unaware of the information resources at their university libraries. However, libraries stockpile vast amount of information in a number of ways, basically printed and Electronic forms. In orderto reduce the gap between information generation and consumption, university library professionals have been laboring numerous methods. Library handbook, leaflets, Notice boards, Student handbooks, Corporate plan, Annual Report, Newsletters, Workshops, Student orientation Programmes, Webportals, Social Media, display of new arrivals, Direct approach, Peer guidance, Course module references, Allocated student library hours, etc.

objective of this study is to identify the most effective user education methodsamong numerous implications. In order to address the literature gap In the context of Sri Lankan university libraries, the researcher adopted the questionnaire method to collect data using the stratified random sampling technique at Uva Wellassa University. As a result, it is observed that descriptive statistics have showcased direct approach and peer guidance along with student orientation programs have the highest frequency in the acquisitionoflibrary information among examined implications. Whereas, Webportals, Social Media, and display of new arrivals have shown the second highest frequency in usage pattern. Rest of the methods including newsletters, leaflets, notice boards Course module references, and Allocated student library hours, have showcased as least effective methods in the acquisition of university library information by users.

Further, In this data observation, it is recommended that university library professionals have to plan techniques and resources to make users lifelong learners by adopting high-frequency usage methods and innovative techniques to invite information seekers to the university libraries. Moreover, there is a serious need to review the current library instruction activities which are being carried out by Sri Lankan universities Libraries.

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[1] *Uva Wellassa University, e-mail: Kumari@uwu. ac. lk*
[2] *Uva Wellassa University, e-mail: wachissarap@gmail. com*

Such a review will help to differentiate the changing role of academic librarians in Sri Lankan Universities. Though, the library provides a number of services and facilities for their users' majority of them are not aware of library services due to least effective user education programs. In addition, results suggest that the existing user education programs either do not appeal to the current audience or provide no sufficient awareness on resource and e-resources of university libraries. for example, newsletters, leaflets, display of notice boards, Course module references, and Allocated student library hours, have showcased as least effective methods in the acquisition of university library information by users.

Keywords*: University Library, User Education Methods, Information Seeking pattern, information seeking behavior.*

Usefulness of library orientation programs to newcomers: University of Sri Jayewardenepura

Menaka Nishanthi[1] & Nayana Darshani Wijayasundara[2]

Abstract

There are various types of libraries in Sri Lanka. School students mostly use school libraries, public libraries, special libraries and libraries maintained by local authorities for their information needs. After completing schooling, most students seek for higher education opportunities. Generally, libraries in higher education institutions are considered as academic libraries. An academic library is a library associated with a college or university which supports the mission of the institution and the research needs of its academic staff, students and other staff. Academic libraries work together with other units in the university or the parent organization and members of their institutional communities to participate in, support, and achieve the educational mission of their institutions by transferring the core competencies of information literacy; the abilities involved in identifying information needs, accessing information, evaluating, managing, and applying information, and understanding the legal, social, and ethical aspects of information use.

Students who enroll in higher education institutions are referred to as newcomers or freshers of that particular institution. There are various definitions for the word newcomer: 'a person who has recently arrived in a place', and'a novice in a particular activity or situation'. According to the Cambridge Dictionary, it defines as 'someone who has recently arrived in a place or recently become involved in an activity'. At presenta large number, nearly 29, 000 of newcomers join public universitiesin Sri Lanka. The main objective of this study is to find out whether the orientation programs conducted by the library are absorbed by the newcomers of the University of Sri Jayewardenepura. This will be achieved by examining the awareness of the library among the new students after the orientation program which also depends on how they focus and give attention to the program.

In order to achieve the objectives, the following research questions are formulated.
   - *Whether the students have prior knowledge about any kind of libraries?*

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[1] *University of Sri Jayewardenepura, e-mail: nishanthi@sjp. ac. lk*
[2] *University of Sri Jayewardenepura, e-mail: nayanaw@sjp. ac. lk*

- *Whether they acquire an understanding of the university library through the orientation programme conducted by the library staff and their perceptions about our library?*

Survey method was used in this research. Primary data was collected by distributing a very simple questionnaire to newcomers of the Faculty of Applied Sciences. Being the largest university in Sri Lanka in terms of student number, University Sri Jayewardenepura consists of 8 faculties. They are Faculty of Humanities and Social Sciences, Faculty of Applied Sciences, Faculty of Management Studies and Commerce, Faculty of Medical Sciences, Faculty of Graduate Studies, Faculty of Technology, Faculty of Engineering and recently established Faculty of Allied Health Sciences.

More than four thousand newcomers enroll the university during one academic year. Therefore it is vital to find out the outcome of the orientation programmes conducted by the library. In order to streamline the present existing orientation programs, the results of this study are utmost importance. The results of this survey are expected to generalize to all the faculties as the mode of delivery, prop usage, staff involved in the orientation program for all the faculties are almost similar.

Data analysis showed that all 100% of newcomers of the Faculty of Applied Science had a basic knowledge about libraries. Further analysis showed that they havegained a moreunderstanding about academic libraries, their structure of organization and facilities and services provided. Further, it reveals that they have an idea about the different sections and common places in the library. Twenty four percent(24%) have identified that their most favourite place in the library as the interactive study area (multimedia unit). This interactive study area is having 40 numbers of computers for students use and covered by Wi-Fi facility. It has a conducive environment with air conditioning and has provided with attractive and multi-use furniture. Some students have marked that the lending section (20%) and Ceylon Room (16%) as their most favourite place in the library. These results reveal that newcomers have acquired an understanding about the university library through orientation programme and have expressed theirperceptions on certain services and faciliyties by marking their preferences.

It is important that libraries need to adopt changes happening due to ever-changing technologies, various types of demands of users, different lifestyles of users and demands made by the accrediting bodies. Further, the library gives instructions to newcomers on how to find information related to their study programmes.

Results of this study show that the orientation program is important to newcomers though they have some prior knowledge of libraries. It helps them to identify the

different places in the library, various collections and facilities and services provided by the library.

As methods to improve the perceptions of students towards library, it is suggested to give more emphasis on introducing modern facilities and services to newcomers and also to make more attractive programs for them. Further, introducing pre-recorded video programmes and virtual tours on special sections of the library, introducing fun game competitions for searching library materials, giving practical experiences when introducing electronic resources for newcomers (e-databases, e-books, e-journals) and highlighting attractive and sometimes unique features and services in our library during the library tour as part of the library orientation for example Laptop lending service, Letter formation 'Read' rack as Just-Returned-Books store, Touch screen kiosk for OPAC searching, Bill payment kiosk for utility bill payments and Cafe machine for refreshment facilitiesetc. are some other suggestions to improve library orientation programs holistically.

Key words: *Academic libraries, Newcomers, Novices, Freshers, Orientation programmes, University of Sri Jayewardenepura*

Visibility of University of Sri Jayewardenepura in Scopus

J. G. Chandani[1]. & N. D. Wijayasundara[2]

Abstract

Academic community across the globe has been publishing an enormous number of papers in different fields. This study aims to analyse publications attributed to University of Sri Jayewardenepura (USJP) in Scopus database. USJP is the largest university in Sri Lanka in terms of student population having eight faculties. Scopus is an abstract and citation database of peer reviewed scientific journals, books and conference proceedings. The main objective of this study is to examine the trend of publishing scholarly papers in various research journals indexed in Scopus by faculty members of USJP. In addition, annual growth rate of publications, the most productive faculties, thehighest published document types, the most productive authorsand thecollaboration partners will be identified using Scopus. Research questionswere based on addressing these areas separately. Quantitative methodological approach was usedand mostly descriptive analysis was used to interpret data. Study period is set from 1998 to 2018 spanning over 21 years. All main subject areas in Scopus search engine; life sciences, social sciences, health and physical sciences were chosen. The process of articles searchingwas carried our entering the Affiliation as "University of Sri Jayewardenepura"and limitingPublication year as "up to December 2018". It is expected that the recent last 21 years would project the best picture of the pattern of research publications in Scopus database by the University of Sri Jayewardenepura academics. Results of this study show that869papers were published in total during the selected study period, including 7 document types. Among those, there were 712 articles, 67 conference papers, 40 reviews and 39 book chapters. Highest numbers of papers (165) were published during the year 2018. Hundred and fourteen and 104 papers were appeared in 2017 and 2016 respectively. The highest growth rate has been recorded from 2017 to 2018, which is 6%. The most productive author isMeththika Suharshini Vithanage from the Faculty of Applied Sciences and she has published 133 articles. The next positions acquired by G. N. Malavige and Saman B. Gunatilake from the Faculty of Medical Sciencesand they have published 71 and 60 articles respectively. As the most productive faculty, 410 articles have been published by the Faculty of Medical Sciences. When considering the subjects of main subject areas of these 410 articles, 390 (21. 4%) articles of Medicine, 197 (10. 8%) articles of Agricultural and Biological Sciences and 134 (7. 4%) articles of Biochemistry, Genetics and Molecular Biology have been

[1] *University of Sri Jayewardenepura, Sri Lanka, E-mail: chandani@sjp. ac. lk*
[2] *University of Sri Jayewardenepura, Sri Lanka, E-mail: nayanaw@sjp. ac. lk*

published in Scopus database. The next productivity faculties are Faculty of Applied Sciences and Faculty of Management Studies and Commerce and they have published 347 and 94 articles respectively. Subjects of the articles published by these two faculties are104 (5. 7%) onEnvironmental Science, 91 (5%) on Multidisciplinary, 84 (4. 6%) on Computer Science and 68 (3. 7%) articles on Business, Management and Accounting. Under the collaboration partners, the University of Colombo (105), the Universityof Kelaniya (48) and the University of Peradeniya (42) are shown as the best collaborative Sri Lankan partners. The best collaborative country is the United Kingdom (98) followed by Australia (93) and United States (76) with the University of Sri Jayewardenepura researchers according to Scopus results. A higher growth rate is expected from 2018 to 2019 for the University of Sri Jayewardenepura than that of from 2017 to 2018 due to the emerging research culture in the university. Researchers are encouraged by many ways including bearing the publication fee by the university when publishing in recognized indexed journals, providing overseas travel grant to attend conferences and present the research findings in ways of conference papers or posters and rewarding researchers by conducting annual research awards event. These facilities are streamlined and backed up by the Research Centres established under the Research Council and Innovations, Inventions and Venture Creation Council of the university. The outcome of this research will be disseminated among the university community in view ofencouragingthem to do more research publicationsby obtaining the maximum out from the facilities and services given by the university. Further it is hoped that it will help the other faculties which have slow progress in publishing to look for more possibilities of culminating a publishing culture.

