

**ජාතික පුස්තකාල විමර්ශන**  
**தேசிய நூலக நோக்கு**  
**NATIONAL LIBRARY REVIEW**



# ජාතික පුස්තකාල විමර්ශන தேசிய நூலக நோக்கு NATIONAL LIBRARY REVIEW

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தேசிய நூலக ஆவணவாக்கல் சேவைகள் சபை  
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## Editor's Note

**L**ibrary science is an interdisciplinary field which combines the principles and practices of library administration. The disciplines that are associated with library science are education, management, and Information technology. The main objective of any library is to accumulate, organize, preserve and disseminate information resources.

The role of library science is to provide a combined service of research and teaching. It contributes to the knowledge base of professionals and helps in preparing them to achieve excellence. Library science is one field which has changed tremendously in the past 20 years which makes it more challenging than any other profession. The library science course will help in designing and improving libraries.

In the digital age, the importance of librarians and library science is increasing. Library professionals are the one who are completely involved in providing information services to professionals and organizations. In the modern digital age, the need for quality and filtered information has grown up and so librarians have a major role to play. This has increased the scope for library science in this digital age.

This journal contributes into considerable extent to achieve the above objectives. This journal covers not only the articles in library and information field, but also the articles on other related fields.

As the editor it is my pleasure to work with such accomplished authors and my great thanks are given to each authors. And specially I thank all the reviewers of the articles of this journal.



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# Role of Open Access E-Repositories of Sri Lanka in the Commercial E-Repository Environment

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## **Abstract**

*Although information business in the world is dominated by commercial resource suppliers today, users of academic libraries expect free access to information they need. High subscription prices and various access restrictions of commercial e-repositories hinder the library's effort to provide free information for their patrons. This issue is specially occurring in developing countries due to budgetary restrictions and unavailability of modern technology. In this circumstance, Open Access (OA) concept has been popular among scholarly communities and many institutions today have initiated OA e-repositories to serve the users under a sharing basis. This movement in Sri Lanka still seems in the developing stage and is getting more attention from users as well as librarians. Open Access e-repositories have a great role to play in order to save the user from hands of commercial profit oriented information providers and to serve the people with free access to information. Scholarly communities, librarians and funding agencies need to collaborate to make this process easy and successful. Poor content, lack of proper policies, and lack of awareness were found as barriers to this process.*

## **Introduction**

Access to knowledge is a crucial factor in the Information Age - the era of knowledge based economy prevailing today. The continuous explosion of knowledge in a huge bulk has occurred not only in the Science, technology and medicine (STM) areas, but also in the fields such as Social Science, Humanities, culture, entertainment, tourism and economics. Being compatible with this explosion, publishing industry too has had a huge development.

Apart from the traditional and conventional means of publishing in the information industry, various types and formats of information sources have emerged in the market. It requires users have a basic knowledge and a training to use these resources. Libraries as the main agents who provide information to the society, have to play a wider and a rather complex role in identification, accumulation, organization and dissemination of knowledge to individuals in a way their requirements are met effectively and efficiently. The struggle of librarians to deal with the deteriorating budgets and the increasing demand for newest information are being hardening due to the rapidly increasing prices of information resources and the difficulty to be adjusted with the innovative technology emerging in the information service sector.

As information is an essential element to create new knowledge in every area of concern like education, research and industry, information services sector has to play a vital role in the knowledge business. Economies those have much information in the world tend to dominate the world with the power of information. Information leads to knowledge and knowledge is the most powerful element in the modern world. Hence, information earns much demand and it seems to appear a wide gap between information rich and information poor in the economies today. To narrow this gap, measures should be taken to transfer information and knowledge throughout the world without restrictions like cost, access control and undue censorship. One of ways to support this process is the facilitating of the free flow of information.

Due to the emergence of information products and services in high volumes and multiple formats in the global setting; the information retrieval process that is identification, filtering and accessing to a bulk of information has become much difficult. Much support has been facilitated in order to overcome the barriers such as geographical dispersion, language based localization, and diversity of formats of sources though networking, developing of translation software and implementing of digitizing and format compatibility mechanisms.

As a result of these innovations, a large market has been emerged in the field and large profit commercial publishing companies in the information industry have been able to grab a large portion of the available market. Moving from

print mode to electronic mode, they tended to build up huge databases which have a potential to earn a big profit with a minimum cost of expenditure. Being competitors with each other and in some occasions having joint ventures as well; commercial vendors, aggregators, publishers and intermediaries have intervened the information business in a large scale.

Although a number of databases and full text e-repositories are available in the market with sophisticated access facilities to their contents, users of libraries have happened to seek for librarians support because of the high access fees and lack of expertise to properly locate, filter, evaluate and retrieve information they need. "Users want free and unfettered access to information from anywhere, anytime. Commercial vendors must charge a fee for and restrict the access to the value-added bundling of electronic library resources and delivery system they provide" (Covey 2003, p.579).

Information seeking behavior of users and their expectations has also been changed with the use of the Internet. The common trend in the modern information seeking behavior is to search the Internet first and then search the library to find more precise information relevant to the task. Even in using the library, most users prefer to login to the library remotely without physically entering into the library building. The modern complex social behavior of people compels them to access information online quickly and on the spot when it is needed.

Consequently the role of the library also has been changed as the librarians (specially academic and special librarians) have to face many challenges with the issues of fulfilling user expectations. "User satisfaction is multi dimensional, occurring within a framework of expectations comprised of the information seeking task, the functionality of the retrieval system used, the assistance provided to users own abilities and immediate goals, and the information retrieved" (Covey 2004, p.5).

Librarians' challenges occur not only in the accumulation and dissemination of knowledge but also related to the mechanisms and format required by users. Librarians have to build up e-resource collections by converting the existing printed materials into electronic form, purchasing access license to commercial databases, and creating of digitally born resources on their own. Users mostly require free access to information and librarians need to request more funds from parent organization and finally bargain with aggregators, vendors and publishers for affordable prices when signing agreements. The current trend in this regard is to establish Open Access initiatives in the library and encourage the knowledge creators and governments to contribute to open access process.

This paper attempts to explore the role of Open Access e-repositories in Sri Lanka in the prevailing information service environment dominated by commercial e-repositories today. The paper observed the conceptual analysis as the method and the existing OA e-repositories in Sri Lanka were explored by searching the Internet and logging to the URLs of particular Institutional Repositories (IR) listed in National Science Foundation website. Emphasis was made on content, structure, links, subject coverage and policies of OA e-repositories.

### **Electronic publishing**

Publishing process involves the production and dissemination of literature, music or information and is the activity of making information available to general public. As the traditional print-base information sources can no longer satisfy the present demand for information, many publishers in the world tend to publish their information products in electronic form while some others tend to maintain hybrid mode publishing: print and electronic. As a result of electronic publishing a variety of e-resources came in use through last three decades. Now, anyone can enjoy e-books, e-pubs, digital magazines, e-newspapers and so on.

The emergence of e-information services was caused to open new gateways for researchers, scholarly communities and information industry. Electronic resources setup in the networked environment has enabled the user overcomes the territorial, geographical and time barriers associated with the access to information.

In comparison to print resources, e-resources have several advantages viz. easy access to resources, simultaneous access by several users at a time, prospective as well as retrospective searching, speedy access across territories, augmentation with hypertext, hypermedia and multimedia and variations in layout.

Electronic publishing is mostly popular in scientific publishing. Many of peer reviewed scientific journals appear in the form of e-journals and e-proceedings. Millions of e-publications are added to the information market every year and now it is common that books, magazines, and newspapers are distributed to customers in tablet reading devices. Electronic publishers are also popular as they can provide quick gratification for late-night readers and provide books that are not found in standard book retailers and books written by new authors (Singh 2013 p. 251).

Two types of publishers can be seen in the industry: non paid publishers and paid publishers. Non paid publishers do not charge authors to publish his/her work and the ownership of the publication and the copyright of the creation

is retained with the publisher. Paid publishers charge the author to publish his/her book or article and the author has the full right to sell or market the publication. This type of publishing also called 'vanity publishing' (Wikipedia).

### **Commercial e-repositories**

Content industry has been matured in last two decades in scale as well as scope (Feijoo, et al. 2013). Business oriented companies including dominant publishers, database vendors and information aggregators build up e-repositories for profit purposes. The content of their repository is enriched with e-books, journal articles, research reports, proceedings and manuscripts obtained through signing copyright agreements with authors, and purchasing of access licenses from publishers etc. Some of these e-repositories have powerful search tools and training kits for users.

Today it is popular that libraries individually or as a group subscribe to e-resources packed and bundled by aggregators to suit the requirement of the particular library. Consortia subscription is practiced among them as a strategy to tackle with budget limitations.

Many databases are commercial electronic information services that people reach through the Internet. The information packager or reseller is referred to by such names as online database, online service, interactive service, information provider, service provider or content supplier. These online services sell data and information to their clients and deliver the information through the Internet. The computer storing the seller's information is referred to as a host (Curtis 2011).

Commercial e-repositories can be purely subject-specific or multidisciplinary and can be of various types depending on the natures of contents. Some repositories cover only metadata while some others provide abstract and full-text of the document. Thus there are indexing databases, citation databases and full-text databases in the market.

While anyone can download, or electronically copy, information from the Internet, businesses with data for sale see protection of their copyright material as a necessity. To protect their intellectual property, companies sometimes go so far as to encrypt the data they sell via the Internet. To make that information useful, they provide decoding keys to buyers of the data. Of course, that scheme alone doesn't prevent buyers from then repackaging and reselling the data (Wikipedia).

As Wikipedia describes commercial online service operators offer their customers access via the Web. To obtain access from home or office, a researcher navigates

the Web to the database's home page. Typically, an authorization number and password are required to enter a publisher's commercial database.

Searching tools and access mechanisms may also vary from repository to repository. Many access providers provide online login through password access and some provide IP level access to facilitate the institutional subscription. "Access restriction is the only way in which vendors disappoint libraries and contribute to reduction in service quality. Many vendor products are not easy to use and it requires a sufficient training. Users sometimes won't be able to use the repositories without training. Some vendors have training tools too included in the package" (Covey 2003).

### **Library's role in the commercial environment**

Libraries of institutions and organizations need to subscribe to commercial e-repositories in order to provide the access facilities to users free of charge. A large portion of annual allocation should be left aside for this purpose and the rapidly increasing journal (subscription) prices and deteriorating annual library budgets make this process worsen. "Librarians are doing what they can to remove barriers and facilitate convenient easy access to and use of quality resources. However, they can't do it alone. They need the support from commercial vendors from whom they license online resources" (Covey 2003, p.580).

Today librarians are much privileged to subscribe to hundreds of e-databases and thousands of e-resources instead of buying huge volumes of printed resources. Electronic resources relevant to one's need are mostly available through the Web and users have 24 hour access to them. Vast amount of indexing databases, abstract and full-text databases and cross link facilities to navigate information through computers and even with mobile phones are available for users.

Information requirements of users are time based and task oriented, and users cannot afford to purchase each and every piece of information they need. Therefore, they have to come to a central facilitator like library to seek for information with less cost or no cost. Thus the librarian's role is prominent in the information business and his/her main role is to provide information to the patrons of the library through purchasing, subscribing or any other means without giving price burden to users.