Key Words: Scopus Database, University of Sri Jayewardenepura (USJP), Publications, Researchers in Sri Lanka

A Study on Retrospective National Bibliography Activities in Sri Lanka

W. Punyawardena[1]

Abstract

The concept of Retrospective National Bibliography (RNB) is new to third world countries like Sri Lanka. The developed countries have been started RNB projects/ activities about two decade ago. The RNB can be defined as a bibliography, which list publications printed and published in the past. Its upper limit of currency of a National Bibliography is two years before the date of publications of particular volume. According to Encyclopedia of Information and Library Science (1993) retrospective bibliography is "Refers to a bibliography which lists books published in previous years as distinct from a 'current' bibliography which records books recently published. Also known as a closed bibliography". The problem of the study was not aware of the RNB and its projects/ activities in Sri Lanka. The objectives of the study were to identify the RNB projects/ activities and examine its usefulness for the people in Sri Lanka. This is an historical study that evaluated the RNB activities in Sri Lanka at National level. The activities of RNB have been carried out by the National Library of Sri Lanka at present National Library and Documentation Services Board (NLDSB), National Archives and Individual Retrospective National Bibliographers in Sri Lanka. Two information sources and seven library collections namely Ceylon gazette part V (quarterly issues include information of books printed in Sri Lanka and registered at the Department of National Archives under the Printers and Publishers Ordinance, 1885), Bibliography of Ceylon by H. A. I. Goonetilake, NLDSB, Department of National Archives Library, National Museum Library, Royal Asiatic Society Library, University of Peradeniya Library, Department of Archaeology Library, Colombo Public Library and bibliographical tools available in those libraries were searched to collect data for the study. Interviews were also conducted with the bibliographers, Head of the Departments and librarians of particular institutions. The study population was the total number of books printed/published in Sri Lanka from the year 1885 to 1962 and the books published from May to December 1972, January to December 1973 and January to December 1974 were also included to the sample due to that issues have been considered as retrospective coverage for filling the gap issues in the past of Sri Lanka National Bibliography. All books printed during this period had been listed and compiled as RNB annually for the success of the project. The study revealed that the NLDSB was the principal body which has been conducting the RNB project as a National level program from 1990. Although the other institutions and libraries have not been conducting RNB

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[1] Wayamba University of Sri Lanka e-mail: *wayambalib@gmail. com*

activities in project level, the relevant information could be obtained from those institutions. It is also revealed that many books could not be found due to unavoidable circumstances in this period. The researchers, book publishers, librarians, university students and educated public are the users of RNB. The usefulness of RNB as the past intellectual heritage for present research is one of the major uses of the retrospective national bibliography. RNB can, therefore, be used as a guide in making use of national heritage and helpful in conducting studies on the literature of those periods. It is also useful for researchers and scientists who seek information within a particular period of time. Literature of the past and present can be compared and planning can be done for the future. For example, in the year 1962, 75% of the publications published were on religion, sociology and literature. It is very important to investigate the historical heritage in the national development of a country. The finding of the study will be benefited to the librarians, library authorities, policymakers, researchers, book publishers, archives and compilers of national bibliographies for preserving National heritage of Sri Lanka.

Keywords: *Literature; National Bibliography; National Heritage Retrospective National Bibliography; Library Science*

Information needs and Information seeking behavior of Law Students of Sri Lanka Law College Library

A.P.M.M.D.B Dayananda[1] & T.C.V Jayawardhana[2]

Abstract

Information has become a living thing in 21st century. Information seeking patterns are consisted to be different among user groups. In the present study an attempt is made to investigate the information Need and Information Seeking Behavior of Law Students of Sri Lanka Law College Library. The Law College is the only gateway to the legal profession in Sri Lanka. Members of the profession are called Attorneys-at-Law. The library of the college is equipped with basic facilities and has approximately 75,000 documents related to the Law. Objective of this study is to identify the information needs and information seeking behavior of Law students in Sri Lanka Law College. The survey was conducted among the Law students to know the answer of questions such as collections of library, overall effectiveness of the library, organization of the materials, services of the library, library staff, use of internet, search engines, web browsers, information sources, need of information and purpose of information etc. The survey was conducted by using self administered questionnaires. A sample of hundred final year students (100) were selected based on random sampling method for the study and 88 responded and the response rate was 88%. The library is the most preferred place for 54% users who daily visit the library for their educational and research related need, whereas subject expert and librarian is the most preferred informal information source, 87.5% of students use internet and only 12.5% are unaware of the benefit of the internet. Interestingly, 70% of users agreed that e-journals are the best source of information but interestingly majority of the users 68% feel that electronic form is not convenient. Fifty percent (50%) of the users are satisfied with the available services in the library where as others expect further improvements. The difficulties faced by students were, lack of time in searching information, inadequate library resources, and unawareness of different information sources. The study recommends orientation programs for students to make awareness of e-resources and better utilization of the library services; it is also recommended that library should join some consortium for more resources and services, orientation should be well planned with video documentary with demonstration to the students, library resources should be in more desirable format according to user need, library should be acquired more e-journals on different subjects. Further it recommends new computer based services with fast internet connectivity should be provided to the students.

Key words*: Information Seeking Behavior, Library Resources, Library Services*

[1] Sri Lanka Law College, Sri Lanka. E-mail: dayananda19890513@gmail.com
[2] National Institute of Occupational Safety and Health, Sri Lanka

Breaching the Borders Spanned Across Sri Lankan University Library Science Education Precincts

W. J. Jeyaraj[1]

Abstract

With the turn of the century, mankind continues to seek easily accessible knowledge assets and references. The accumulation and storage of knowledge resources need to be condensed to provide quick answers for any anticipated or unexpected queries, calling forth the role of Libraries. Libraries have always served as an intellectual hub and a store of a vast array of materialistic and non-materialistic information. It hosts a variety of genres suitable to provide intellectual understanding to various demographic groups. This arena concerning Library Management has been portrayed as Library Information Science and offered as a course. Education has always been a vital and penetrating factor throughout the rise of each generation. However, a demerit here is the proportion of universities offering this course to incoming students around Sri Lanka. Though there are a total of fifteen National Universities around the island, only four universities conduct Library Science courses. The University of Kelaniya and the Open University of Sri Lanka conduct the courses in Library Science at the undergraduate level only in Sinhala medium and the universities of Kelaniya and Colombo conduct postgraduate level courses in Library Science in English medium. The University of Jaffna conducts a Postgraduate Diploma in Tamil medium. The Eastern University, Sri Lanka has been granted the Senate approval to commence Higher Diploma in Library Science in Tamil medium. This leads to a situation where following this course from the undergraduate level is limited by the choice of language and communication barriers. When choosing a course, the prerequisites should be bound to only the contents of the module and not the other factors. Another decisive factor that opts the number of students choosing Library Information Sciences is the location or distance. Since the course is available at only these universities, students selecting this course need to settle near either one of these places or travel on a regular basis which is impractical based on the traffic and traveling conditions in Sri Lanka. The development of a subject area is based on the amount of research done within that subject area which in turn, is dependent upon the number of candidates following the course. Limited by factors such as the number of universities offering the course, the medium in which the course is offered, the distance that needs to be travelled to follow the course and the fact that the course is not provided from the undergraduate level, the research carried out within Library Information Sciences in Sri Lanka have to be

[1] Eastern University, Sri Lanka e- mail: jeyarajwj@esn.ac.lk

increased. Hence, for augmented research-oriented-learning and development in Library Information Sciences, introducing the course in all national universities in Sri Lanka, at all levels, and in any chosen medium, is crucial. This includes the analysis of the current state at the universities that already conduct these courses and revealing the success rate of the outcome as a proportion of the amount of research conducted within the Library Information Sciences. Another critical juncture is the study of factors causing the negligence in providing this course as a module at the rest of the universities. The next milestone is to develop a proper methodology to implement the course at these universities by drawing up the necessary module units. This also requires the in-depth consideration of location and environmental variables in deciding the course curriculum since the libraries in different areas entail different types of methodologies in planning and managing them. Following this, the constraints in implementing the course at these universities need to be analyzed, bearing in mind, various factors such as financial cut-backs, social negligence, intellectual resource limitations like lack of lecturers, hard-copy or soft-copy resources, and managerial constraints and so on. The final stage dictates the solutions to be conjured based on the past data from the universities conducting the course and the constraints that were identified within the universities that do not conduct this course. Hence, this research tends to analyze the intricate details in eliminating the limitations to enhance the research area for Library Information Sciences and proposing viable solutions to overcome this issue by the proper introduction of the course, tailored to suit various national universities around Sri Lanka.

Keywords: *Library science education; Higher education; Curriculum planning; Sri Lanka;*

The Necessity of Information to improve the productivity of Sri Lankan Cricket

Nirosh Suranga Hettiarachchi[1]

Abstract

The main purpose of this study was to investigate the necessity of information to improve the productivity of Sri Lankan Cricket and the extent to which the field of Sri Lankan Cricket has fulfilled their needs through information. Further, the current study aimed at identifying the current productivity level of Sri Lankan Cricket, identifying the issues in receiving necessary information in achieving productivity of cricket and to investigate the possibility of achieving productivity of Sri Lankan Cricket in a developed way using information. The researcher noticed that Sri Lanka losts some international trophies due to lack of information. But in other counties such as England, Australia, South Africa and India have a good collection of information which are necessary to succeed in cricket. Therefor the researcher identified it as the main problem of this research. As main the research method a standard questionnaire was distributed to collect primary data. Also the researcher conducted structured interviews with cricketers, commentators and cricket umpires. Further the researcher used literature and internet facilities to gather secondary data. Simple random sampling method was used to select the sample and the sample size was limited to 60 which consisted of managers, umpires, cricketers, sponsors and the cricket audience. 60 questionnaires were distributed among them and the researcher received 46 questionnaires back and 14 questionnaires were not received. Finally, as a percentage, 77% was answered to distributed questionnaires. In this study inferential statistical tools were used to analyse data and various presentation methods such as tables, graphs, charts were used to present data. Findings revealed that the Sri Lankan cricketers does not receive necessary information in a timely manner from the cricket board, any research institute or any other related organization and the interest of Sri Lankan cricketers towards achieving information is at a very low state. Further, it was noticed that although the International cricket council and the Sri Lankan Cricket board publish the researchers findings, technical reports and the recommendations, they are published in English medium. Therefore it has become very difficult to promote them among Sri Lankan cricketers specially school cricketers. Moreover, the researcher found that the readers are not satisfied with the library service rendered by the libraries of Sri Lanka Cricket Association, National Institute of Sports Science and the Ministry of Sports. Also the researcher identified the time constraint due to practices and the lack of English

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[1] *Horizon Campus – Malabe, e-mail:* nirosh. suranga123123@gmail. com,

language knowledge has limit the reference of information of cricketers. It is concluded that there is a huge necessity of information for the improvement of the productivity of Sri Lankan Cricket. Therefore the researcher recommends that the Ministry of Sports should execute a national policy regarding the necessity of information and those policies should be implemented through various sports associations. Secondly, relevant policies should be executed and implemented to improve the education of the school cricketers as well as to improve their involvement in sports. Further the policies should be made to improve the English language skills of the school cricketers as they are the ones who represent the country in the future and also it is required to translate all international researchers reports which are important for Cricketers in to their mother language, so that they can get the maximum use of them. Moreover it is very important to establish proper guiding teams and guiding services regarding achieving necessary information and it should be implemented through the library of Sri Lanka Cricket Association. The researcher found it difficult when achieving information relevant to this study from cricketers and other relevant parties and also the research publication did on this topic was very rare for reference. Besides, further studies can be done to investigate the impact of information towards the success of Sri Lankan Cricket.

Key Words: *Information needs, Productivity, Cricket*

A study of Directories of Libraries
(Based on existing Library Directories in Sri Lanka)

Priyani Balasooriya[1]

Abstract

Directories of libraries or librarians could be used as a valuable source of information in taking decisions related to various aspects of librarianship. However, the usability of such directories becomes limited due to lack of coverage of all libraries or librarians concerned and not being up-to-date. In such situations, decisions taken based on such sources of information become problematic or unjustifiable. This researcher has identified the need to examine the directories compiled so far as a preliminary step in compiling a new directory of librarians/Library professionals in Sri Lanka. This research paper titled "A study of Directories of Libraries (Based on existing Directories in Sri Lanka)" is presented based on a study of twenty six (26) directories published from 1980 to 2018 under the theme. Print copies of library directories held in the Academic and Research divisions of the National Library Services Board, the Colombo Public Library, D. S. Senayaka Memorial Public Library and the Library of Sri Lanka Institute of Development Administration have been used for data collection. In addition, website of the Sri Lanka Library Association and the Directory of ULA members published in the website of the University Librarians' Association of Sri Lanka perused. Accordingly, the objectives of this study are to introduce to the library professionals of the concept of library directories and the need for keeping them up-to-date. It also aimed to convince them that furnishing of individual information to compile library directories as one of their responsibilities. The contents of directories verified with the use of secondary sources information for evaluation. Information on each directory condensed and presented separately under each title. Certain directories were compiled with just mentioning the name, address and phone numbers of the library, while some others have included information related to the library, such as library resources, services, library users, software used, library staff, library infrastructure, annual budget allocations etc. With the advent of Information and Communication Technologies in libraries it was observed efforts to provide more systematic directories. Compilation of library directories is not a simple task. In order to give a subjective approach, a great amount of dedication, involvement and cooperation is essential. Although it is difficult to publish library directories in print form, publishing them on electronic form is not that difficult. However, it is to be stressed here that continuous revision and updating is essential.

Key words: *Library, Librarian, Library professional, Directories.*

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[1] Sri Lanka Institute of Development Administration, Colombo.
e-mail: priyani@slida. lk

පුස්තකාල නාමාවලී සහ තොරතුරු සංගුහ පිළිබඳ අධ්‍යයනයක් :ශ්‍රී ලංකාවේ පවත්නා ගුන්ථ නාමාවලීන් ඇසුරින්*

සාරාංශය

හැඳින්වීම

රටක යම් නිශ්චිත කාලවකවානුවක් තුළ සිදු කරනු ලැබූ කිසියම් විශේෂිත වූ තේමා අනුව රැස් කර ගත් තොරතුරු උපයෝජකයින්ට පහසුවෙන් පුවේශවීමට හැකි අයුරින් රැස් කර ගත් තොරතුරු කුමානුකූලව යම් ආකෘතියකට අනුව කර පිළියෙල කරන්නාවූ කෘතියක් නාමාවලියක් ලෙස හැඳින්විය හැක. දුරකථන නාමාවලි, වෙළඳ නාමාවලි, ගුන්ථ නාමාවලි, පුස්තකාල නාමාවලි. . . ආදි ලෙස විවිධ නාමාවලි දැක්නට ඇතවාඩාත් සවිස්තරාත්මකව තොරතුරු අන්තර්ගත නාමාවලීන් තොරතුරු සංගුහ වශයෙන්ද හඳුන්වයිග පුස්තකාල විද්‍යා ක්ෂේතුයේ විවිධ තීන්දු තීරණ ගැනීමේ කටයුතු වලදී තොරතුරු මූලාශුයක් වශයෙන් පුස්තකාල හෝ පුස්තකාලවේදීන් පිළිබඳ තොරතුරු ඇතුළත් නාමාවලියක් මගින් ලබාගත හැකි පුයෝජන ඉමහත්ය. ඒම සඳහා 1980 සිට 2018 වර්ෂය දක්වා කාලය තුළ පුකාශයට පත් කොට ඇති නාමාවලීන් පාදක කරගෙන මෙම පර්යේෂණ පතුිකාව ඉදිරිපත් කරනු ලබයි.

පර්යේෂණ ගැටලුව

පුස්තකාල හෝ පුස්තකාලවේදීන් පිළිබඳ තොරතුරු ලබා ගැනීම උදෙසා නාමාවලීන් පරිශීලනය කිරීමේදී ඒම නාමාවලීන්හි අන්තර්ගතය තුළ නාමාවලියේ තේමාවට අදාළ සියලුම පුස්තකාල ආවරණය නොවීම යාවත්කාලීන නොවීම හේතුවෙන් තත්කාලින නිරවද්‍ය දත්ත ලබා ගත නොහැක.ඒවන් නාමාවලීන් පදනම් කරගෙන පුතිපත්තිමය තීන්දු තීරණ ගන්නා අවස්ථාවන්හිදී අසාධාරණයක් මෙන්ම ගැටලු සහගත තත්ත්වයන්ටද මුහුණපෑමට සිදුවේ.ශ්‍රී ලංකාවේ පුකාශයට පත් කොට ඇති පුස්තකාල සහ පුස්තකාලවේදීන් පිළිබඳ නාමාවලීන් තුලනාත්මකව අධ්‍යයනයට ලක්කිරීමේ අරමුණින් මෙම පර්යේෂණය සිදු කරන ලදි.

අධ්‍යයනයේපසුබිමසහ පර්යේෂණ සීමාවන්

පර්යේෂණය සඳහා ශ්‍රී ලංකා පුස්තකාල සංගමයේ සාමාජිකයින්ගේ තොරතුරු ඇතුළත් නාමාවලියක් සම්පාදනය කිරීමේ කාර්යයේදී මෙතෙක් ශ්‍රී ලංකාවේ පුකාශයට පත් කොට ඇති නාමාවලීන් හඳුනා ගැනීම සහ ඒම නාමාවලීන්හි පුමාණාත්මක සහ ගුණාත්මක බව අධ්‍යයනය කිරීම කාලෝචිත කාර්යයක් ලෙස සලකන ලදි.

මෙම අධ්‍යයනයට අනුව ශ්‍රී ලංකාවේ පුථම වතාවට පුස්තකාල පිළිබඳ නාමාවලියක් පුකාශයට පත් කර ඇත්තේ 1980 වර්ෂයේදිය.ඒතැන් පටන් 2018 වර්ෂය දක්වා කාලය තුළ නාමාවලියන් ගණනාවක්ම සම්පාදනය කර ඇති අතර පර්යේෂණයට භාවිත කළ හැකි වූයේ කොටසක් පමණි. ඒනම් මුදිත නාමාවලියන් විසි හයක් (26) පමණි. මෙහිදි ශ්‍රී ලංකා පුස්තකාල සේවා මණ්ඩලයේ අධ්‍යයන අංශය සහ පර්යේෂණ අංශයල කොළඹ මහජන පුස්තකාලයල මහනුවර ඩී.ඒස්. සේනානායක අනුස්මරණ මහජන පුස්තකාලය සහ ශ්‍රී ලංකා සංවර්ධන පරිපාලන ආයතන පුස්තකාලය සතුව පවතින මුදිත නාමාවලී පරිශීලනය කරන ලදි. ඊට අමතරව ශ්‍රී ලංකා පුස්තකාල සංගමයේ (SLLA)වෙබ් අඩවියේ සහ විශ්වවිද්‍යාලයීය පුස්තකාලයාධිපතින්ගේ සංගමයේ (ULA)වෙබ් අඩවියේ පුකාශයට පත්කර ඇති නාමාවලීන් භාවිත කරන ලදි. අධ්‍යයන කාල සීමාව තුළ ජාතික පුස්තකාලයේ අංශ කිහිපයක් පුතිසංස්කරණ කටයුතු සඳහා වසා තිබීම නිසා දනිසා පරිශීලන කළ නාමාවලී පුමාණය සීමිත විය.

අධ්‍යයනයේ අරමුණු

මෙම අධ්‍යයනයේ අරමුණු ලෙසල

1) ශ්‍රී ලංකාවේ ප්‍රකාශයට පත් කර ඇති පුස්තකාල නාමාවලි හඳුනා ගැනීම
2) ඉදිරිපත් කර ඇති තොරතුරු ප්‍රමාණාත්මකව සහ ගුණාත්මක බව ඇගයීමට ලක් කිරීම
3) නිරන්තර යාවත්කාලීන වන නාමාවලි සම්පාදනය ඇති වැදගත්කම අවධාරණය කිරීම
4) පුස්තකාලවේදීන් ලෙස තමා පිළිබඳව තම පුස්තකාලය පිළිබඳව තොරතුරු අදාල නාමාවලි සම්පාදකයින්ට යොමු කර යාවත්කාලීන කිරීම තම වගකීමක් බව ඒත්තු ගැන්වීම ආදිය දැක්විය හැක.

පර්යේෂණ ක්‍රමවේදය

මේ යටතේ ද්වීතියික දත්ත යොදා ගනිමින් එනම් අධ්‍යයනයට ලක් කරන ලද නාමාවලීන් විසි හය (26) ක් භාවිත කොට ප්‍රමාණාත්මක අධ්‍යයනයක් කරනලදී. ඔම නාමාවලීන්හි ගුණාත්මක බව විශ්ලේෂණය කරන ලදි.

දත්ත විශ්ලේෂණය

අධ්‍යයනයට භාවිත කරන ලද මුද්‍රිත නාමාවලීන්හි ප්‍රකාශිත මාධ්‍ය අනුව ගත්විට අධ්‍යයනයට ලක්කරන ලද නාමාවලීන් විසි හතරක්ම(24) එනම් සියයට අනු දෙකක් (92)මුද්‍රිත මාධ්‍යයෙන් විය. නාමාවලී දෙකක් එනම් සියයට අටක් (08) පමණි. ඒවා මෘදුපිටපත් වශයෙන් අදාල සංවිධාන වල වෙබ් අඩවි වල ප්‍රකාශයට පත් කොට ඇත.

නාමාවලීන්හි ප්‍රකාශිත භාෂාව අනුව විශ්ලේෂණය කළ විට ව නාමාවලී විසි හයෙන් දාහතක් (17)එනම් සියයට හැට පහක් (65) සිංහල භාෂාවෙන්ද ඉතිරි නාමාවලී නවය (09)එනම් සියයට තිස්පහක්(35) ඉංග්‍රීසි භාෂාවෙන්ද පිළියෙල කර ඇති අතර දෙමළ භාෂාවෙන් ප්‍රකාශිත එකම නාමාවලියක් නොවීය.