### **Emergence of Open Access movement**

The issue of access to scientific resources was not new as it involved the practice through which copyrights are transferred from authors to publishers. This created publishers' monopoly of access control (Machado, 2013, p. 120). High

subscription price, control of access, ownership control, restriction to reuse etc. are some limitations that users encounter in the commercial e-resources business. Generally in commercial repositories environment, the subscriber, although he/she has paid for the particular period to use with archival access, he/she is not allowed to download the entire content he/she needs. When the subscription period is over, all the access privileges will collapse and the subscription fee paid for the access leaves nothing. This is a big issue when the library amends the subscription list on user requests. There are so many other hidden restrictions in the subscription agreement. In such a context librarian is trapped by the commercial access provider and is compelled to continue paying to the commercial repository in order to continue the access while the vendor increases the fee year by year. In such a circumstance, librarians and individuals who use commercial e-repositories happen to seek for other sources alternatively to enrich the scholarly communication process. The Open Access (OA) concept was emerged in this context. "OA is a global issue, highlighted by inequalities between developing and developed nations, and largely fueled by financial disparity. Current levels of access in the developing world are insufficient and unstable, and OA has the potential to foster the development of stable research ecosystems" (Jonathan, et al. 2016, p.19).

Researchers, scholars, and scientists create their knowledge products often not for profit purpose but for the increasing of impact for their research. Their financial benefits however, are achieved by commercial publishers and business ventures which collect information products from individuals such as researchers, authors, and scientists. Practically in the publishing industry, it is difficult for a new author to sell his/her manuscript for a good value. Renowned publishers purchase authors manuscripts in cheap prices and they earn a huge profit after printing a bulk of books and selling e-copies to commercial e-repositories. In most cases the author himself has to pay for his manuscript to be published and publisher sells it. For a fact, in conferences normally the author has to pay for registration and other charges to get his research findings published in proceedings. Copyright is automatically transferred to the publisher after submitting the article to the journal. Finally when they are gone to the commercial e-repository – to a second hand vendor, the author may have to pay again to access to his/her own resources.

According to the Budapest Open Access Initiative (2002) open access means its free availability on the public internet. "The new technology is the internet. The public good they make possible is the world-wide electronic distribution of the peer-reviewed journal literature and completely free and unrestricted access to it by all scientists, scholars, teachers, students, and other curious minds. Removing access barriers to this literature will accelerate research,

enrich education, share the learning of the rich with the poor and the poor with the rich, make this literature as useful as it can be, and lay the foundation for uniting humanity in a common intellectual conversation and quest for knowledge" (Budapest 2002, p. 1).

OA concept is supported by digital printing. "The shift from print to digital is likely to accelerate greatly. The delivery of information might become more important than ownership. Open Access business models might become more attractive to avoid the costly venues of commercial publishers" (Henderson & Boch 2010, p. 36). OA permit any user to read download, copy, distribute, print, search or link to the full text document and use for any lawful purpose. The only requirement is the ethical consideration that when one is going to reproduce or distribute he/she should properly acknowledge of the author's work.

OA initiatives intends to the removal of price and access barriers in accessing the full text apart from that to abstract and bibliographic information of the document. (Budapest 2002, Betesda 2003, & Berlin 2003). Van & Born (2006) assert that "Buying and selling of electronic journals continued apace, while the posting and crawling of every kind of free content on the web captured the imagination of the scholarly world. The former was overshadowed by the latter and no wonder... Robust growth of Open Access repositories and the drift toward author self-archiving combined to populate the web with a surprising amount of free content that was initially available only through subscription" (Van & Born 2006, p.39).

Open Access (OA) concept in such an environment gave another direction to the author to rethink of the scholarly communication process. For a work to be OA, the copyright holder must consent in advance to let users copy, use, distribute, transmit and display the work publicly and to make and distribute derivative works in any digital medium for responsible purpose subject to proper attribution of authorship (Suber 2007).

Bethesda Statement of Open Access Publishing describes the expected process of OA archiving is a complete version of the work and all supplemental materials, including a copy of the permission as stated above, in a suitable standard electronic format is deposited immediately upon initial publication in at least one online repository that is supported by an academic institution, scholarly society, government agency, or other well-established organization that seeks to enable open access, unrestricted distribution, interoperability, and long-term archiving (Bethesda 2003). This encourages authors to contribute to OA.



OA literature finds two types: Gold OA and Green OA. The process of the author pays publishing fee and make the resource available for free access to the public is the Gold OA. This is normally the articles delivered by journals. Green OA is the archiving of digital resources and making them public access free of charge. Green OA resources come mostly from self-archiving as preprints in archival repositories or depositing authors copy after printing. The OA movement has been initiated for the purpose of removing price barriers, permission barriers and access barriers to research documents and scientific journals. OA is expected to facilitate users with immediate access rather than delayed while accessing full text but not accessing to links to abstract or metadata (Arachchige 2009).

As a new trend, there are some commercial e-venders to move to OA by releasing a few e-resources open to the public apart from their fee based business models. Anderson (2012) expresses that Elsevier has made some moves to enter OA space, including launching of 25 OA journals and publishing 1200 journals with hybrid arrangements in which authors can opt to pay to make their articles OA. Other commercial and not –for-profit publishers have been adopting for a while, including Wiley, Springer, Nature, SAGE, OUP, PLOS and more. This is good approach however commercial venders' purpose here is to promote their commercial databases. Many of these trends seem to practice as a marketing strategy of their databases businesses in order to increase the visibility of their commercial e-resources. In some cases OA can make some challenge to commercial e-resource business, specially, to the price control purpose. According to Suber (2007), OA journals are economically sustainable because the true cost of per view, manuscript preparation, and OA dissemination are considerably lower than the price we currently pay for subscription based journals.

OA is not to punish or to undermine expensive journals, but to provide an accessible alternative and to take full advantage of new technology – Internet for widening, distribution and reducing costs. It is meant to motivate authors to deliver wider and easier access to a large audience of users. Widen the impact of authors. “The benefits of open access are numerous, for both researchers and the general public, and legal problems can be avoided by proper rights management” (Pappalardo, 2008, p. 28). OA serve the interest of various groups of information seekers, authors, readers, teachers, students, libraries, universities, journals, and publishers funding agencies, governments, citizens etc. Thus encouraging of OA is essential in grounds of social welfare rather than commercialization.

## **OA in Sri Lanka**

Use of Open Source software and searching for free resources on the Internet are common examples for use of OA resources today in Sri Lanka. Scholarly communities and research personnel in Sri Lanka used to use OA resources for a long time. Wijetunge (2017) finds that 65% of librarians use OA resources and 33% of them use OA materials for their research and 60% believes that OA resource fulfill their needs. She agrees that factors like inability to access databases from home, absence of full-text, lack of relevant materials, lack of sufficient subject coverage, lack of computer facilities, lack of time, training and motivation are caused to hinder the use of e-resources.

However, literature related to OA movement in Sri Lanka seems to be rare. Arachchige (2009) has made an attempt to propose a framework for a national level OA repository in Sri Lanka applying lessons learnt from E-LIS – a global level OA e-repository in Library and Information Science and technology.

According to his study, a number of University and Special libraries have attempted to build up digital collections in their libraries during last two decades. At the initial stage they had tried to set up links to free Internet resources on their web pages, store digitally born documents in their servers, and prepare subject gateways to support different interest of their patrons. Access points to subscribed journals and links to e-contents provided by programmes like INASP/PERI were facilitated through their OPAC in later stages. Attempts to build up digital libraries were seen after 2006 and now a number of university and special libraries maintain several servers for different purposes such as OPAC, E-mail, and e-repositories.

Arachchige (2009) in his study identified four institutional level e-repositories and the National Science Foundation (NSF) of Sri Lanka found to make a successful attempt to build up an Institutional e-repository among them. Perera (2013) explaining the NSF's contribution to initiate OA e-repositories in Sri Lanka reveals that there are 21 OA e-repositories in the country at present. Among them there are 3 national level e-repositories (NR), 2 subject repositories (SR) and 16 Institutional Repositories (IR). These IRs include 6 universities and 10 research and other institutions. Apart from these e-repositories there are 49 OA online journals which provide full text articles under Sri Lanka Journal Online (SLJOL). The above OA repositories are now in developing stage and many of them are covering fulltext research papers and postgraduate theses apart from metadata and abstracts. Uploading of full text contents seem to be less in quantity due to lack of awareness among scholars.

In the initiation process NSF contributed to OA by hosting several training programmes on Dspace and Greenstone software, where a number of librarians

from universities and government organizations participated. Under its National Digitization project, NSF is hosting university and special libraries to digitize their local Science and Technology (S&T) resource collections by providing technical support to convert printed resources to digital form, and providing virtual servers who cannot maintain their own servers.

Under the support of SIDA /SAREC project University of Colombo library organized a foreign training programme for university librarians in order to encourage them to initiate digital e-repositories in their institutions.

Adopting to the e-culture various education, research and industrial organization are using OA resources. Thus OA is an essential element for communities in Sri Lanka. According to a recent study 97% of university academics use e-resources for their scholarly works. 29% of them are using commercial e-repositories while 70% of academics seek for information from OA repositories. (Arachchige & Karunaratna 2013).

According to the NSF website (<http://dl.nsf.ac.lk/ohs/>), following OA e-repositories are available in the country:

- NSF National e-Repository
- National Library of Sri Lanka
- Sri Lanka Medical Index
- Central Environment Authority
- Coconut Research Institute
- Department of Census and Statistics
- Department of Irrigation
- Geological Survey and Mines Bureau
- Hector Kobbekaduwa Agrarian Research & Training Institute
- ICTA Digital Repository Content
- Industrial Technology Institute
- International Water Management Institute, Open Archive
- Mahaweli Authority of Sri Lanka
- National Aquatic Resources Research and Development Agency
- National Engineering Research and Development Centre of Sri Lanka Repository
- National Institute of Fundamental Studies

- Rubber Research Institute
- Tea Research Institute
- Open university of Sri Lanka Digital Archive
- Postgraduate Institute of Agriculture - University of Peradeniya
- Rajarata University
- Ruhuna University Digital Repository
- South Eastern university
- Sri Jayawardanapura University Scholar Bank
- University of Colombo Digital Archive
- University of Colombo, Faculty of Medicine
- University of Jaffna
- University of Kelaniya
- University of Moratuwa Digital Library
- University of Peradeniya Digital Library
- Sri Lanka Institute of Information Technology

Libraries in Sri Lanka are still forced to depend on subscribed journals and commercial databases as OA potential is not sufficiently developed so far. For a fact, in regard to universities, in 2008 library system as a whole has subscribed to 1787 journals and 10 databases in addition to 1977850 printed books. The cost for periodical subscription was LKR 83,516,465 (Jayatissa 2009). In 2013, university libraries have spent around Rs.60 million for subscription to periodicals inclusive of approximately Rs. 4.5 million for printed journals and nearly Rs. 13.5 million for subscribing to databases. When we consider the subscription cost of information sources spent by other research institutions and government bodies this figures may be much larger. However, it is discern that allocation for electronic access is becoming larger and access to print materials is getting lesser. Managing the licensing is also a challenge to the library. Effective local licensing requires the adaptation of clear policies and responsibilities.

Thus, in the commercial e-repository environment prevailing in the world with their invasive characteristics, it has been difficult to sustain for libraries in the field. This situation compels the librarians and other authorities to rethink of the available information service structure they practice, and seek for a much cooperative, sustainable and interoperable information service model mostly based on sharing of knowledge between creators and providers with less cost or

no cost at all. Open Access e-repositories are highly important and have to play a great role in this regard.

### **Role of e-repositories**

The e-repositories mentioned above were examined to ascertain the role they play at present to facilitate users with OA. Following is a summary of features found in the investigation:

National Science Foundation (NSF) e-repository and all university e-repositories have tried to build up multi disciplinary collections while other institutions have concentrated on depositing resources related to their institutions only. In regard to the types of e-resources NSF and university repositories have a variety of types like journal articles, theses, research reports, proceedings, past papers, tutorials etc. while other institutions deposited reports of their institution. The number of items seems to be quite limited in all repositories.