එසේම මුද්‍රිත නාමාවලි වලින් විසිතුනක්ම (23) ජාතිකපුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩලය මගින් ප්‍රකාශයට පත්කර ඇත. එක්නාමාවලියක් පමණක් 1982දී කළුතර ජාතික සෞඛ්‍ය සේවා ආයතනයේ පුස්තකාල සහ ප්‍රලේඛන සේවා ඒකකය මගින් ප්‍රකාශයට පත් කර ඇත. ඉතිරි නාමාවලි දෙක එම ආයතන වෙබ් අඩවිවල පකාශයට පත් කර ඇත.

නාමාවලීන්හි අන්තර්ගතය ව්‍යුහය අනුව එම කෘති නාමාවලි සහ තොරතුරු සංග්‍රහ ලෙස වර්ගකළ හැකිය. පුස්තකාලයේ නම ලිපිනය සහ දුරකතන අංකය පමණක් සඳ හන් කර සකසා තිබූ නාමාවලි ප්‍රමාණය තුනකි (03). එය සමස්ත සංඛ්‍යාවෙන් සියයට දොළහක් (12) විය. තොරතුරු සංග්‍රහ ලෙස පැවති නාමාවලි ප්‍රමාණය විසිතුනක් (23) වූ අතර එය සමස්ත සංඛ්‍යාවෙන් සියයට අසු අටක් (88) විය.

පුස්තකාල පිළිබඳ සහ පුස්තකාලවේදීන් පිළිබඳ පකාශිත නාමාවලි වශයෙන් වර්ග කළ විට පුස්තකාලවේදීන් පිළිබඳ සකසා තිබූ නාමාවලි ප්‍රමාණය තුනකි (03).එය සමස්ත සංඛ්‍යාවෙන් සියයට දොළහක් (12) විය. පුස්තකාල පිළිබඳ සකසා තිබූ නාමාවලි ප්‍රමාණය විසිතුනක් (23) වූ අතර එය සමස්ත සංඛ්‍යාවෙන් සියයට අසු අටක් (88) විය.

නිගමන හා යෝජනා

අධ්‍යයනයට අනුව මුද්‍රිත නාමාවලීන් විසිතුනක්ම ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩලයේ ප්‍රකාශන වේ. (SLLA සහ ULA වෙබ් අඩවි වල ප්‍රකාශිත නාමාවලි දෙකකි). මෙම කාල වකවානුව තුළ ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩලයේ පර්යේෂණ අංශය මගින් මාර්ගගත දත්ත පදනමක් ස්වරූපයෙන් පුස්තකාල නාමාවලියක් සකස්කරමින් පවතින අතර ශ්‍රී ලංකා පුස්තකාල සංගමය මගින් එහි සාමාජිකයින් පිළිබඳ නාමාවලියක් සකස් කිරීමට තොරතුරු රැස් කරමින් පවතින බවද අනාවරණය විය. අධ්‍යයනයට පක්කළ නාමාවලීන්හි ව්‍යුහය හා අන්තර්ගතය අනුව ඇතැම් නාමාවලි දුරකතන නාමාවලි මෙන් අදාළ පුස්තකාලයේ නමල ලිපිනය සහ දුරකතන අංකය පමණක් සහිතව සකසා තිබූ අතර බොහෝ නාමාවලි වැඩිමනත් තොරතුරු ඇතුළත් කර තොරතුරු සංග්‍රහ ලෙස සම්පාදනය කොට තිබිණ. එම නාමාවලි තීන්දු තීරණ ගන්නා අයට මෙන්ම ප්‍රතිපත්ති සැළසුම්කරුවනට වඩාත් එළඳායී වේ. මුල් යුගයේ සම්පාදනය කර ඇති නාමාවලීන්හි පැවති ක්‍රමානුකූල බව හා එහි ආකෘතිය තුළ පාඨකයාට පහසුවෙන් අදාළ අන්තර්ගත තොරතුරු වෙත ප්‍රවේශ වීමට හැකි ආකාරයෙන් තිබිණ. ඒවායේ සූචියක් භාවිත කිරීම උප ග්‍රන්ථ යොදා තිබීම විශේෂයකි. ඇතැම් නාමාවලියන්හි එහි අන්තර්ගත තොරතුරු ඇසුරෙන් පිළියෙළ කරනලද වාර්තා වලින් සමන්විතය. නමුත් පසුකාලීනව නාමාවලියන්හි සූචියක්හෝ ඒ ඇසුරෙන් පිළියෙළ කරන ලද වාර්තාවක් හෝ නොවීය. පුස්තකාල හෝ පුස්තකාල වෘත්තිකයින් සම්බන්ධ නාමාවලියක් සකස්කිරීමේදී එම කෘතිය ග්‍රන්ථවිද්‍යාත්මක ක්‍රමවේදයන් අනුගමනය කරමින් නිම කළහැකි නම් එය පරිශීලනය කරන පාඨකයින්ට වඩාත් පහසුය. තොරතුරු ඇසුරෙන් සැකසූ වාර්තාවක් ආදිය අන්තර්ගත කිරීම මගින් වඩාත් ප්‍රතිඵල ලබා දෙන කෘතියක් බවට පත්කළ හැකිය. පුස්තකාල හෝ පුස්තකාලවේදීන් පිළිබඳ තොරතුරු ලබා ගැනීම උදෙසා නාමාවලීන් පරිශීලනය කිරීමේදී එම නාමාවලීන්හි අන්තර්ගත තොරතුරු අනුව නාමාවලියේ තේමාවට අදාළ සියලුම පුස්තකාල ආවරණය නොවීමත් යාවත්කාලීන නොවීමත් නිසා නාමාවලියක පවතින ගුණාත්මකබව පිරිහී යාමට හේතු වේ. නාමාවලි සම්පාදකයින් විසින් නව නාමාවලියක් සම්පාදනය කිරීමට අවශ්‍ය තොරතුරු රැස්කරනුයේ අදාළ පුස්තකාල වෙත හෝ හඳුනාගන්නා ලද පුස්තකාලවේදීන් වෙත හෝ ප්‍රශ්නාවලියක් යොමු කරමින්ය. එවන් අවස්ථාවන්හිදී එම පුස්තකාල භාරව කටයුතු කරන නිලධාරීන් හෝ පුස්තකාලවේදීන් නිවැරදිව සහ අප්‍රමාදව තම පුස්තකාලය පිළිබඳ තොරතුරු/ තමා පිළිබඳ තොරතුරු සැපයීම තම වෘත්තීය වගකීමක් ලෙස සලකා කටයුතු කළ යුතුය. මෙතෙක් ප්‍රකාශයට පත්ව ඇති නාමාවලීනහි තේමාවන්ට ඇතුළත් පුස්තකාලවලට අමතර විවිධ විෂයය ක්ෂේත්‍ර යටතේල ආයතන යටතේ අලුතින් ආරම්භ කරන ලද පුස්තකාල බොහෝ ඇත. එසේම පෞද්ගලික අධ්‍යාපන ආයතන සම්බන්ධව සහ පෞද්ගලික අංශයේ ආයතන යටතේ පවතින පුස්තකාලද ඇත. එවන් පුස්තකාල පිළිබඳ තොරතුරු රැස් කරගැනීමට ජාතික වැඩපිළිවෙළක් පැවතීම කාලීන අවශ්‍යතාවයක් බව ප්‍රකාශ කරමි. පුස්තකාල හෝ පුස්තකාලවේදීන් සම්බන්ධ නාමාවලියක් සම්පාදනය කිරීම සරල කර්තව්‍යයක් නොවේ. එය යම් විෂයානුබද්ධ පිළිවෙළකට සිදුකළ යුතුය. එම නිසා යථානුරූපව තොරතුරුඑක්රැස් කර ගැනීම සඳහා දැඩි කැපවීමක් කළයුතුය. අතීතයේදී සාම්ප්‍රදායික ක්‍රමයකට නාමාවලියක් සැකසීම අසීරු කර්තව්‍යයක් වුවද වර්තමානයේ තොරතුරු තාක්ෂණයේ නව මානයන් භාවිත කොට නාමාවලීන් සම්පාදනය කළ හැකිය. එම නාමාවලීන් අඛණ්ඩව යාවත්කාලීන කළයුතු බවට යෝජනා කරනු කැමත්තෙමි.

මූඛ්‍ය පද - පුස්තකාල පුස්තකාලයාධිපතිල පුස්තකාලවේදීන්ල පුස්තකාල නාමාවලි ල පුස්තකාල තොරතුරු සංග්‍රහ

Attitudinal factors of Librarians in-charge influencing the School Library and Learning Resource Centres to be effective

Ratneswary Santhalingam[1], Kanapathippillai Sinnathamby[2], Kalpana Chandrasekar[3]

Abstract

*School Library and Learning Resource Centres (SLLRCs) are expected to comprise information resources necessary for the educational activities and maintain close relationship with classroom teaching. Besides, attitudes of **Librarians in-charge** largely contribute in organizing and administering SLLRCs, guiding students towards resource-based learning and encouraging them for self-directed learning. This study intended to assess the attitude of Librarians in-charge in relation to the development of SLLRCs. The study conducted in the schools attached to the Kopay Educational Division of the Jaffna Zone. Except Type III schools (n=17, with **reading corners** at classrooms), all categories (1AB=5, 1C=3, Type II=15) were selected for the study. A questionnaire distributed among Librarians in-charge of the selected schools, in order to get their opinion regarding library infrastructure, library organization, library usage, support from school community in library development, and their professional competency. Additional information collected via interviews with Librarians in-charge. The data collected were statistically analyzed and reported. Results revealed that 61% of the schools have separate building for the library. However, 26% of these libraries are functioning with inadequate basic facilities. Further, 86% of the Librarians in-charge are not satisfied with the existing infrastructure facilities of the SLLRCs. More than 50% of the Librarians in-charge are satisfied with the library organization. Even though, library usage of students (64%) and staff (54%) are at satisfactory level, reading promotion activities (e. g. readers circle, reading camps) are lacking, according to Librarians in-charge. Besides, Librarians in-charge perceived that support from school principals (54%), students (45%) and teachers (41%) in the development of SLLRCs is comparatively greater than the contribution of Old Students Unions (23%). Regarding library personnel, only 54% of the Librarians in-charge have professional qualification in Library and Information Science, though, 36% of them have skills related to cataloguing, classification and library automation. Whereas, 64% of the Librarians in-charge claimed that they are performing the library duties with satisfaction. This study concludes that Librarians in-charge are not interested in acquiring professional qualification related to library science, due to lack of promotional opportunities and recognition for the profession. Furthermore, they pointed out the shortcomings in providing infrastructure facilities and insufficient physical resources at SLLRCs, and lack of support for reading promotion activities among students.*