All the e-repositories have used the Dspace as the software for the construction and, many variations were seen in the arrangement of communities of the repository. The structure of organizing resources was different from each other. Mostly the categorization of collections differed from each other based on the subjects, types of resources, faculties and categories specific to the institution. The arrangement was mostly based on librarians view rather than user's point of view. Interface of the e-repository seemed to be complex and mixed up with additional links not related to the OA concept in some repositories. Searching tools also were different from each other and seemed to be no uniformity among them. However many of them have setup advanced search and browsing tools.

E-repository should strategically develop relationship with other OA repositories, commercial publishers and scholarly communities. Signing agreements with publishers and organizations which produce knowledge products is essential to develop the content in IRs. There should be clear policies to guide depositors as well as users. Many of the above e-repositories had no policy documents and even the available policy documents were found not clear and comprehensive.

The lacking part of the all e-repositories was the marketing. No programmes found to develop the awareness among scholarly communities, publishers or users. When considered as a whole, the OA e-repositories of Sri Lanka are still in the initial stage and need much effort to develop them in very many ways. The role of e-repositories should be extended in areas such as contents improvement, structural development, strategic application and marketing.

Conceptually as well as theoretically commercial database providers and OA repository play different roles. Commercial environment is operated on profit purposes and OA environment is focused on social welfare. Thus several features

of commercial information providers distinguishable from OA repositories can be identified as follows:

- Commercial information providers operate on profit purposes.
- They use various restriction mechanisms to avoid free access to information resources.
- They are mostly aggregators and deal with knowledge creators to exploit their knowledge and earn profit via intermediation.
- Commercial information providers collaborate with authors, publishers and librarians on a marketing base rather than promotion of scholarly publications.
- The autonomy of decision making, pricing and restricting of access to resources is in hand of the entrepreneur.
- They sometimes abuse OA concept for commercial purposes.

According to Reinsfelder (2012), OA concept depends on a 'complex network of relationships and interdependencies'. The relationship among researchers, librarians, publishers, and academic administrators is essential to the success of OA. They also can act as barriers. Reinsfelder further identified how the above categories of stakeholders can contribute to the development of OA.

Researchers of the institution can contribute to develop the Open Access publishing by: (1) submitting work for publication in peer-reviewed open access journals or serving as editors or reviewers, (2) negotiating copyright terms that favor an author's control over their own work, (3) archiving copies of published work on a publicly accessible website or in an online database or repository, (4) encouraging other authors to consider open access publication, and (5) adopting policies such as those listed in Registry of Open Access Repositories Mandatory Archiving Policies (ROARMAP) that either encourage or require authors to make their work available through open access (Reinsfelder 2012, p.9).

Librarians can contribute to increase of OA by: (1) serving as advocates for open access and educating faculty, administrators, and other librarians about open access issues, (2) negotiating with publishers to provide users with greater access to scholarly research, (3) developing programs and services to support faculty publishing activities, (4) creating and maintaining an institutional repository where authors can make their work freely available online, and (5) working with faculty and administrators to develop policies and practices that support the open access model (Reinsfelder 2012, P.11).

Reinsfelder (2012, P.12).also emphasizes that publishers also can contribute to increase the open access by: (1) updating products, services, and business

models to support open access and (2) negotiating copyright agreements with terms more favorable to authors.

Academic administrators can contribute to increase the OA by: (1) creating university-wide committees or task forces to investigate new practices, (2) committing specific resources toward the development and support of new and open modes of disseminating faculty scholarship, (3) creating or supporting policies/procedures related to enhancing the open access of faculty scholarship, and (4) partnering with representatives of other institutions to publicly support open access.

### **Conclusion**

Open access has influenced on the forces such as rivalry, bargaining power of suppliers and bargaining power of buyers (Harms, 2016). Contents of the OA repository rely on the objectives and the scope of the repository. In most cases OA Institutional repositories give priority to deposit scholarly articles. Scholarly articles are the articles that describes the fruits of their research and that they give to the world for the sake of inquiry without expectations of payments (Budapaste 2002). However content can be included datasets, power point presentations, tutorials, spreadsheets, photographs, audio-files, diagrams, charts and so on which can be used for the community. Resources for the OA repository can be accumulated by volunteer self archiving, as a mandatory rule of funding, Legal deposit Law and harvesting from other OA repositories.

A bulk of information sources including research reports, monographs, educational materials, patent etc. are added to the literature every year in the Sri Lanka. According to the National Survey on Research and Development and Inventions (NSF 2013), the expenditure on research and development in 2008 was Rs.5047.7 million. In 2006 it was Rs. 5119.2 and in 2004 it has been Rs. 3807.5 million. This indicates that investment by funding bodies for research and development is increasing and there should be a good amount of knowledge output as a result of this investment.

Higher education sector and industries make the highest contribution to the knowledge output of the country. Higher education sector includes government universities, semi governmental higher educational institutions, and private sector universities. Many researches are undertaken in these institutions through government and private sector funds. A large amount of foreign funds are used by individuals as well as groups of government /private institutions to do research. As a result there are a lot of publications published locally and overseas. However, visibility for these publications seems to be insufficient

due to unavailability of a coherent plan to accumulate them in public access repositories. OA repositories have a high potential to identify these publications and can deal with publishers to obtain free copies from them. Therefore, one of major roles of OA e-repositories in Sri Lanka is to identify these resources and thrive to increase the visibility of them while making available a rich resource collection.

Authors have different attitudes toward publishing. Some authors prefer to obtain financial benefit by submitting their products to commercial publishers and there are scholars and scientists who wish their products have a greater visibility and impact on them. Yet, they might not aware of OA repositories available for them to deposit their publications. Therefore, another important role of OA repositories is to encourage authors to deposit the e-copies of their products in OA repositories that can be accessed by the public free of charge. This e-copy may be preprint, post-print or author-copy before peer reviewing. Sometimes it can have an embargo period imposed by the publisher. Here it is essential to develop authors' attitudes and help them protect their copyright and intellectual property rights in a legal background.

In this case, OA can adapt to the author right movements practiced in the world. Some of them are Creative Commons License Chooser (<http://creativecommons.org/choose/>), Scholar's Copyright Addendum Engine (<http://scholars.sciencecommons.org/>) and SPARC Guide to Author Rights/SPARC Author Addendum (<http://www.sparc.arl.org/resources/authors/addendum/>). Author or depositor should be allowed to decide whether his/her resource in the archive is free, controlled or access restricted.

Self-archiving is a matter of attitudes, awareness and scholarship. Authors who practice self-archiving have to concentrate on copyright issues. Mostly authors deposit their pre-print articles before publishing in peer-reviewed conventional journals. That will be the authors final version of the article and in some cases authors should have to sign copyright agreements with the publisher or funding agency. Therefore, most of post-print articles require copyright holders consent prior to deposit them in an open access archive. Many digital archives tag the article as pre-print, Post print or peer- reviewed (Arachchige 2009).

OA e-repository should have a common language of governance and should be accommodated the depositing of articles written in national languages such as Sinhala and Tamil. Additional abstracts and Key words for the document can be added in a common language like English, so that the user can locate interested items without bothering on the medium.

Organization of resources is much important in the OA repository. Just access to the content is not sufficient for a smart researcher. Researchers seek for



discovery tools so that they can trace other related information. Although the articles are not in best quality, links provided in Wikipedia are important for users as they can locate peer reviewed articles at the end.

Normally OA repositories should facilitate discovery services such as harvesting resources from other OA repositories. Hays (2005) views that if repositories are to support institutions, and their staff and students, in achieving their objectives, then they must be able to interoperate with other systems (administrative systems, portals, other repositories), and they must not lock their contents into systems from which it is difficult and expensive to extract. Leslie and Barbara (2002) observed that one important international movement is the Open Archives Initiative (OAI), which aims to develop and promote the use of a standard protocol, known as the Open Archives Metadata Harvesting Protocol (OAMHP), designed for better sharing and retrieval of e-prints residing in distributed archives. With the OAI harvesting protocol, articles in OAI compliant servers will form a global library that facilitates searching, data retrieval, cross-linking, as well as stable long-term archiving.

Categorization and classification of resources in the repository should follow a user-friendly and a standard structure. Easy to upload as well as easy to download facilities are essential in a friendly user interface.

OA policy is an essential part of the repository to guide authors as well as users aware of how to use the repository for their purpose. The types of resources, how to deposit, how to download, how to prepare metadata, access rights, authorities, limitations and restrictions etc. are included in the OA policy.

Finally the OA e-repositories alone cannot do the information service job. Rather than fighting with commercial e-repositories OA repositories can maintain a close connection with commercial publishers. User wants the full text as well as bibliographic details to locate the resource he needs. At least harvesting of metadata will be important. OA repositories should not underestimate the cost for publishing. "Commercial publishers need to give their share holders a return on investing while muddies the waters when it comes to consider OA" (Harris 2012). On the other hand commercial e-repositories cannot survive with the new trend of OA. Therefore they seek for the visibility for their contents through OA too. Some commercial e-repositories have OA part too as a strategy for their survival.

OA e-repositories can do a great job to control the increasing subscription prices of commercial e-repositories. Collaboration with scholarly communities, librarians and funding agencies helps this process easy and successful. OA e-repositories in Sri Lanka are still in initial stage. The library system of the country is also not capable of providing information through commercial e-repositories because of the high prices and hidden access restrictions behind

the subscription. The information gap might be fulfilled with OA. Thus there is a huge role to play.

The role of the OA e-repositories can be summarized as follows:

- Identify the knowledge output in the country
- Accumulate the knowledge sources
- Quality control of resources
- Facilitate free access to resources
- Develop the awareness among communities

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# Modern Tendencies in the Publication of Pornography in Sri Lanka (with special reference to blog sites)

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## **Abstract**

Pornographic Publications carry a longstanding history in the publication world. It is considered as causing adverse effects to the society. In most of the countries in the world, Pornographic publications are censored by enacting laws. In our country, this adversity has unfortunately developed up to infelicitous extents through printed media, CDs, DVDs, Blog sites, social networks and websites. Pornographic publications are restrained to a certain extent by enacting laws in Sri Lanka at present. With the advent of modern media, these laws, rules and regulations are subjected to a serious challenge. Modern media could especially be identified as forms of media features operating over the internet.

Blog site is one of the media forms that is effectively operative at present all over the world. Constructing a Blog site is not a difficult task. There are Blog sites that are freely available within the Internet. Emergence of Blog sites in the modern world are increasing gradually. Apart from the above, in Sri Lanka too, Blog sites are increasing at a speedy level. This study is conducted on pornographic publications promoted by Blog sites. Facts related to the tendency of pornographic publications and the nature of pornographic publications presented by Blog sites are ascertained by this research.

Another objective of this research is to obtain a rough idea about the expansion of the legal basis related to pornographic publications. This study was conducted in association of Blog sites related to the Internet, selecting "Sinhala wela katha" as the sample of the study, the term used for pornography in the modern phraseology. This research is carried out in terms of a content analysis.

This study revealed that the Blog Sites publicized in Sinhala language in Sri Lanka as a modern propensity are diffusing with a large number of distinguished characteristics. Due to identical features of Blog sites and also as it is publicized in Sinhala media, pornographic publications carry its inherent features as revealed by the study. This study enabled the researcher to reduce that Blog sites are capable of evading the legal frame in publicizing photographs. The most important conclusion of this research is that Blog sites are developing with immanent features socializing them with the evasion from the legal frame.

Keywords: Sinhala wela katha, pornography, Blog sites, Sri Lanka, modern media.

## **Introduction**

Pornography is a form of publication with a longstanding history. In Sinhala Language, the term vulgar is used as a substitute expression for pornography. Sri Sumangala Dictionary analyzes pornography as a vocable related to rustic terms such as abhorrence, shyness or inauspiciousness. It also indicates that vulgar conversations are similar to rustic talks. Dictionaries define the word pornography as indecency and the word pornography as obscenity. Professor Sunanda Mahendra in his Communication Vocabulary, pornography is analyzed as an erotic, a lustful, a heterodox presentation, through written, audio or visual media by words, pictures or photographs.

Webster Dictionary defines pornography publications depiction of erotic behavior by material such as books, photographs, pictures, magazines or acts in sensational manner arousing sexual excitement.

Pornography could be classified into two categories namely;

1. Erotica
2. Exotica

Erotica is a sensual literary publication arousing sexual stimulation merely through external nature of exposure.

Exotica is demonstrating of abnormal sexual behavior publicly or individually. Applications namely Soft Porno and Hard Porno are also used in the same manner. Soft Porno is the presentation of external eroticism. Hard Porno is the presentation of abnormal sexual behavior.

Pornography publications do possess a longstanding history. In ancient Greece, the term pornographos was used to introduce the documents related to life behaviors of prostitutes. The English term 'pornography' has derived from the above Greek origin.

There are many instances in the world where classical compositions have been censored considering as pornographic publications. Screening of the film "Kamasutra" directed by Mira Nair was prohibited in India. Staging of "Gehenu Weda Arambathi", the afterpiece of "Lysistrata" of Greek playwright named "Aristophanes" was prohibited in Sri Lanka. "Lady Chatterley's Lover" of D. H. Lawrence was banned at the beginning considering it as an obscene composition. Russian writer, Vladimir Nabokov's "Lolita" is another example of banning. The two films titled "Hail Mary" (1985) and "Las Tango Paris" (1972) were also banned treating them as Pornographic productions.

According to Oxford Dictionary, obscene publications are printed or visual material intended to stimulate sexual excitement rather than aesthetic and sensitive feelings that arouse sexual inclinations. In this context it appears that pornographic publications are material that television programs, books and pictures etc. regarded as an obsessive interest but not the objective of the films, plays and novels mentioned above.

When considering about the history of pornography publications of Sri Lanka, it could be mentioned that amatory and lustful features appeared in magazines named "Latapata", "Athirasa", "Eka meka" etc. that were published during the 1920 decade. However, it could be observed that there was a considerable development in the publication of pornographic publications during 1990's. The reason for this situation is that any obscene material could be brought into the country which created the free market under the open economy including the following changes that took place during the above period, namely,

- Increase in the use of televisions
- Importation of foreign films
- Establishment of offset printing
- Warfare environment
- Youth unrest due to unemployment
- Digital technological implements and
- Establishment of Free Trade Zones

During this period, pornographic publications were socialized through printed publications like newspapers, magazines and other printed material and by electronic media through VHSs, CDs and DVDs.

There is a legal foundation practiced in any country of the world. Legal points have been presented regarding pornographic publications by American Legislation and various subsequent Acts and Amendments. British Government also has enacted laws regarding pornographic publications namely, documents, stage plays and movies.

In Sri Lanka, laws have been enacted regarding pornographic publications as follows;

01. Section 285, 286, 287 of Penal Code.
02. Pornographic Writing Ordinance No. 04 of 1927.
03. Newspaper Board Ordinance No. 05 of 1973.
04. Pornographic Ordinance includes Law Code of Newspaper Board and internet publications with the following Ordinances.
05. Communication Technology & Information Ordinance No. 27 of 2003.
06. Computer Crime Ordinance No. 24 of 2007.

Details of Sections 285, 286 & 287 are as follows;

Section 285 - Any person selling, distributing, importing, renting, printing or displaying any vulgar book, paper, picture, drawing, photograph or exhibiting vulgar publications.

Section 286 - Any person possessing any of the above vulgar publication for distribution or exhibiting.

Section 287 - Any person singing a vulgar song or expressing a vulgar wordings causing displeasure to others will be charged in terms of the above sections of the penal code.

As these facts were amended in 1995, it confirms that pornography publications had a strong impact. These amendments included engagement of children for pornographic publications and presentation and circulating pornographic publications.

According to Pornographic Publication Act No. 04 of 1977, printing or circulating pornographic publications, pictures, photographs, notices, cutouts,



films DVDs, CDs for business purposes or possessing them will be a chargeable offence.

According to Sri Lanka Press Board Ordinance No. 05 of 1973, any person publicizes or trying to publicize any vulgar publication will be liable to be charged in Courts as an offence. Further, any person possessing any of such vulgar or pornographic publications will be liable to be charged in Courts considering it as an offence causing corruption or defilement.

According to Press Board Rule No. 08 of 1981, any journalist should not publicize any publication that promotes sadism, dissipation or violence and that no publicity should be given to any publication that causes corruption or depravity to the reader. These facts confirm that laws, rules and regulations have been enacted against vulgar and obscene publications in an effective background.

At present, the methodology of receiptship of pornography is the Internet. Printed media, CDs and DVDs on pornography has become defunct and obsolete. Instead of the above, web sites, Blog sites, social net web sites have substituted to be used by downloading or otherwise for the Sri Lankan recipients with vulgar and pornographic multimedia. More opportunities are open for the recipients in pornography with the advent of new media. According to the statistics of 2013, 12% of global web sites devote amplitude for pornography.

(<http://www.dailyinforgraphic.com> )

Apart from Audio, video, images and text files, these web sites, facilitate services in various ways in supplying prostitutes for clients. Presently the supply of pannies is also facilitated through web sites. Special attention of this study on the nature of modern pornographic publications of Sri Lanka, is paid towards the blog sites. Presently, in addition to web sites in the modern media, new tendencies have emerged namely, Blog sites, Social network web sites.

When considering about pornographic publications of Sri Lanka, Blog sites could be treated as having a special significance. Blog sites are tiny web sites. It is not a complex site as a web site. Blog sites facilitate the fulfillment of exchanging a single fact, opinion or an idea within the network. Erudite defining a blog site compares a web site to a book and a blog site to a diary. If a website is compared to a novel, a blog site is a short story. A Blog site can facilitate releasing messages or any expression on a single subject using a simple method. Blog sites became more popular within alternative media and citizenship media fields. Blog sites possess the qualities such as comprising of a common format, convenience in operations, multimedia facility, responsiveness and easy circulation.

During the present times, various professionals, social workers, erudite and various Institutions use Blog sites for their communication purposes. Blog sites can be operated easily as it is not complexed as web sites. By now, a large number of Blog sites have been created throughout the world. This media has now been developed in developing Sri Lanka and India as social media.

There are pornographic publication Blog sites in the world. BlogSpot.com and WordPress.com are some of them out of which facilities are provided to create free Blog sites. Blog sites of BlogSpot.com category are popular mostly in Sri Lanka. At present there are facilities to use any language through the internet. Sinhala Unicode, are also available in Sri Lanka. There is a possibility of creating Blog sites similar to printed pornographic publications using Sinhala Unicode. As the Articles and Posts including Blog sites are in the mother language, it is helpful for assumptions. Also, the Blog sites are with a significant characteristic of index storage facility, it is easy to retrieve any article at any time. This study becomes important as a content analysis of pornographic Blog sites with Sinhala publications.

### **Research Problem**

Problem of this research is whether the pornographic publications in Blog sites are able to evade the laws enacted by the government. Attention has to be paid regarding the fact as to whether these pornographic publications are capable of evading the laws against the matter operating the blog sites with modern inherent characteristics. The reason is that a large number of Sinhala Blog sites have expanded through the network.

### **Objectives of the research**

Objectives of this research is to identify the nature of Blog sites that are creating pornographic publications and to apprehend as to how the Blog Sites are operating extraneous of the enacted laws against pornographic publications. Main objective of this research is to ascertain as to whether the characteristics of Blog sites is the reason for its expansion.

### **Methodology**

#### **Sample**

This study conducted on Pornographic Publications of Sri Lanka is a Content Analysis. 10 Blog Sites were selected as the sample. The selection was made considering three factors as follows;

01. Being updated
02. Being more than 100 articles
03. Preference in viewing through Google Search Engine

10 Blog sites appear below with Sinhala Welakatha which is the specialty of this study.  
table 1: Name of Blog sites

	Name of Blog site
1	<a href="http://walkatha.xxxlk.info">http://walkatha.xxxlk.info</a>
2	<a href="https://kaamakatha.wordpress.com">https://kaamakatha.wordpress.com</a>
3	<a href="http://gindaralanka.blogspot.com">http://gindaralanka.blogspot.com</a>
4	<a href="http://gindara-sinhala-welakatha.blogspot.com">http://gindara-sinhala-welakatha.blogspot.com</a>
5	<a href="http://ammawalkatha.blogspot.com">http://ammawalkatha.blogspot.com</a>
6	<a href="http://wal-katha-lokaya.blogspot.com">http://wal-katha-lokaya.blogspot.com</a>
7	<a href="http://aluthsinhalawelakatha.blogspot.com">http://aluthsinhalawelakatha.blogspot.com</a>
8	<a href="http://walkatha9.blogspot.com">http://walkatha9.blogspot.com</a>
9	<a href="https://xslg.wordpress.com">https://xslg.wordpress.com</a>
10	<a href="https://sinhalawalpituwa.wordpress.com">https://sinhalawalpituwa.wordpress.com</a>

For these publications, several titles such as Welakatha, Walkatha, Sexsual katha, Sex katha, vulgar page and amma wela katha have been used. 70% of these Blog Sites are of BlogSpot category. 30% belongs to WordPress category. In all Blog sites, the articles are in Sinhala. In order to prepare the sample of this study, searches were made under the label of Sinhala Welakatha. These pornographic publications hold preference within the Blog Sites under the Welakatha label. The term 'wela' is a popular rustic expression used to describe pornographic publications. Specialty in the category of Sinhala Welakatha is a narrative in Blog sites. There are various photographic Blog sites and video Blog sites as well within the internet. No Sinhala or Sri Lankan identity could be identified in these Blog sites. As these Sinhala Welakatha Blog sites are composed using Sinhala Blog sites, they could be categorized as Sinhala media Blog sites.

### Collection of Data

Collection of data was conducted analyzing several main points as follows;

01. Number of articles consisted within the Blog sites.
02. Contents of these articles or narratives.

03. Categorization of contents.
04. Nature of photographs nurturing these narratives.
05. Updating
06. Responses
07. Other relationships connected these Blog sites (eg: Social network web pages)
08. Other services provided these Blog sites
09. Regarding Blog sites maintained by paying charges.
10. Whether generating income

### **Data Analysis and Findings**

The number of articles consisting in the selected 10 Blog sites appears below. The significance noticed when considering about these Blog sites is that there is an annual increase of 60%. 20% out of the above 40% has been created within 2015, the final year. 10% of the articles has been reduced. The value of the above 20% has been fluctuated. The number of articles in Aluth Sinhala Welakatha Blog site of 2013 records the highest value among Blog sites, accounting for 538 articles. But this Blog site has not been updated after December 2015. The general value of articles is about 320.

table 2: The annually increase of articles in blog sites

Name of Blog site	2010	2011	2012	2013	2014	2015
<a href="http://walkatha.xxlk.info">http://walkatha.xxlk.info</a>	1	25	156	206	216	407
<a href="https://kaamakatha.wordpress.com">https://kaamakatha.wordpress.com</a>					73	82
<a href="http://gindaralanka.blogspot.com">http://gindaralanka.blogspot.com</a>					25	93
<a href="http://gindara-sinhala-welakatha.blogspot.com">http://gindara-sinhala-welakatha.blogspot.com</a>					54	26
<a href="http://ammawalkatha.blogspot.com">http://ammawalkatha.blogspot.com</a>						64
<a href="http://wal-katha-lokaya.blogspot.com">http://wal-katha-lokaya.blogspot.com</a>				18	42	55
<a href="http://aluthsinhalawelakatha.blogspot.com">http://aluthsinhalawelakatha.blogspot.com</a>			31	538	9	58
<a href="http://walkatha9.blogspot.com">http://walkatha9.blogspot.com</a>						150
<a href="https://xslg.wordpress.com">https://xslg.wordpress.com</a>	15	25	48	59	173	251
<a href="https://sinhalawalpituwa.wordpress.com">https://sinhalawalpituwa.wordpress.com</a>			44	56	67	88

## **Contents of articles**

It is a specialty that the contents of articles remain as a phrase or as a narration. It is explained 100% purely in Sri Lanka. These stories can be seen in single form or as a line of stories. Photographs are used to promote the Stories. Stories have been composed in first person and second person sentiments. They have been entered in PDF, JPG and Text file nature. Web sites enabling direct conversations are 60% while 40% remains as links directly connected with individual topics and mostly, the same story will appear in different Blog sites too, at times.