Keywords: *School Library and Learning Resource Centres, School libraries, Librarians in-charge, Teacher Librarian*

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[1] *Jaffna Neervely Attiaar Hindu College (santhankopay@gmail. com)*

[2] *Faculty of Graduate Studies, University of Jaffna, Jaffna*

[3] *Library, University of Jaffna, Jaffna (kchandrasekar@univ. jfn. ac. lk*

பாடசாலை நூலகக் கற்றல் வள நிலையங்களை வினைத்திறனாக்குவதில் செல்வாக்குச் செலுத்தும் நூலகப்பொறுப்பாளர்களின் மனப்பாங்கு சார் காரணிகள்

ரட்னேஸ்வரி சாந்தலிங்கம், கணபதிப்பிள்ளை சின்னத்தம்பி, கல்பனா சந்திரசேகர்

ஆய்வுச் சுருக்கம்

பாடசாலைகளில் நடைமுறையிலுள்ள தேர்ச்சி மையக் கல்வி, மாணவர் மையக் கலைத்திட்டம் என்பன பாடசாலை நூலகத்தை தரமான பாடசாலை நூலகக் கற்றல் வள நிலையமாக மாற்றவேண்டியதன் அவசியத்தை வலியுறுத்துகின்றன. இந்நிலையமானது மாணவர்களது கற்றல் செயற்பாட்டிற்கு தேவையான அனைத்து தகவல் வளங்களையும் கொண்டிருப்பதுடன், இந்நிலையத்திற்கும் வகுப்பறை கற்பித்தலுக்கும் இடையில் நெருங்கிய தொடர்பு பேணப்படுவதும் அவசியமானதாகும். இத்தகைய நிலையத்தை ஒழுங்கமைத்து நிர்வகிப்பதிலும், மாணவர்களை சுய கற்றலுக்கு ஊக்குவிப்பதிலும், வள அடிப்படையிலான கற்றலுக்கு வழிப்படுத்துவதிலும் நூலகப் பொறுப்பாளர்களது அக ரீதியான காரணிகள் காத்திரமான பங்களிப்பை வழங்குகின்றன. அந்த வகையில், பாடசாலை நூலகக் கற்றல் வள நிலையங்களின் அபிவிருத்தியில் நூலகப் பொறுப்பாளர்களது மனப்பாங்கு தொடர்பில் அறிந்து கொள்வதே இவ்வாய்வின் நோக்கமாகும்.

இவ்வாய்விற்காக யாழ்ப்பாண கல்வி வலயத்தைச் சேர்ந்த கோப்பாய் கோட்டத்திலுள்ள 1AB (n=5), 1C (n=3), Type II (n=15) பாடசாலைகள் அனைத்தும் தெரிவுசெய்யப்பட்டன. Type III (n=17) பாடசாலைகளைப் பொறுத்தவரையில், நூல்கள், சஞ்சிகைகளைக் கொண்ட **வாசிப்பு மூலைகள்** வகுப்பறை செயற்பாடுகளில் பிரதான பங்காற்றுவதால் தனியான பாடசாலை நூலகங்கள் அமைக்கப்பட்டிருக்கவில்லை. எனவே, ஆய்விற்கு தெரிவுசெய்யப்பட்ட 23 பாடசாலைகளிலும் கடமையாற்றும் நூலகப் பொறுப்பாளர்களுக்கு வினாக்கொத்துக்கள் விநியோகிக்கப்பட்டு, அதன் மூலம் நூலக உட்கட்டமைப்பு வசதிகள், நூலக தகவல் ஒழுங்கமைப்பு, நூலக பயன்பாடு, நூலக அபிவிருத்தியில் பாடசாலைச் சமூகத்தின் ஒத்துழைப்பு, தொழில் வாண்மை தொடர்பில் அவர்களது மனப்பாங்கு அறியப்பட்டது. இதற்காக LIKERT தர அளவுச்சட்டத்திற்கு அமைவான வினாக்கள் வினாக்கொத்தில் உள்ளடக்கப்பட்டிருந்தன. பாடசாலை நூலகக் கற்றல் வள நிலையத்தை கொண்டிராத Type II பாடசாலையொன்றைத் தவிர, அனைத்து பாடசாலைகளும் (n=22) பூரணப்படுத்தப்பட்ட வினாக்கொத்துக்களை கையளித்திருந்தன. நூலகப் பொறுப்பாளர்களுடனான நேர்காணல்களின் மூலமும் மேலதிக தகவல் பெறப்பட்டது. சேகரிக்கப்பட்ட தரவுகள் புள்ளிவிபரவியல் அடிப்படையில் பகுப்பாய்வு செய்யப்பட்டு, பெறுபேறுகள் அட்டவணைகள், வரைபடங்களை பயன்படுத்தி அறிக்கையிடப்பட்டன. ஆய்வுக்குட்படுத்தப்பட்ட பாடசாலைகளில் 61% (n=14)மானவற்றில் பாடசாலை நூலகக் கற்றல் வள நிலையத்திற்கென தனியான கட்டிடம் காணப்படுகின்ற போதிலும், அவற்றுள் 26% (n=6)மானவை அடிப்படை வசதிகளற்ற நிலையில் இயங்குவதை அவதானிக்க முடிந்தது. மேலும், நூலக உட்கட்டமைப்பு வசதிகள் (இடவசதி, தளபாட வசதி, கவின்நிலை) தொடர்பில் பெரும்பாலான நூலகப்பொறுப்பாளர்கள் (86%, n=19) திருப்தியற்ற நிலையிலேயே காணப்படுகின்றனர். நூலகத்திற்குரிய நிரந்தர கட்டிடம் இல்லாத பாடசாலைகளில், நூலகத்திற்கான இடவசதி பற்றாக்குறையாக காணப்படுகிறது. மேலும், இடவசதியே தளபாடங்களின் எண்ணிக்கையை தீர்மானிப்பதில் செல்வாக்கு செலுத்துவதால், ஆய்வுக்குட்படுத்தப்பட்ட பாடசாலை நூலகங்களில் 36% (n=8) மானவற்றில் ஒரே சமயத்தில் அதிகளவான மாணவர்களை அனுமதிக்க முடியாமல் இருப்பதாக நூலகப்பொறுப்பாளர்கள் தெரிவிக்கின்றனர்.

நூலக தகவல் ஒழுங்கமைப்புத் தொடர்பான செயற்பாடுகளான நூலக வளங்களை ஆவணப்படுத்தலும் இற்றைப்படுத்தலும், மற்றும் நூல்களைப் பராமரித்தல் தொடர்பில் முறையே 50% (n=11), 54% (n=12)மான நூலகப்பொறுப்பாளர்கள் திருப்தியை வெளிப்படுத்தியிருந்தனர். எனினும், பெரும்பாலான *Type II* பாடசாலைகளிலுள்ள நூலகப்பொறுப்பாசிரியர்கள் (86. 6%, n=13) தமது கற்பித்தல் செயற்பாடுகளுக்கு மேலதிகமாக நூலக செயற்பாடுகளையும் (உதவியாளரின்றி) மேற்கொள்வதில் இடர்பாடுகளை எதிர்கொள்வதாக தெரிவித்தனர். மாணவர்களின் நூலகப் பயன்பாடு தொடர்பில் 64% (n=14)மான நூலகப்பொறுப்பாளர்களும், ஆசிரியர்களின் நூலகப் பயன்பாடு தொடர்பில் 45% (n=10)மான நூலகப்பொறுப்பாளர்களும் திருப்தியடைந்துள்ளனர். எனினும், மாணவர்களிடத்தில் வாசிப்பை ஊக்குவிக்கும் செயற்பாடுகளான வாசகர் வட்டம், வாசிப்பு முகாம் போன்றவற்றில் போதியளவு கவனம் செலுத்தப்படாமை அவதானிக்கப்பட்டது. இதற்கான காரணங்களாக வேலைப்பழு, மாணவர்கள் ஆசிரியர்களின் ஒத்துழைப்பின்மை என்பன முன்வைக்கப்பட்டன. மேலும் பாடசாலை நூலக அபிவிருத்தியில், அதிபரின் ஈடுபாடு (54%, n=12), மாணவர்களின் ஈடுபாடு (45%, n=10), ஆசிரியர்களின் ஈடுபாடு (41%, n=9) காணப்படுவதாகவும், பழைய மாணவர்களின் ஒத்துழைப்பு (23%, n=5) திருப்திகரமானதாக இல்லையெனவும் நூலகப்பொறுப்பாளர்கள் உணர்கின்றனர். நூலக ஆளணியைப் பொறுத்த வரையில், 30%மான (n=7) பாடசாலைகளில் ஆசிரிய நூலகர்களும், 65%மான (n=15) பாடசாலைகளில் ஆசிரியர்களும் பாடசாலை நூலகக் கற்றல் வள நிலையத்திற்குப் பொறுப்பாக உள்ளனர். இவர்களில் 54% (n=12)மானோர் மாத்திரமே நூலகவியல் துறைசார் தொழில் தகைமையை பெற்றுள்ளனர். நூலக பொறுப்பாளருக்குரிய தொழில் தகைமையை பெறுவதன் மூலம் எந்தவொரு அனுகூலமும் கிடைக்கப் பெறுவதில்லை என்ற ஆதங்கம் நேர்காணலின்போது வெளிப்படுத்தப்பட்டது. தொழில் வாண்மை தொடர்பில் நோக்குகையில், 36% (n=8)மானவர்கள் மாத்திரமே நூலக பகுப்பாக்க-பட்டியலாக்க அறிவு கொண்டவர்களாகவும், நூலகத்தைக் கணினிமயப்படுத்துவதற்குரிய கணனி அறிவு பெற்றவர்களாகவும் காணப்படுகின்றனர். மேலும், நூலகத்தில் சேவை செய்வது தொடர்பில் 64% (n=14)மானோர் திருப்தியடைந்துள்ளனர். ஆனால், பாடசாலைச் சமூகத்தில் **நூலகப் பொறுப்பாளர்** பதவிக்கான அங்கீகாரம் தொடர்பில் 45% (n=10) மானவர்களே திருப்தியை வெளிப்படுத்தியுள்ளனர்.

இன்றைய தகவல் யுகத்தில் பாடசாலை நூலகங்களின் முக்கியத்துவம் பலராலும் உணரப்பட்டுள்ள நிலையில், இவ்வாய்வானது பாடசாலை நூலகக் கற்றல் வள நிலையச் செயற்பாடுகளை முன்னெடுப்பதில் செல்வாக்கு செலுத்தும் நூலகப் பொறுப்பாளர்களது மனப்பாங்கு தொடர்பில் ஆராய்ந்துள்ளது. நூலகப் பொறுப்பாளர்கள் தமக்கான சமூக அங்கீகாரம், பதவி உயர்வு தொடர்பில் கவலையடைந்துள்ளமையால் தொழில்சார் வாண்மைவிருத்தி செயற்பாடுகளில் அக்கறையற்று இருப்பதை இவ்வாய்வு முடிவுகள் வெளிப்படுத்தி நிற்கின்றன. மேலும், பாடசாலை நூலகங்களின் உட்கட்டமைப்பு வசதிகள், பௌதிக வளங்களை விருத்தி செய்வது, மற்றும் மாணவர்களிடத்தில் வாசிப்பை ஊக்குவிக்கும் முகமாக நூலக செயற்பாடுகளை மேம்படுத்துவது தொடர்பில் பாடசாலை நிர்வாகம் போதிய கவனம் செலுத்துவதில்லையென்ற குற்றச்சாட்டும் இவர்களால் முன்வைக்கப்படுகிறது.

திறவுச்சொற்கள்: பாடசாலை நூலகக் கற்றல் வள நிலையம், பாடசாலை நூலகங்கள், நூலகப் பொறுப்பாளர், ஆசிரிய நூலகர்.

Issues and Challenges in Cataloguing Tamil books in Public libraries located in Jaffna district

Maithili Visakaruban[1]

Abstract

A well organized library collection provides for easy retrieval of materials. The library catalog is the basic bibliographic tool and the key to information on what the library holds. Each element in Cataloging is an essential field that provides access to all acquired information resources of the library. Anglo-American Cataloguing Rules (AACR) is the essential international cataloguing code used for descriptive cataloging of various types of information resources by libraries. The different languages come with different alphabets and each having different characters. They pose problems and challenges in the cataloguing process including determining the access points, like main entry, authors, subject headings and call number. The objective of this study is to identify the challenges in cataloguing Tamil books using AACR2. The method used in data collection in this study is personal interview with cataloguers responsible for cataloguing Tamil books and other relevant information sources. The findings showed that the major problem faced by cataloguers in cataloguing Tamil books were to do with the different Tamil scripts in use, some of them having more than one character for a particular letter. Further identifying the chief author's name in the publications in different languages, choice of title, vocalization of names starting with vowels in selection of call numbers and transliteration of Tamil names were identified as some of the major problems faced by the cataloguers. Organizing uniform title and subject headings is another aspect to cataloguing in Tamil. This study suggests commitment and hard work from all who involved in cataloguing fields as well as maintaining authority file and standard guidelines must be set up to make the task uniform and systematic to be used by all cataloguers to overcome these challenges.

Key Words: Library science, Cataloguing principles, Public libraries - Jaffna, AACR2

[1] *Library, University of Jaffna, Jaffna e-mail: mviskaruban@yahoo. com*

யாழ்ப்பாணப் பிரதேசத்தில் காணப்படும் பொதுநூலகங்களில் தமிழ்நூல்களுக்கான நூற்பட்டியல் தயாரித்தலில் எதிர்நோக்கப்படும் சவால்கள்: ஓர் ஆய்வு

மைதிலி விசாகரூபன்

நூலகங்களில் சேகரிக்கப்படுகின்றதகவல் சாதனங்களைப் பாவனைக்கு இலகுவானவகையிலே ஒழுங்கமைத்துக்கொள்வது மிகவும் அவசியாமானதொரு செயற்பாடாகும். தகவலைத் தேடிவரும் வாசகருக்குரிய தகவற்தேவையைப் பூர்த்திசெய்யும் கருவியாகவும்,வாசகரையும் நூலகஆவணங்களையும் இணைக்கும் பாலமாகவும் அமைவது இந்த நூலகப்பட்டியல் ஆகும். நூலகத்தின் திறவுகோலென சுருக்கமாக வர்ணிக்கப்படுகின்ற அதிகமுக்கியத்துவத்தைக் கொண்டுள்ள நூலகப்பட்டியல் தரும் நூல்விபரத்தரவுகள் மிகச் சரியானவையாகவும், சிக்கலற்றவையாகவும் காணப்படவேண்டியது இன்றியமையாதது. எனவேபட்டியர் பதிவுகளைச் சரியாகமேற்கொள்ளப் பட்டியற்பதிவுக்குத் தெரிவுசெய்யப்படும் நூல்விபரத் தரவுகள் சரியானவையாக அமையவேண்டும். இலங்கை நூலகங்களில் ஆங்கிலஅமெரிக்க பட்டியலாக்கவிதிமுறைகளினடிப்படையிலேயே பட்டியர் பதிவுகள் தயாரிக்கப்படுகின்றன. மேனாட்டுமரபிலமைந்த இப் பட்டியலாக்கவிதிமுறையைத் தமிழில் எழுதப்படும் நூல்களுக்குப் பிரயோகித்துப் பட்டியற்பதிவு தயாரிக்கும்போது பயில்நிலையில் பல்வேறு சவால்களை எதிர்நோக்கவேண்டியுள்ளது என்பது இவ் ஆய்வின் கருதுகோளாகும்.

யாழ்ப்பாணப் பொதுசன நூலகத்திலும் அதன் கிளை நூலகங்களிலுமுள்ளதமிழ் நூல்களின் பட்டியலாக்கமுறைமை இங்கு ஆய்வுக்காக எடுத்துக் கொள்ளப்பட்டுள்ளது. இவ் ஆய்வுக்காகப் பொதுநூலகத்தின் தொழில்நுட்பப் பிரிவில் கடமைபுரியும் நூலகர்கள் மற்றும் நூலகஉதவியாளர்களுடனான நேர்காணல் இடம்பெற்றுள்ளது. அத்துடன் பட்டியலாக்கம் செய்யப்பட்ட நூல்கள் மற்றும் பட்டியலட்டைகள் என்பனவும் தரவுசேகரிக்கும் நோக்கில் பரிசீலிக்கப்பட்டுத் தரவுகள் பெறப்பட்டுள்ளன.

பெறப்பட்டதரவுகள் ஆங்கிலஅமெரிக்க் பட்டியலாக்கவிதிமுறைகளுடன் கோட்பாட்டளவில் ஒத்துப்போகின்றதா என்பதும், விதிமுறைகளுடன் ஒவ்வாமைக்கானகாரணங்களும் ஒப்பீட்டு ஆய்வுமுறையியலூடாக இனங்காணப்பட்டன. விளக்கவியல் ஆய்வுமுறை, வரலாற்று ஆய்வுமுறை என்பனவும் தரவுப்பகுப்பாய்வில் பயன்படுத்தப்பட்டுள்ளன. ஆங்கிலமரபிலமைந்த விதிமுறையைத் தமிழ்நூல்களுக்கான பட்டியலாக்கத்திற்குப் பிரயோகிக்கும்போது பின்வருவன போன்ற சவால்களை நூலகப்பட்டியலாளர்கள் எதிர்கொள்கின்றமையை இனங்காணமுடிகின்றது. இத்தகையசவால்களை இனங்காண்பது இவ் ஆய்வின் பிரதான நோக்கமாகும்.

இலங்கை, இந்தியா போன்ற கீழைத்தேயநாடுகளிலிருந்தே அதிகளவில் தமிழ்நூல்கள் வெளிவருகின்றன. இப் பிரதேச எழுத்தாளர்களில் பெரும்பாலானோர் தமது சொந்தப்பெயருடன் தமது குடும்பப்பெயர், இனம், சாதி, தமது பிறந்த ஊரின் பெயர் போன்றவற்றை பிரிக்கமுடியாதவாறு இணைத்துக்கொள்ளும் மரபு காணப்படுகிறது. இது ஆக்கத்திற்குப் பொறுப்பானவரின் பெயரைச் சரியாக இனங்காண்பதில் தெளிவற்றநிலையை ஏற்படுத்துகிறது. இவ்வாறே பொதுவாகப் பெண் ஒருவர் திருமணத்திற்கு முன்னர் தந்தையின் பெயரையும், திருமணத்தின் பின்னர் கணவரின் பெயரையும் சட்டரீதியாக பயன்படுத்துவார். இந்நிலையிலும் ஆக்கத்திற்குப் பொறுப்பானவரின் பெயர் சரியாக இனங்காணப்படுவதில் குழப்பநிலைஉருவாகிறது. ஆக்ககர்த்தா ஒரேபராயினும் தந்தையின் பெயரை அல்லது கணவனின் பெயரை அல்லது இண்டையும் மாற்றிமாற்றிப் பயன்படுத்தும் சூழ்நிலையும் உள்ளது. இன்னொரு நிலையில் ஒருஆசிரியர் இலக்கியகர்த்தாவாகப் புனைபெயரிலும் அவரே ஆராய்ச்சி மற்றும் பாடநூல்களை இயற்பெயரிலும்

வெளியீடுசெய்யும்போது ஆசிரியரின் நூல்களை ஒரிடப்படுத்திக்காட்ட இயலாத சூழ்நிலை ஏற்படுகின்றது. க.குணராசா என்பவர் 'செங்கைஆழியான் எனும் புனைபெயரில் எழுதிய' காட்டாறு என்ற நாவலையும், இயற்பெயரில் வெளியிட்ட புவியியல் நூலையும் பட்டியல் பதிவின் ஆசிரியர் அணுகுகை ஒன்றாகக் காட்டவில்லை. இவ்வாறே ஒரு ஆசிரியர் ஆங்கிலத்திலும் தமிழிலும் நூல் எழுதும்போது இறாக்கையில ஒரிடப்படுத்திக் காட்டமுடியாத சூழ்நிலை காணப்படுகிறது. K. Sivathambiயின் 'Tamil Literary Histrory' எனும் நூலையும், கா. சிவத்தம்பி எனவர் தமிழில் வெளியிட்ட 'இலக்கியமும் கருத்துநிலையும் என்ற நூலையும் ஒரிடத்தில் கோவைப்படுத்திக் காட்டமுடியவில்லை.

அழைப்புஎண் (Call No) உருவாக்கம் சார்ந்தும் பலபிரச்சினைகள் இனங்காணப்படுகின்றன. பட்டியல் பதிவின் பிரமதலையங்கத்தின் முதல் மூன்று எழுத்துக்களையும் பகுப்பாக்க எண்ணையும் இணைத்து அழைப்புஎண்ணை உருவாக்கும்போது பிரதேசமுதன்மை கருதி முதல் மூன்று எழுத்துக்களையும் தமிழில் குறிப்பிடும் தன்மை பொதுநூலகப் பட்டியலாக்கத்தில் காணப்படுகிறது. எஸ். பொன்னுத்துரை எழுதிய 'நனவிடைத் தோய்தல் எனும் நூலின் பட்டியல் அட்டையின் அழைப்பு எண்ணின் ஆசிரியர் குறியீடாக "பொ" எனக் குறிப்பிடுவதா "பொன்னு" எனக் குறிப்பிடுவதாஅல்லது "PON" எனஎழுத்துப் பெயர்ப்பு முறையைப் பயன்படுத்துவதா என்பதும் தெளிவு பெறவேண்டியதாகஉள்ளது. அதாவது அழைப்புஎண்ணில் குறிப்பிடவேண்டிய முதல் மூன்று எழுத்துக்களைத் தெரிவுசெய்வதில் தமிழிலுள்ள ஒ, ஏ, ஐ போன்ற உயிர்குறியீடுகளை எழுத்துக்களாக கருதுவது பொருத்தமானதா என்பதும் ஆய்வுக்குரியதாகும். அழைப்பு எண்ணின் கருத்துசரியாகப் புலப்படுத்தவேண்டியது பட்டியலாக்கத்தில் மிகவும் அவசியமானதாகும்.