## **Classification of Articles**

These Articles can be classified according to their outlook.

- Stories about copulation between mother and son.
- Stories about copulation between the family members (mother, father, daughter, son).
- Stories about copulation between relations. (aunty, uncle, elder brother, elder sister, younger sister, younger brother, grandfather, grandmother).
- Stories about copulation with neighbors.
- Stories about copulation with friends.
- Stories about copulation with more number of men & women.
- Stories about copulation with teachers.
- Stories about copulation with adults.

Further these Articles can be classified as sexual intercourse between wife & husband, lovers, illegal paramours, erotic sexual relationships, sadism and intercourse between own sisters and brothers, stories about lesbians, gay boys, father and daughter connections etc. Sexual relationships among school children, gang rapes and about sexual relationships among all the members of families. Apart from the above, sexual relationships between mother and son are titled as Amma Welakatha which are presented by 90% of the Blog sites. This type of Blog sites initiated operations in the year 2015. In Eastern countries of the world mother concept is treated as a reputed cultural factor. It has been subjected to abuse seriously. These stories include not only about the relationship between mother and son but more about mothers having sex with outsiders as a normal practice. Blog sites containing stories about sex between sisters (lesbianism) is close upon 80%.

## **Usage of Photographs**

Several specialties could be identified in the regulation of photographs in Blog sites. Photographs have been used in 80% of the Blog sites. A classification of such photographs appears below.

- Photographs of naked people
- Photographs illustrating sexual relationships
- Photographs of underwear
- Photographs of half-naked couples

Naked photographs also can be classified in many ways. Out of the photographs of individuals 100% are of females. 80% of Blog sites use pictures of females. Its sequence of nude and seminude photographs is 40% and 60% respectively. Among them certain pictures are there with covered faces and with unfocussed faces. 40% of the Blog sites display faces of about 40% of the nude figures, while 60% remains unfocussed. 100% of these Blog sites produce semi – nude photographs. Such publications include photographs of school girls, middle aged females, young Sri Lankan models and actresses. In certain Blog sites, underwear of females is displayed 50% of the photographs are of nude middle aged females whose faces are covered which takes a higher percentage. Naked photographs of actresses in Western, Indian and other films are displayed with engrafted faces of reputed Sinhala film actresses and sometimes with the badges and school uniforms of school girls in reputed schools engrafted with naked bodies of foreign actresses and models.

Photographs are centered in Blog sites as an attractive approach for the story. At certain times, there are instances where action was taken by the Telecommunication Regulatory Commission to suspend certain Blog sites on the instructions issued by the Child Protection Authority. One of the Blog sites selected for this study is also banned by the Child Protection Authority. Reasons for banning could be identified after an analysis.

- Name of the Blog site
- Nature of photographs
- Other services provided

are the facts required for the assumption in respect of the regulatory suspension The Banned Blog site is with a large number of nude photographs and with various sexual behaviors. Apart from the above, this Blog site provides the services of Pornography video models and chat room facilities fulfilling other demands of the regular clients. Similarly, this Blog site has mentioned the

word 'sex' in its name. It could be concluded that the above reasons may have led to the ban. Other Blog sites are careful not to include the term 'sex' in names and also the nude pictures are not directly visible. Sexual relationships are also not to be seen freely. Such Blog sites do not have pornographic videos as in the case of Western Blog sites.

## **Responses**

It was observed that there is a speedy encouragement for responding towards Blog site stories. The average of response which was 3 for a story on the 31st of January this year (2016) increased up to 12 by the end of July (31/07/2016). Responses such as requesting for the association of females giving telephone numbers to respond are cases that can be seen in these Blog sites. These sites provide services of relationship promotions. In the meantime, there are writers who are willing to join these Blog sites to provide compositions. It is also noticed that true stories too have been presented as narratives of Blog sites.

90% of these Blog sites are Free Blog sites. Only one Blog site is maintained by paying charges. It has been in operation for a long period with the provision of many other services. It owns a large capacity of services such as You Tube and Facebook pages with an extensive share network. When analyzing as to how this Blog site was successful to maintain it for such a long time, the followings were revealed.

- No nude pictures are used
- The word 'sex' is not used
- Viewing as Text Files

Although, there were stories belong to various categorizations, they were able to maintain the Blog site due to above reasons for 7 years without being subjected to the regulatory procedure. There is a possible of gaining access to this Blog site through other different names. Therefore, it could be seen that there is a possibility of maintain Blog sites by changing names as follows;

eg :- gindaralanka.blogspot.com=xslgs.wordpress.com  
Kamakatha.wordpress.com =Kamakatha.blogspot.com

Photograph albums and video albums of these Blog sites are available. Those are linked separately. Any Blog site possesses the ability of sharing the blog identity. Any Article can be shared with the social network and linkages namely, email, twitter and Facebook. These Blog sites have social network

sites too. They are mostly Facebook fan pages. 80% of the Blog sites possess a Facebook page. Average value of online visitor of all these Blog sites for a moment is 10.

Vulgar newspapers and printed pornographic photographs have been entered into Blog sites during the 1990 decade 80% of the Blog sites have been updated up to 30th June 2016. The balance 20% have been updated up to the end of 2015.

Responses also have increased gradually in every Blog site and the number of members through online too has increased considerably.

## **Conclusion**

The conclusion that can be arrived at from the available data is that the Blog sites with the Welakatha label carrying out operations without being subjected to Regulatory Laws of the Commission, causes an adversary effect towards the society through the publication of pornographic media in Sinhala. There are Blog sites which are not regulated by the National Telecommunication Regulatory Commission. Blog sites can be maintained legally according to the prescribed rules and regulations of the Commission.

Blog sites are free media. It is a media that can be created by anybody. Increase of Articles, updating, changes of names of Blog sites, increase of responses indicate the development of its expansion. Sinhala rustic terms used as Sinhala Wela indicates a value of 453000 in the Google Index of the Internet. It shows that there had been a large number of Articles are included in it.

These Blog sites become popular due to their publication of Pornographic literature and its expansion. It emerges ethical problems in the society.

'Amma' concept in Sri Lankan culture, within the relationship circle is severely damaged by adapting such a virtuous character for Blog sites especially where pornography is publicized. Such publications have been socialized mostly because they are in the mother language with conceivable nature. Another reason is the inherent characteristics of the Blog sites. Sex related matters increase the encouragement through publications including videos especially because the explanations are in Sinhala language. However, the course of engrafting the faces of school girls, young girls, innocent actresses etc. should be stopped forthwith because it is illegal and prohibited by Law.

Finally, it has to be concluded that there is no formal and legal background or a foundation to regulate pornographic publications in the internet. Attention of the authorities should be paid on the above matter.



There is a serious damage caused to the society by pornographic publications and concludes that Sinhala Blogs do not get caught to the legal frame of the judiciary.

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# User Perceptions on Newly Introduced Online Public Access Catalogue (OPAC) to the Library of the University of Moratuwa (UoM), Sri Lanka

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## **Abstract**

Librarians always try to provide better solutions to their users to optimally utilize the available resources. The user attractive Online Public Access Catalogue (OPAC) is one of the solutions for making access to resources. Library of the University of Moratuwa (UoM) recently customized its OPAC through KOHA open source software and it is observed that mostly used by its user community. Therefore, this study made an attempt to evaluate user perceptions towards the newly migrated OPAC service via KOHA in the UoM. The study adapted the survey research strategy with a structured questionnaire. Stratified random sampling was employed as faculties and 335 online questionnaires were administered. The response rate of the study was 59.71% and most of the students were from the Faculty of Architecture. According to the findings, although students' participation for library education programs is relatively better and overall awareness of the changes in the OPAC is low. However, more than 50% of 4<sup>th</sup> year students are aware of the changes. More than 50% of students believe new OPAC can use easily access to library resources. Experience in using OPACs and having instructed on use of OPACs are the helpful factors

in successful use. Finally, majority of the respondents' perceptions on the novel OPAC is more attractive, user friendly, easy to use and efficient than previous one. Based on the findings recommendations were made to conduct regular user education programs on advantages that can received through KOHA-OPAC of the UoM.

Keywords: Online Public Access catalogue, OPAC, University of Moratuwa, KOHA

## **1. Introduction**

In this information era, a wide range of information is transmitted through the computer and communication technologies. Those technologies provide ways to trace out the desired information as quickly as possible (Pollard, Earnshaw, Lippincott-Schwartz, & Johnson, 2008). Librarians always make attempts to provide easy access to users for their rich collections. As Pollard et al.(2008) highlights OPAC is one of the mediums thorough which can search out the items which are required by users at home or in the library efficiently. Therefore, the OPAC is considered to be the heart of the library operations and gateway of library services as it facilitates the patrons to the various services of the library and acts as “an instrument of change in today's libraries” (Mulla & Chandrashekara, 2009).

Almost all university libraries in Sri Lanka provide access to their collections through this OPAC facility provided by commercial library systems as well as open source systems. However, the Library of the University of Moratuwa (UoM) facilitates a recently customized OPAC through KOHA open source software and it is observed that mostly used by its user community. This development offers the right time to make certain users perceptions on newly customized OPAC. Hence, the present study basically attempts to find out user perceptions with regard to OPAC of the UoM.

The study's first contribution to the literature is public assessment of the OPAC System in UoM Library. Secondly, the findings from the study would provide the management of UoM Library the necessary information on how their clients perceived their OPAC services. This would be very significant when the Library re-evaluates its goals and objectives. Finally, it is hoped that the findings of the study would lead to improvement of the provision of better and efficient OPAC system in UoM Library and also ensure the satisfaction of the clients' use of the OPAC System. Also, this will be helpful who are willing to migrate their system to KOHA.

## **2. Background of the study**

### **2.1 Concept of OPAC**

Traditionally a catalogue is the main path of accessing a library's collection, containing the bibliographic details of resources and it provides all the information to the user to find it to hand. At present "catalogues are of an increasing number and libraries are presently equipped with online facilities" (Pollard, Earnshaw, Lippincott-Schwartz, & Johnson, 2008). Those catalogues are called as Online Public Access Catalogue (OPAC) which provide the users online access to the library catalogue offering several other facilities such as online reservation, borrower status checking etc. (Ansari & Amita, 2008). The features provided through OPACs depend on the underlying library management softwares.

### **2.2 KOHA open source Integrated Library Management System**

KOHA is the first open source Integrated Library Management System (ILMS) which was originated by Katipo Communications Limited with Horowhenua Library Trust in New Zealand in the year 1999 ("Koha :: Katipo Communications Ltd.," 2017). However, it is currently maintained by a dedicated group of software providers and library technological staff members all around the world. KOHA comprises a variety of attractive features. That is because it has disseminated around the world in a very short period of time (Kumar & Jasimudeen, 2012). Taking in to consideration the specific features and its growing community, Library of the University of Moratuwa transferred its services through KOHA system.