ஆலயங்கள், பாடசாலைகள், இலக்கியமற்றும் சமயம் சார் மன்றங்கள் போன்ற நிறுவனங்களின் வெளியீடுகளை பட்டியலாக்கம் செய்யும்போது பிரதமபதிவின் தலையங்கங்களைத் தெரிவுசெய்த பின்னர் அவற்றைத் தொடர்புள்ள வகையில் தனித்தனியாக ஒழுங்கமைத்தல் பற்றியும் தெளிவான தீர்மானங்கள் தேவைப்படுகின்றன. எடுத்துக்காட்டாகப் பாடசாலைகள் என்ற ரீதியில் நாட்டில் பல இந்துக் கல்லூரிகள் உள்ளன. அவற்றில் ஒவ்வொன்றையும் தனித்தனியாக ஒழுங்குபடுத்துதலிலும் தெளிவின்மை காணப்படுகின்றது. இவ்வாறே இந்துக் கோயில்களுள் நாடுமுழுவதிலும் பலபிள்ளையார் கோயில்கள் உள்ளன. அவற்றுள் அந்தந்தப் பிரதேசத்திற்குரிய பிள்ளையார் கோயில்களைத் தனித்தனியாக ஒழுங்கமைத்தல் போன்ற விடயங்களில் தீர்மானங்கள் தேவைப்படுகின்றன. தமிழ்ப் பெரும் காப்பியமான இராமாயணம் ஆங்கிலத்தில் வெளிவரும்போது தமிழ்மொழியிலமைந்த இராமாயண நூல்களோடு எவ்வாறு கோவைப்படுத்துவது பட்டியற் பதிவிலே'Iramayanam' எனக் குறிப்பிடுவது பொருத்தமானதா அல்லது'Ramayanam'எனக் குறிப்பிடப்படுவது பொருத்தமானதா என்பது சவாலாகஉள்ளது. மும்மொழிகளில் வெளிவரும் அரச ஆவணங்களைப் பட்டியல் செய்யும் போது அதன் அழைப்புஎண் உருவாக்கம் தொடர்பாகவும் தெளிவான தீர்மானங்கள் அவசியமானவையாக உள்ளன.

பெறப்பட்ட தரவுகளைப் பகுப்பாய்வு செய்துகொண்டதன்படி தமிழ் நூல்களைப் பட்டியலாக்கம் செய்யும்போது பல்வேறுவகையான சவால்கள் எதிர்கொள்ளப்படுகின்றன என்பது இனங்காணப்பட்டநிலையில் அவற்றைக் குறைத்துக் கொள்ளக்கூடிய வழிவகையுள் முதலாவதாகக் குறிப்பிடக்கூடிய கருத்து எல்லாவகையான பிரச்சினைகளையும் சரியாக இனங்கண்டு பொருத்தமான அதிகாரக்கோவை ஒன்றை எழுத்துநிலையில் பேணுவதுடன் அவற்றைச் சரியானமுறையில் பின்பற்றுவது அவசியமானதாகும். அங்கீகரிக்கப்பட்ட

எழுத்துப் பெயர்ப்புத் திட்டத்தையும், சர்வதேசமொழியாகிய ஆங்கிலமொழியின் பிரயோகத்தையும் மேற்கொள்வதன் மூலம் அழைப்புணண் உருவாக்கம் சார்ந்தபிரச்சினைகளைக் கட்டுப்படுத்திக்கொள்ள முடியும். தமிழ்மொழி மூலமான தேடுதலை அதிகம் கொண்ட வாசகர்களே காணப்படுவதால் அரசஆவணங்கள் போன்ற மும்மொழி ஆவணங்களுக்குரிய பிரதமபதிவை தமிழ்மொழிக்கு வழங்கலாம். மூன்றுமொழி நூல்களிலும் தமிழ்மொழிக்கான அழைப்புணண்ணைப் பயன்படுத்துவதன் மூலம் மொழிவேறுபாடு காரணமாக ஒரேவிடயம் சார்ந்த நூல்கள் வேறுவேறாக ஒழுங்கமைப்பது தவிர்க்கப்பட வாய்ப்பு ஏற்படும். இன்றைய நூலகங்களில் கணினிவழியானதகவல் தேடல் இடம்பெறுவதால் பொருத்தமான விடயத் தலையங்கங்களை வழங்கி விடயரீதியானஅணுகுகைக்குவாசகரைப் பழக்கப்படுத்தலாம். எவ்வாறாயினும் எமது பிரதேசம் சார்ந்தவிடயங்களை முன்னிலைப்படுத்திய பட்டியலாக்க விதிமுறையொன்றை எதிர்காலத்தில் உருவாக்கிக்கொள்வது இத்துறை சார்ந்த இன்றியமையாத தேவையாக உள்ளது.

திறவுச்சொற்கள்: நூலகவியல், நூலகத்தகவல் ஒழுங்கமைப்பு, நூலகப் பட்டியலாக்கம்.

Challenges in modernising public libraries in Jaffna district

Anitha Krishnasamy[1]

Abstract

Libraries play a very important role not only in developing the basic knowledge of the society but also in developing and protecting the art, culture and history of the ethnic community. Moreover, libraries being one of the basic needs of all the people, help them in accessing the various information at ease. Nowadays libraries are developed and modernized in such a manner they are capable of delivering services quickly and easily. Having said that, libraries in developed countries are well equipped to compete with the technical advancement, but libraries from the developing countries are yet to be developed. To face the challenges of this modern computerized and advanced internet world, libraries have to be technically developed from the traditional method to match with their speed and ability. The standards of libraries can be improved by developing the infrastructure of the libraries, implementing 5S principle, introducing new themes to expand the services and reach, computerization, creating e-library, modernizing the children's section and maintaining greenery all around the library premises. The objective of this study is to examine the present status of 60 libraries in Jaffna district, with regard to development, problems involved in modernizing the libraries and thereby reporting suitable solution for the issues to modernize, these libraries in the future. This research was conducted in 60 libraries functioning within the 17 local Authorities. Questionnaire was prepared and distributed to the 17 members of the local Authority Administrative officer and 60 library staffs. Information based on development, present status of libraries, issues in modernizing them were collected through that questionnaire. We also conducted interviews and group discussions with staffs, to collect data. The collected data was analyzed and a statistical report was prepared using charts. There are 60 public libraries (municipal council - 06, urbancouncil -05, pradeshiyashaba- 49) under the local government in the Jaffna Provincial council (municipal council-01, Urban counci- 03, pradeshiyashaba - 13). Among 60 libraries, only 42 libraries have been standardized by national library in srilanka. Only 5 libraries have been established with e-library facility. 80% of the library users / readers have said that the libraries aren't modernized; 16% have acknowledged that these libraries have been modernized to an extent and 4% agreed that these libraries have been modernized. Moreover, 95% of the students have indicated that there are positive signs of modernization whereas 5% of the students have registered

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[1] *Public Library, Kokuvil e-mail:* <u>anitha9977@hotmail. com</u>

their concern over the lack of infrastructure and space. 95% of the readers have shown their interest in the libraries being modernized.

We have analyzed the reasons for the libraries not being modernized even though they have all the necessary factors in their favor. The main reason for this has been the shortage of well trained library staffs (32%). This has been the reason for the libraries being neither modern nor developed. The numbers of library staffs are few in number in comparison with the quality of books available in the library. We could find libraries with only one librarian (one man library) and libraries functioning with the help of an assistant librarian too. Apart from that, lack of resource (25%), lack of fund (9%) , lack of technical knowledge (5%), lack of professional training (5%), lack of support from head of the department (4%), lack of enthusiastic librarians (4%), lack of establishment of equality among the libraries of same council (4%) lack of standardization of libraries (3%), lack of healthy relationship and cooperation among the libraries (3%), lack of space (2%), work load (1%), lack of realization of the value of books (1%) lack of participation from the readers and enthusiasts (1%), lack of healthy relationship and cooperation among the libraries (3%), lack of basic needs (1%), have also been the important factors that impact the growth of libraries. We have also framed various solutions for the above mentioned issues. Manpower shortage in the libraries of Jaffna province should be rectified by recruiting new library staffs. There is a shortage of about 30% library staffs in Jaffna province at present. Appointment and promotion for the library staffs need to be provided on time. Maintaining a good understanding and supportive relationship with the National libraries; reporting the status of the library to the higher officials and getting their full support; inviting higher officials to take part in the group discussions of the librarians; librarians and library staffs should work with dedication, sincerity, responsibility, unity and passion for their profession; providing sufficient resource and facilities to the libraries; increasing the fund; standardizing the libraries; providing support schemes; creating awareness on the importance of libraries; getting advises from social activists; establishing good team work among the library staffs, librarians and higher officials; conducting professional job oriented workshops; maintaining uniformity among the libraries; building modern libraries with all the basic needs; communicating with professional from other fields; are the few suggestions set forward from this research summary. It shows that it is very much feasible to develop Jaffna libraries to help the society constructively forever.