### **2.3 Distinctive features of KOHA-OPAC**

KOHA-OPAC facilitates a search providing the complete bibliographic information of a specific resource including the number of copies available in the library, status of each copy indicating whether it is "Available", or "Not for Loan" or "Checked out", the collection belongs to, reserve/reference items etc. Further, KOHA-OPAC provides the facility to browse the shelf, if any body needs to trace the other resources available in the shelf. Online searches can be made on various KOHA databases, like Books, Journals, Thesis, CD-ROM. This KOHA-OPAC is also capable of providing links to external full-text indexes, databases, and e-journals on the Internet (Fattahi, 1997; Voon, 2003 as cited in Kumar & Vohra, 2013). Also, user can easily

check the items borrowed from the library under his/her name, due date, fine etc. via Web OPAC account log-in (Pollard et al., 2008).

## **2.4 Library at the University of Moratuwa**

University of Moratuwa is a technical university and it consists of four faculties and an institution. i.e. the faculty of Engineering, Architecture, Information Technology, Postgraduate and Institute of Technology. The University of Moratuwa currently consists of approximately 3950 undergraduate students, 815 postgraduate students and 290 academic staff members and 950 students in the Institute of Technology University of Moratuwa (ITUM). The university comprises a main library which caters to all four faculties and the ITUM. The Library is committed towards providing access to both printed and electronic resources for its patrons in supporting research and curricula. Computers and computer applications have been widely introduced within the library in addition to the Integrated Library Management System (LibSys 4) initiated in year 2000. Over the years, the library has been making provision to plenty of online services to its users including OPAC which was based on LibSys. However, the library system was transferred to KOHA open source Integrated Library Management System in 2015, and all data and services were migrated to KOHA and now it fully functions with KOHA.

## **3. Literature Review**

OPAC tool for accessing library resources is not a relatively new innovation, and it has been used in libraries of the developed world since 1970s (Kumar & Vohra, 2013). Further, it has been developed over the last four decades with various features and interfaces according to the software package use. Therefore, a number of studies have been done on OPACs; preference for OPAC, its usage, how to use it and user perceptions all over the world and studies done during the last ten years were reviewed for the purpose.

Ansari & Amita (2008) found that a majority of the users preferred to OPAC for their search under the study done (both university and special) in New Delhi. However, studies found that OPAC users tend to do simple searches using keywords, author names, and exact titles (Ariyapala & Edzan, 2002; Villén-Rueda, Senso, & de Moya-Anegón, 2007). This has further been confirmed by the study done by Sridhar (2004) under the study on "User behaviour on OPAC at the ISRO Satellite Centre Library in Bangalore, India" and compared it with

the findings of a study on card catalogue usage, of the same library, conducted 17 years ago. The study revealed that searches by exact title had substantially increased from 8 per cent on the card catalogue to 38.3 per cent on the OPAC. Subject searches dropped substantially from 54.2 per cent in the case of the card catalogue to almost half at 30.7 per cent in the OPAC.

However, the majority of researchers revealed that users have underutilized the advanced features beyond the Boolean operators or mechanisms for expert searches in OPAC (Abdullah, 2000; Ansari & Amita, 2008). Malliari & Kyriaki Manessi (2007) highlighted that users tend to make mistakes in the use of OPAC because of this underutilization. Some researched the factors that do not compel the heavy use of advanced search facilities provided through OPAC. Oduwole, Oyesiku, & Labulo (2002) in their study at the University of Agriculture, Abeokuta, found that the basic IT skills will be useful at first to equip them with the ability to access appropriate information retrieval. Also, Markey (2007) reported that a minimum basic skill was required to search an OPAC, tending not to use all the facilities and features offered by OPACs. However, Kani-Zabihi, Ghinea, & Chen (2008) reported that regardless of user's information technology background, their expectations of the functionality of OPACs were the same because users continued to expect OPACs also to facilitate easier ways to achieve their tasks.

Moreover, many researchers found that the library instruction and user oriented education programs conducted through libraries on the use and retrieval of information from the OPAC are very advantageous on successful use of OPACs (Novotny & Cahoy, 2006; Malliari & Kyriaki-Manessi, 2007; Mulla & Chandrashekara, 2009). Mulla & Chandrashekara (2009), who focused on the libraries of Engineering Colleges in Karnataka State, revealed that this was largely due to a marked lack of awareness among the users. Further, they advocated that user-friendliness of the OPAC may also be an important reason to maximize its use. Also, many studies have ascertained that users experience difficulties in using OPACs (Willson & Given, 2010) as OPACs tend to create complexity for users.

Under the study conducted in Alexander Technological Educational Institution of Thessaloniki, Greece by Malliari & Kyriaki-Manessi (2007) highlighted the fact that the changes in OPAC interface had a positive impact on the users and their attitude towards usage. That

was a positive point to the UoM since the OPAC has been changed recently with KOHA and very few study conducted in the developing country context like Sri Lanka. This is indicative of a research gap with regard to the use of OPAC in a university library.

#### **4. Research problem**

LibSys (version 4) which is the former used library software in the UoM is a commercial software and it does not support any of the web 2.0 features. The UoM library moved to the open source KOHA library management system with the opinion to entertain the advanced technological features. The KOHA system allows multi-dimensional searches providing as many access points with vast capacities and capabilities for advanced searching facilities as compared to the traditional card-based catalogue search options and OPACs in other library software. Moreover, KOHA-OPAC is smart with a great flexibility and numerous varied options to users, and time consumption is lesser than other systems. Therefore, the UoM OPAC which is one of the eye catching services of the library was customized to be more attractive to its users. With this new transformation, it was observed that the usage of the OPAC is growing up. These circumstances raised the problem why the users have intended to regular using OPAC. Therefore, the study is an attempt to evaluate user perceptions towards the newly designed KOHA-OPAC system in UoM to provide useful information for ensuring efficient use of OPACs in academic library context.

#### **5. Purpose of the study**

The main purpose of the study is to evaluate user perceptions towards the newly migrated OPAC service via KOHA system to the Library of the University of Moratuwa.

The specific objectives of the study are,

1. To examine the participation for user education programs conducted by the library
2. To examine the use of OPAC
3. To find out the awareness of changing the OPAC of the library
4. To examine the user perceptions on the services provided through newly introduced OPAC



## **6. Research Design**

The study employed the survey research strategy using a structured questionnaire which was meticulously prepared to gather information on various parameters after having a rigorous review on literature. The random sample comprised 355 users who are the undergraduates of the UoM. The study was restricted to second, third and fourth year undergraduate students in each faculty and the first year students were not considered for the study, as they have entered to the university recently.

The study applied the proportionately stratified random sampling method to determine a representative sample for each faculty. This representative sample was taken on the basis of the Krejcie & Morgan (1970) table for determining sample size.

The data was collected from February to March 2016 using the online questionnaire. They were analyzed using SPSS (version 16) statistical package, the cross-tabulations, bar and pie charts were equipped to present the data. To find out the association of user awareness in relation to geographical data, the Chi-square test was used and a level of statistical significance ( $p$ ) of less than 0.05 was adopted.

## **7. Results and discussion**

The overall response rate was 59.71% (212 students have responded out of 355).

### **7.1 Demographic information of the respondents**

Among 212 respondents, on the basis of their user category, 91 (42.9 %), 78 (36.8 %) and 43 (20.3 %), respectively, were architecture, engineering and IT students. According to year of study, there were 84 (39.6 %) respondents belonging to 2<sup>nd</sup> year, 75 (35.4 %) respondents belonging to 3<sup>rd</sup> year and 53 (20.3 %) respondents belonging to 4<sup>th</sup> year. Gender-wise representation showed 112 (52.8 %) male and 100 (47.2 %) female students. This clearly described that there was more architecture (42.9%) students and comparatively low IT students (20.3%) among the responders.

Table 7.1.1: Background information of respondents

Demographic Factor		No. of responders	%
Faculty	Architecture	91	42.9
	Engineering	78	36.8
	IT	43	20.3
Year of Study	2 <sup>nd</sup> Year	84	39.6
	3 <sup>rd</sup> Year	75	35.4
	4 <sup>th</sup> Year	53	25.0
Gender	Male	112	52.8
	Female	100	47.2

## 7.2 Participation for user education programs conducted by the library

Table 7.2.1 shows that more than 90% of architecture and engineering students participated any kind of library orientation programme, but comparatively low in the IT students' participation. The Pearson Chi-Square values (value:6.093, df:2, sig. value:0.048) also concluded that there was significant difference among the faculty, but there is no evidence to say that there is a significant difference within the year of study and gender (Pearson Chi-Square are 0.999 and 0.432) for participating the library orientation programme. However, an overall majority i.e. 90% of students have participated in the library orientation programme.

Table 7.2.1: Attend any library orientation programme

Faculty	Attend any library orientation programme		Total
	No	Yes	
Architecture	5	85	90
Engineering	5.6%	94.4%	100.0%
	7	71	78
IT	9.0%	91.0%	100.0%
	8	34	42
Total	19.0%	81.0%	100.0%
	20	190	210
	9.5%	90.5%	100.0%

### 7.3 Use of OPAC

Table 7.3.1 illustrates that architecture (83.1%) and engineering (83.1%) students access the library OPAC more than IT (64.3%) students. Values of the Pearson Chi-square test (value:7.260, df:2, sig. value:0.027) also shows there is a significant difference within the faculty for accessing library OPAC, but there is no evidence to say there is a significant difference within the year of study and gender (Pearson Chi-Square are 0.742 and 0.615). 79% of the overall students' population have accessed the library OPAC.

Table 7.3.1: Access to library OPAC

Faculty	Access library OPAC		Total
	No	Yes	
Architecture	15	74	89
	16.90%	83.10%	100.00%
Engineering	13	64	77
	16.90%	83.10%	100.00%
IT	15	27	42
	35.70%	64.30%	100.00%
Total	43	165	208
	20.70%	79.30%	100.00%

### 7.4 Awareness of changing the OPAC of the library

Table 7.4.1 describes the student awareness of OPAC changed by year of study. Table 7.4.1 reveals that very few students (37%) were aware of the changes of OPAC, but more 4th year students (52.8%) were aware of the OPAC changes. The Pearson chi-square values (value:15.679, df:2, sig. value:0.000) also revealed that there is a significant difference among the year of study.

Table 7.4.1: Awareness of OPAC has changed

Year of study	Awareness of OPAC changed		Total
	No	Yes	
2nd year	66 78.60%	18 21.40%	84 100.00%
3rd year	42 56.80%	32 43.20%	74 100.00%
4th year	25 47.20%	28 52.80%	53 100.00%
Total	133 63.00%	78 37.00%	211 100.00%

When the students who were aware of the OPAC changed considered, the following pie chart (Figure 7.4.1) indicates the perception of both OPAC systems (new KOHA and old LibSys). It clearly shows most of the students (68.42%) prefer the KOHA system is good.

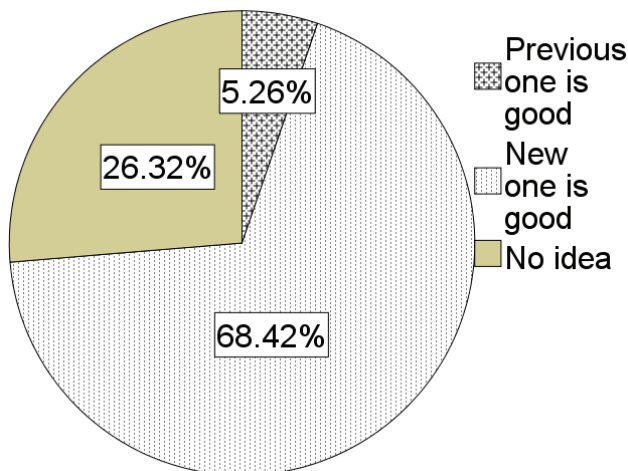


Figure 7.4.1: Perception of both systems

### 7.5 User perceptions on the services provided through the newly introduced OPAC

Figure 7.5.1 shows the perception of the users' convenience and inconvenience in using the new OPAC. It shows more than 50% of students believe the novel OPAC is convenient or more convenient to use.

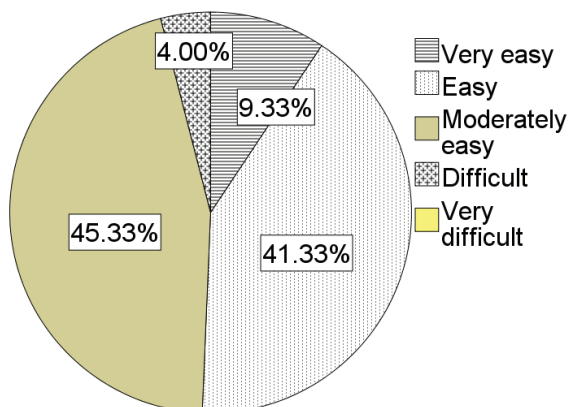


Figure 7.5.1: Easy or difficult to use new OPAC

According to the table 7.5.1, it shows that mean values of all the statements are greater than three. Therefore, it reveals that the following factors are not mandatory in using the new OPAC and without any prior knowledge of using new OPAC can be accessed.

Table 7.5.1: Difficulties in using OPAC

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Total	Mean	Std. Deviation
Never used an OPAC facility before	10 (9.0%)	18 (16.2%)	32 (28.8%)	32 (28.8%)	19 (17.1%)	111 (100%)	3.29	1.194
Language difficulty	0 (0.0%)	6 (95.6%)	31 (29.0%)	50 (46.7%)	20 (18.7%)	107 (100%)	3.79	0.813
Instructions in OPAC are not clear	6 (5.6%)	25 (23.1%)	29 (26.9%)	43 (39.8%)	5 (4.6%)	108 (100%)	3.15	1.012
No guidance given before use	8 (7.3%)	25 (22.9%)	39 (35.8%)	31 (28.4%)	6 (5.5%)	109 (100%)	3.02	1.018

Table 7.5.2 describes the reasons for using OPAC easily. The mean value of all the factors are less than 2.5 and this implies that most of the students agree or strongly agree of the following statements in the table 7.5.2. Results of the study has proved that when someone is experienced in using any kind of OPAC, that experience, clear guidelines and instruction will enable them to handle the new OPAC comfortably.

Table7.5.2: Reasons for convenient usage of OPAC.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Total	Mean	Std. Deviation
Used OPAC facilities before	23 (21.5%)	54 (50.5%)	21 (19.6%)	6 (5.6%)	3 (2.8%)	107 (100%)	2.18	0.93
Instructions in OPAC are clear	9 (8.3%)	70 (64.2%)	24 (22.0%)	5 (4.6%)	1 (0.9%)	109 (100%)	2.26	0.712
Guidance given before use	6 (5.6%)	55 (50.9%)	38 (35.2%)	8 (7.4%)	1 (0.9%)	108 (100%)	2.47	0.755

The way of the learners using OPAC is described in the table 7.5.3. It shows that majority of the students (54.9%) have learned new OPAC by themselves.

Table7.5.3: Learn to use the OPAC

	Faculty			Total
	Architecture	Engineering	IT	
From library staff	20 28.6%	10 18.2%	5 17.9%	35 22.9%
Learned OPAC by themselves	37 52.9%	30 54.5%	17 60.7%	84 54.9%
From printed instructions	15 21.4%	19 34.5%	3 10.7%	37 24.2%
From friends	22 31.4%	16 29.1%	8 28.6%	46 30.1%
Through formal library instruction programme	19 27.1%	8 14.5%	4 14.3%	31 20.3%

Table 7.5.4 shows search perception about new library OPAC and all mean value of each statement are less than 2.6. This results show that most of the student agree or strongly agree with all statements. Also more than 74% of students agree (or strongly agree) "It was easy to use the library OPAC for whatever I wanted to search" and "Overall, this library OPAC was helpful in assisting me to search the documents effectively".

Table 7.5.4: Search Perceptions about Library OPAC

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Total	Mean	Std. Deviation
It was easy to use the library OPAC for whatever I wanted to search	16 (13.0%)	76 (61.8%)	23 (18.7%)	7 (5.7%)	1 (0.8%)	123 (100%)	2.2	0.765
Overall, this library OPAC was helpful in assisting me to search the documents effectively	19 (15.2%)	77 (61.6%)	25 (20.0%)	4 (3.2%)	0 (0.0%)	125 (100%)	2.11	0.686
It would take a great deal of effort and practice for me to learn to use this library OPAC with proficiency	8 (6.5%)	53 (43.1%)	46 (37.4%)	12 (9.8%)	4 (3.3%)	123 (100%)	2.6	0.875
It was easy to continue the search to find additional books on the subject	20 (16.3%)	49 (39.8%)	44 (35.8%)	10 (8.1%)	0 (0.0%)	123 (100%)	2.36	0.851
It was easy to read that display to find specific information about the book(s)	15 (12.5%)	67 (55.8%)	31 (25.8%)	6 (5.0%)	1 (0.8%)	120 (100%)	2.26	0.772

Figure 7.5.2 shows that perception of the students regarding the self-services provided by new OPAC system. It shows majority of the students (more than 83%) believe in self-service which is provided by the new system is convenient or convenient to a certain degree.

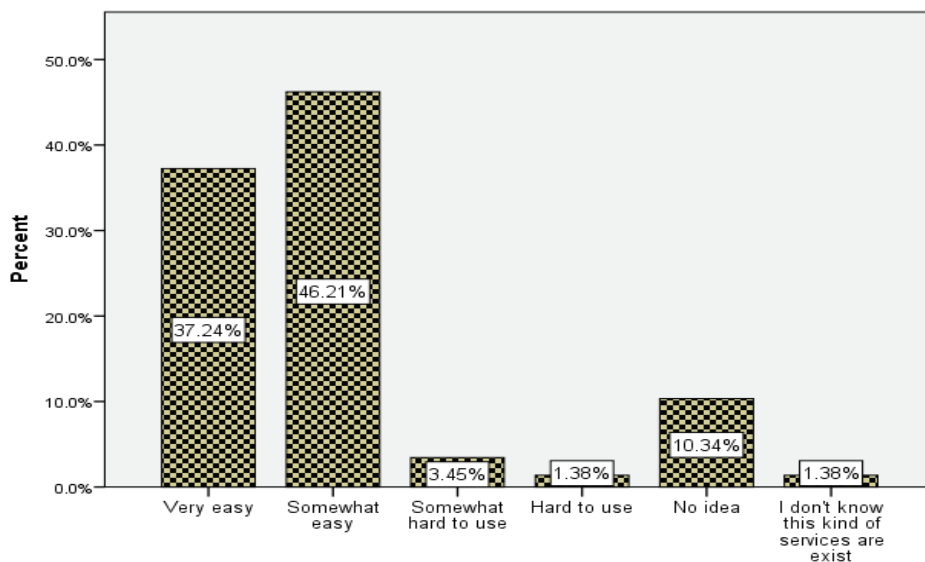


Figure7.5.2: Perception of how easy it is for patrons to make self-service

## 8. Conclusions

In this study the library users' perception and awareness towards the use of the new web OPAC and satisfaction level of the services were investigated. According to the findings, IT students' participation of the library orientation programme is comparatively low with other two faculty students. Also their OPAC usage (64.3%) is lower than others (more than 83%). Its revealed that very few students (37%) were aware of the changes of OPAC. But more 4<sup>th</sup> year students (52.8%) were aware of the OPAC changes. During that time the library informed the patrons, the changes of OPAC by email and displaying notices in the notice board. This revealed that the methods introduced are not effective. The student who has an awareness on OPAC, has clearly mentioned (68.42%) that new OPAC (KOHA) is productive and more than 50% of students believe new OPAC can be used easily or very easily. Also if someone has an experience using any kind of OPAC, it helps to use the new one easily. Clear guide lines and instructions are helpful for handling the new OPAC and also mention (54.9%) they can learn new OPAC system by themselves. Most of the (more than 74%) students agree (or



strongly agree) "It was easy to use the library OPAC for whatever I wanted to search" and "Overall, this library OPAC was helpful in assisting me to search the documents effectively". Also it reveals that most of the students (more than 83%) believe self-service which was provided by new system is very easy or somewhat easy. According to the above facts the new OPAC (KOHA) system is more user-friendly and efficient than the previous one.

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**யாழ்ப்பாண கல்வி வலயத்தைச் சேர்ந்த கல்விப்  
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**ஆய்வுச் சுருக்கம்**

ஆசிரியர்கள் தமது விடயம்சார் அறிவை மேம்படுத்திக் கொள்வதற்கும் வினைத்திறன் மிக்க கற்பித்தலை மேற்கொள்வதற்குமான தகவல் தேவையை ிர்த்திசெய்து கொள்வதற்கு தகவல் தேடல் திறன்களைக் பெற்றிருப்பது பயனுள்ளதாகும். ஆசிரியர்கள் தகவல் தேடல் திறன்களை கொண்டுள்ளனர், எவ்வளவு தூரம் அதில் நாட்டம் கொண்டுள்ளனர் என்பது தொடர்பில் தகவல்களை அறிந்துகொள்வது பொருத்தமானதாகும். இதற்காக குறித்த தரப்பினரின் தகவல் தேடல் நடத்தைக் கோலங்கள் பற்றி அறியப்பட்டிருத்தல் வேண்டும். அந்தவகையில், கல்வித்துறை சார்ந்த, யாழ்ப்பாணக் கல்வி வலயத்தைச் சேர்ந்த 1AB பாடசாலைகளில் பணியாற்றும் க.பொ.த. (உ/த) விஞ்ஞான பாட ஆசிரியர்களின் தகவல் தேடல் நடத்தைக் கோலங்கள் தொடர்பாக இவ்வாய்வு மேற்கொள்ளப்பட்டுள்ளது. இவ்வாசிரியர்கள் தகவல் தேடலை மேற்கொள்வதற்கான காரணங்கள், பயன்படுத்தும் தகவல் வளங்கள், தகவலைப் பெற்றுக்கொள்ளும் வழிமுறைகள், மற்றும் தகவல் தேடலின்போது எதிர்கொள்ளும் பிரச்சினைகள் என்பவற்றை கண்டறிவதே இவ்வாய்வின் முக்கிய நோக்கமாகும். அதற்காக