Key Words: *Public libraries - modernization, public libraries - Jaffna, modernizing libraries.*

யாழ் மாவட்டபொதுநூலகங்களைநவீனமயப்படுத்தலும் எதிர்கொள்ளும் சவால்களும்

அனிதா கிருஸ்ணசாமி

ஆய்வுச் சுருக்கம்

ஒரு நாடு எந்தவொரு துறையிலும் வளர்ச்சியடைவதற்கு அறிவியல் ரீதியான வளர்ச்சி இன்றியமையாததாகக் காணப்படுகிறது. சமூகமொன்றின் அடிப்படை அறிவை வளர்ப்பதில் மட்டுமல்லாது, ஒரு இனத்தின் கலை கலாச்சாரம், பண்பாடு, வரலாறு என்பவற்றைப் பேணிப் பாதுகாப்பதிலும் பொதுநூலகங்கள் பெரும் பங்காற்றுகின்றன. மேலும் மனிதனின் அடிப்படைத்தேவைகளுள் ஒன்றாக விளங்கும் தகவலைப் பெறுவதற்கு அனைத்துத் தரப்பினருக்கும் பொதுநூலகங்கள் துணைநிற்கின்றன. இன்றைய தகவற் தொழில்நுட்பப் புரட்சியுகத்துக்கு ஈடுகொடுக்கக் கூடியவகையில் தகவல்களை இலகுவாகவும், விரைவாகவும் பெறக்கூடிவாறு பொதுநூலகங்கள் வளர்ச்சியடைந்து நவீனமயப்படுத்தப்பட்டுக் காணப்படுகின்றன. எனினும் நவீனமயப்படுத்தலில் வளர்ச்சியடைந்த நாடுகளிலுள்ள நூலகங்களைப் போன்று வளர்ச்சியடைந்துவரும் நாடுகளிலுள்ள நூலகங்கள் விருத்தியடையவில்லை என்பது கண்கூடு. நவீனகால தகவற்தேவைகளுக்கு முகங்கொடுக்கக்கூடியவகையில் நூலகங்களின் பாரம்பரிய சேவைமுறைகளிலும் செயற்பாடுகளிலும் மாற்றங்களும் நவீனமயப்படுத்தலும் இன்றியமையாததாகும். நூலகங்களின் உட்கட்டமைப்பு வசதிகளை விருத்திசெய்தல், 5S முறையினை நடைமுறைப்படுத்தல், புதியவிரிவாக்கல் சேவைகளை அறிமுகப்படுத்தல், நூலகசெயற்பாடுகளை கணனிமயப்படுத்தல், இலத்திரனியல் நூலகத்தினை உருவாக்கல், சிறுவர் பகுதியை நவீனமயப்படுத்தல், நூலகவளாகத்தில் பூங்காக்களை உருவாக்குதல் போன்ற செயற்பாடுகள் மூலம் நூலகங்களை நவீனமயப்படுத்தமுடியும். யாழ் மாவட்டத்தைச் சேர்ந்த பொதுநூலகங்களின் நவீனமயப்படுத்தல் தொடர்பில் இவ் ஆய்வானது மேற்கொள்ளப்பட்டுள்ளது.

யாழ் மாவட்டத்தைச் சேர்ந்த **60** பொதுநூலகங்களினதும் தற்போதையநிலை, வளர்ச்சிபோக்குமற்றும் நவீனமயமாக்கலில் எதிர்நோக்கும் சவால்கள் தொடர்பில் ஆராய்ந்து பொருத்தமானதீர்வுகளையும் ஆலோசனைகளையும் முன்வைப்பதனூடாக எதிர்காலத்தில் இந் நூலகங்களை நவீனமயப்படுத்தப்பட்ட, இலத்திரனியல் நூலகங்களாக மாற்றியமைத்து சிறந்தசேவையை சமூகத்துக்கு வழங்குவதே இவ்வாய்வின் முக்கியநோக்கமாகும். .
இவ் ஆய்வானது யாழ் மாவட்டத்திலுள்ள 17 உள்ளுராட்சி சபைகளைகளின் கீழ் இயங்கும் பொதுநூலகங்கள் (n=60) தொடர்பில் மேற்கொள்ளப்பட்டது. ஆய்விற்காக குறித்த உள்ளுராட்சி சபை உறுப்பினர்கள் (n=17),நிர்வாகிகள் (n=17), மற்றும் நூலக பொறுப்பாளர்களுக்கு (n=60) வினாக்கொத்துகள் விநியோகிக்கப்பட்டு நூலக நவீனமயமாக்கல் தொடர்பில் தற்போதைய நிலை, எதிர்கொள்ளும் சவால்கள் தொடர்பில் தகவல் திரட்டப்பட்டது. மேலும் துறைசார் நிபுணர்கள், நிர்வாகஅதிகாரிகளுடனான நேர்காணல் மற்றும் களஆய்வு மூலமாகவும் தகவல்பெறப்பட்டது. பெறப்பட்ட தகவல் அனைத்தும் புள்ளிவிபரவியல் ரீதியாகவும், பண்புசார்ரீதியாகவும் ஆராயப்பட்டு பெறுபேறுகள் அட்டவணைகள், வரைபடங்களைப் பயன்படுத்தி அறிக்கையிடப்பட்டன.

யாழ் மாவட்டத்தில் உள்ளஉள்ளுராட்சி சபைகளைகளின் (மாநகரசபை– 01,நகரசபை-03,பிரதேச சபை – 13) கீழ் 60 பொது நூலகங்கள் (மாநகரசபை நூலகங்கள் -06, நகரசபை நூலகங்கள் -05, பிரதேசசபை நூலகங்கள் -49) அமைந்துள்ளன. இவற்றில் 42 நூலகங்களே தேசியஆவணவாக்கல் சபையின் தரப்படுத்தலுக்கு உட்படுத்தப்பட்டுள்ளன. **ஐந்து** நூலகங்களே இலத்திரனியல் நூலகசெயற்பாடுகளை முன்னெடுக்கின்றன. நூலகங்களின் நவீனமயப்படுத்தல் தொடர்பாக 80%ஆனவர்கள் தங்களது நூலகங்கள் நவீனமயப்படுத்தப்படவில்லைஎனவும் 16%ஆனோர்

ஒரளவு எனவும் 4%ஆனவர்கள் நவீனமயப்படுத்தப்பட்டுள்ளது எனவும் கருத்து தெரிவித்திருந்தனர். மேலும் 95%மாணவர்கள் நவீனமயபடுத்துவதற்கு ஏற்ற அகப்,புறச் சூழல் காணப்படுவதாக குறிப்பிட்டுள்ளனர். 5%ஆனவர்கள் இடப்பற்றாக்குறை, கட்டடவசதியின்மை போன்ற காரணங்களை முன்வைத்துள்ளனர். நூலகம் நவீனமயப்படுத்தப்படவேண்டுமென்பது தொடர்பில் ஆர்வம் உள்ளதாக 95%ஆனவர்கள் குறிப்பிட்டுள்ளனர். நூலகங்கள் நவீனமயப்படுத்துவதற்கு ஏற்ற சூழல்,ஆர்வம் இருந்தும் நவீனமயப்படுத்தப்படாமல் இ ருப்பதற்குப் பின்வரும் காரணங்கள் ஆய்வில் இனங்கண்டுள்ளது. நூலகங்களில் நிலவும் ஆளணிப் பற்றாக்குறையே(32%) நூலகங்கள் நவீனமயப்படுத்தப்படாமலும் வளர்ச்சியடையாமலும் இருப்பதற்கு முக்கிய காரணமாகக் கண்டறியப்பட்டுள்ளது. எந்த ஒரு நூலகத்திலும் நூலகத்தின் தரத்துக்கு ஏற்ப ஆளணியினர் காணப்படவில்லை. நூலகர் ஒருவரை மட்டுமே கொண்டுள்ள நூலகங்களும் (one man library) நூலக உதவியாளர்களின் உதவியுடன் இயங்கும் நூலகங்களையும் அவதானிக்கமுடிந்தது. அத்துடன் வளப்பற்றாக்குறை(25 %), நிதிஒதுக்கீடுபோதாமை(9%), நவீன தொழில்நுட்ப அறிவின்மை(5%), தொழில் சார் பயிற்சியின்மை (5%), தாய் நிறுவனத்தின் ஒத்துழைப்பின்மை(4%), நூலகர்களின் ஆர்வமின்மை(4%), குறித்தொரு உள்ளுராட்சிசபையின் கீழ் இயங்கும் நூலகங்களுக்கிடையே சமச்சீரானதன்மை பேணப்படாமை (4%), நூலகங்கள் தரப்படுத்தப்படாமை(3%), நூலகங்களுக்கு இ டையே கூட்டுறவுத் தன்மைபேணப்படாமை (3%), இடப்பற்றாக்குறை (2%), வேலைப் பழு(1%), நூலகங்களின் முக்கியத்துவம் உணரப்படாமை(1%), சமூகஆர்வலர்கள்,வாசகர்களின் பங்களிப்பின்மை(1%), அடிப்படைவசதியின்மை(1%), ஆகிய காரணிகளும் செல்வாக்கு செலுத்துவது இனங்காணப்பட்டது.

இனங்காணப்பட்ட இப்பிரச்சனைகளுக்குத் தீர்வாக பின்வரும் ஆலோசனைகள் முன்வைக்கப்படுகின்றன. ஆளணிஉருவாக்கமும் உள்ளீர்ப்பினும் ஊடாக யாழ்மாவட்டத்தில் நிலவும் நூலகர்கர்களுக்கான வெற்றிடங்கள் உடனடியாக நிரப்பப்படவேண்டும். தற்பொழுது யாழ் மாவட்டத்தில் 30%மான நூலகருக்கான வெற்றிடங்கள் காணப்படுவதாக அறியக்கிடைக்கிறது. மேலும் நூலகநியமனங்களையும் பதவிஉயர்வுகளையும் உரியநேரங்களில் வழங்கல், தாய் நிறுவனத்துடன் நெருக்கமான தொடர்பைப் பேணுதல், மேலதிகாரிகளுக்கு நூலகசெயற்பாடுகள் தொடர்பான விளக்கங்களை வழங்கி அவர்களது முழுமையான ஒத்துழைப்பைப்பெறல், நூலகர்களுக்கான கருத்தரங்குகளில் மேலதிகாரிகளையும் உள்வாங்கல், நூலகர்கள், நூலகஉத்தியோகத்தர்கள் திறமையுடனும் அர்ப்பணிப்புடனும் ஒற்றுமையுடனும் செயற்படுதல், நூலகத்தில் பணிபுரியும் அனைத்து உத்தியோகத்தர்களும் பொறுப்புடனும் கவனத்துடனும் செயற்படல். நூலகங்களுக்குத் தேவையான வளங்களையும் வசதிகளையும் ஏற்படுத்திக்கொடுத்தல். · நிதிஒதுக்கீட்டை அதிகரித்தல், நூலகங்களைத்தரப்படுத்துதல், சுற்றுநிருபங்களுக்குஅமைவாக சலுகைகளை வழங்கல், நூலகங்களின் முக்கியத்துவத்தினை உணர்த்துதல், சமூகஆர்வலர்களின் ஆலோசனைகளைப் பெறல், மேலதிகாரிகள், நூலகர்கள், நூலகஉத்தியோகத்தர்கள் கூட்டாக இணைந்துசெயற்படல், தொழில்சார் பயிற்சிப்பட்டறைகளை நடாத்துதல், நூலகங்களுக்கிடையே சமச்சீர் தன்மையைப் பேணல், அடிப்படைவசதிகளுடனான நவீன நூலககட்டடத்தை அமைத்தல், நூலகவியல் துறைசார் நிறுவனங்களின் ஆலோசனைகளைப் பெறல் போன்ற செயற்பாடுகளை இவ்வாய்வானது பரிந்துரைக்கின்றது. இதன் மூலம் சமூகத்துக்கு சிறந்தசேவையை வழங்கக்கூடிய நிறுவனங்களாக யாழ் மாவட்ட பொதுநூலகங்களை வளர்த்தெடுக்கமுடியுமென எதிர்பார்க்கப்படுகிறது.

திறவுச்சொற்கள்:பொதுநூலகங்கள் - நவீனமயப்படுத்தல், பொதுநூலகங்கள் - யாழ்ப்பாணம், நூலகங்களை நவீனமயப்படுத்தல்

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