அளவைநிலை ஆய்வுமுறையியல் பயன்படுத்தப்பட்டது. தெரிவுசெய்யப்பட்ட ஆய்வுக் குடித்தொகையினர் மத்தியில் ஆய்வாளரினால் தயாரிக்கப்பட்ட வினாக்கொத்தின் மூலம் ஆய்வுக்கான தகவல்கள் திரட்டப்பட்டு, கணித புள்ளிவிபரவியல் ரீதியாக பகுப்பாய்வு செய்யப்பட்டு, ஆய்வு முடிவுகள் எட்டப்பட்டன. இவ்வாய்வில், 56.6%மான வினாக்கொத்துக்கள் "ர்த்திசெய்து சமர்ப்பிக்கப்பட்டன. ஆய்வுக்குடித்தொகையினர் அனைவரும் பல்கலைக்கழக பட்டதாரிகளாவர். இவர்களுள், 76.67%மானோர் தொழிந்தகைமையையும் பெற்றிருந்தனர். கற்பித்தல் தேவை, வாண்மை விருத்தி, உடனடித் தகவல்களை பெற்றுக்கொள்ளுதல் என்பன தகவல் தேடலுக்கான பிரதான காரணங்களாக முன்வைக்கப்பட்டன. அத்துடன், இவ்வாய்வுக் குடித்தொகையினர் அதிகளவில் பயன்படுத்தும் தகவல் வளங்களாக ஆசிரியர் கைந்நூல்கள், பாடநூல்கள், உசாத்துணை நூல்கள், சகஆசிரியர்களுடனான கலந்துரையாடல், இலத்திரனியல் தகவல் சாதனங்கள் என்பன விளங்கின. மேலும், ஆய்வுக் குடித்தொகையில் தமிழ் மொழி மூலம் கற்பிப்பவர்களின் எண்ணிக்கை (n=40, 66.67%) அதிகமாக இருந்த போதிலும், ஆங்கிலத்திலேயே தகவல் தேடலை மேற்கொள்வதாக பெரும்பாலானோர் குறிப்பிட்டிருந்தனர். விஞ்ஞானம் சார்ந்த உடனடித் தகவல்களை தமிழ் மொழியில் பெற்றுக்கொள்வதிலுள்ள இடர்பாடே இதற்கான பிரதான காரணமாக தெரிவிக்கப்பட்டது. மேலும், தகவல் தேடலை மேற்கொள்வதற்கு உகந்த இடங்களாக பாடசாலை நூலகம் (78.33%), வீடு (70%), இணைய நிலையம் (55%) என்பன குறிப்பிடப்பட்டன. தகவல் தேடலில் இணையப் பாவனை (83.33%) முதலிடத்தை வகிப்பதுடன், இலத்திரனியல் ஊடகம் (96.66%) முன்னிலை வகிக்கிறது. மேலும், தகவல் தேடலில் எதிர்கொள்ளும் முக்கிய பிரச்சினைகளாக நேரம் போதாமை, வேலைப்பழு, தகவல் வளங்கள் பல்வேறு இடங்களில் சிதறிக் காணப்படல், தேடும் தகவல் வளங்கள் கிடைக்கப்பெறாமை என்பன முன்வைக்கப்பட்டன. இவ்வாய்வானது, பாடசாலை ஆசிரியர்களில் ஒரு குறிப்பிட்ட பகுதியினராகிய விஞ்ஞான ஆசிரியர்களின் தகவல் தேடல் நடத்தைக் கோலங்கள் பற்றி விபரிப்பதுடன், அவர்களது தகவல் தேவைகளையும் இனம்காண உதவியுள்ளது.

**மூலச்சொற்கள்:** தகவல் தேடல் நடத்தைகள் ; விஞ்ஞான ஆசிரியர்கள் - தகவல் தேடல் நடத்தைகள் ; Information seeking behavior.

## அறிமுகம்

உலகளாவிய ரீதியில், கல்விச் சிந்தனைகளில் மாற்றங்கள் ஏற்பட்டு வருவதையும், கற்றல்-கற்பித்தல் செயற்பாடுகளில் நவீன அணுகுமுறைகள் கையாளப்படுவதையும் அவதானிக்கக் கூடியதாகவுள்ளது (சந்திரசேகரன், 1995). இத்தகைய மாற்றங்கள், கற்றல்-கற்பித்தல் செயற்பாட்டில் ஆசிரியர்களின் மரபு ரீதியான வகிபாகத்தை மாற்றியமைத்துள்ளது. அத்தோடு, அவர்களின் புதிய வகிபாகத்தை செவ்வனே ஆற்றுவதற்குரிய புத்தறிவு, ஆற்றல் என்பவற்றை வளர்த்துக்கொள்வதற்கான அவசியத்தையும் வலியுறுத்துகின்றது (ஜெயராசா, 2000).

இன்றைய கற்றல்-கற்பித்தல் செயற்பாட்டில் செல்வாக்கு செலுத்தும் பிரதான காரணிகளாக ஆசிரியரின் விடயம்சார் அறிவு, கற்பித்தல் திறன், கற்பித்தலில் உள்ள ஆர்வம் என்பன விளங்குகின்றன. இவ்வம்சங்களைக் கொண்ட ஒரு வகுப்பறைச் சூழலில் கற்றல் நிகழ்வானது ஆக்கர்வமானதாகவும், மகிழ்ச்சிகரமானதாகவும், வினைத்திறன் மிக்கதாகவும் விளங்குவதாக தெரிவிக்கப்படுகிறது (சின்னத்தம்பி & சுவர்ணராஜா, 2007; நவரத்தினம் & கணபதிப்பிள்ளை, 2002). அத்துடன், மாணவர்களின் கல்வி விருத்திக்கும், ஆர்வத்துடனான கற்றல் செயற்பாட்டுக்கும், பரீட்சையில் உயர் பெறுபேறுகளைப் பெற்றுக்கொள்வதற்கும் வழிசமைக்கின்றது (நவரத்தினம் & கணபதிப்பிள்ளை, 2002).

மாணவர்களின் வழிகாட்டிகளாக விளங்கும் ஆசிரியர்கள் தமது விடயம்சார் அறிவை மேம்படுத்திக் கொள்வதற்கும் வினைத்திறன் மிக்க கற்பித்தலை மேற்கொள்வதற்கும் தகவல் தேடல் திறன்களை கொண்டிருப்பது மிகவும் இன்றியமையாததாக கருதப்படுகிறது (நவரத்தினம் & கணபதிப்பிள்ளை, 2002). உதாரணமாக, பொருத்தமான விடயம்சார் தகவல் வளங்களை அடையாளங் காணுதல், அவற்றைத் திறமையாகக் கையாளுதல், தேவையான தகவலை விரைவாக பெற்றுக்கொள்ளுதல், பெற்றுக்கொண்ட தகவலை ஒழுங்கமைத்தல் போன்றவற்றைக் குறிப்பிடலாம். தகவல் தேடல் திறன்களை விருத்தி செய்வதற்கு குறித்த தரப்பினரின் தகவல் தேடல் நடத்தைக் கோலங்கள் பற்றி அறியப்பட்டிருத்தல் வேண்டும். கல்விப் புலத்தைப் பொறுத்தவரையில், பல்கலைக்கழக மட்டத்தில் இத்தகைய ஆய்வுகள் மேற்கொள்ளப்பட்டிருப்பதைக் காணக்கூடியதாகவுள்ளது (Majid and Kassim, 2000; Nkomo *et al.*, 2011; Nwobasi *et al.*, 2013; Tahir *et al.*, 2008). ஆனால், பாடசாலை மட்டத்தில் இத்தகைய ஆய்வுகள் மேற்கொள்ளப்பட்டதாக அறியக் கிடைக்கவில்லை. எனவே, பாடசாலை ஆசிரியர்களில் ஒரு பகுதியினராகிய க.பொ.த. (உ/த) விஞ்ஞான பாட ஆசிரியர்களின் தகவல் தேடல் நடத்தைக் கோலங்கள் தொடர்பாக யாழ்ப்பாண கல்வி வலயத்தை அடிப்படையாகக் கொண்டு இவ்வாய்வு மேற்கொள்ளப்பட்டுள்ளது.

### ஆய்வின் நோக்கம்

யாழ்ப்பாண கல்வி வலயத்தை சேர்ந்த க..பொ.த. உயர்தர விஞ்ஞான பாட ஆசிரியர்களின் தகவல் தேடல் நடத்தைக் கோலங்கள் தொடர்பான இவ்வாய்வானது பின்வரும் நோக்கங்களை அடிப்படையாகக் கொண்டது.

- ஆசிரியர்கள் தகவல் தேடலை மேற்கொள்வதற்கான காரணங்களைக் கண்டறிதல்
- ஆசிரியர்கள் தேவையான தகவலைப் பெற்றுக்கொள்ளும் வழிமுறைகளை அறிதல்
- கற்பித்தல், மற்றும் ஆய்வுத் தேவைகளுக்காக ஆசிரியர்கள் பயன்படுத்தும் தகவல் வளங்களை இனங்காணல்
- தகவல் தேடலின்போது ஆசிரியர்கள் எதிர்கொள்ளும் பிரச்சினைகளை கண்டறிதல்

### ஆய்வு முறையியல்

இலங்கையின் கல்வி நிர்வாகக் கட்டமைப்பில், ஒவ்வொரு மாவட்டமும் கல்வி வலயங்களாகவும், அவற்றின் கீழ் கல்விக் கோட்டங்களாகவும் பிரிக்கப்பட்டுள்ளன. குறித்த பிரதேசத்தில் அமைந்துள்ள பாடசாலைகள் அனைத்தும் (தேசிய பாடசாலைகள் நீங்கலாக) இக்கட்டமைப்பினூடாகவே நிர்வகிக்கப்படுகின்றன. மேலும் இப்பாடசாலைகள், கற்பிக்கப்படும் பாடத்துறைகளுக்கும் கற்றல் தரங்களுக்கும் ஏற்ப 1AB, 1C, Type II, Type III என வகைப்படுத்தப்பட்டுள்ளன. இலங்கையின் வடபுலத்தில் அமைந்துள்ள யாழ்ப்பாண மாவட்டமானது 5 கல்வி வலயங்களையும், 15 கல்விக் கோட்டங்களையும், 445 இயங்குநிலையிலுள்ள பாடசாலைகளையும் கொண்டதாக காணப்படுகிறது (அட்டவணை 1).

**அட்டவணை 1:** யாழ் மாவட்டத்தைச் சேர்ந்த பாடசாலைகளின் விபரம்

கல்வி வலயங்கள்	கல்விக் கோட்டங்கள்	பாடசாலைகளின் எண்ணிக்கை			
		1AB	1C	Type II	Type III
யாழ்ப்பாணம்	3	17	10	42	34
வலிகாமம்	4	16	15	34	73
தென்மராட்சி	1	5	6	22	27
வடமராட்சி	3	10	9	29	34
தீவகம்	4	4	7	20	31
<b>மொத்தம்</b>	<b>15</b>	<b>52</b>	<b>47</b>	<b>147</b>	<b>199</b>

(தகவல்: Chief Secretary's Secretariat, 2016)

இவற்றுள், க.பொ.த. உயர்தரத்தில் விஞ்ஞான பாடத்துறையை கொண்டுள்ளவை 1AB பாடசாலைகள் (n=52) எனப்படும். யாழ் மாவட்டத்தை பொறுத்தவரையில், அதிக எண்ணிக்கையான 1AB பாடசாலைகளை (n=17) கொண்டதாகவும், கல்வி வரலாற்றில் சிறப்பிடம் பெற்ற பல பாடசாலைகளை தன்னகத்தே கொண்டதாகவும் யாழ்ப்பாண கல்வி வலயம் விளங்குகின்றமையால், க.பொ.த. (உ/த) விஞ்ஞான பாடத்துறையில் கற்பிக்கும் ஆசிரியர்களின் தகவல்தேடல் நடத்தைக் கோலங்கள் பற்றி அறியும் நோக்கில் மேற்கொள்ளப்பட்ட இவ்வாய்வுக்கான மாதிரி ஆய்வுப்புலமாக யாழ்ப்பாண கல்விவலயம் தெரிவு செய்யப்பட்டது.

யாழ்ப்பாண கல்வி வலயத்தில், யாழ்ப்பாணம், நல்லூர், கோப்பாய் ஆகிய மூன்று கல்விக் கோட்டங்கள் காணப்படுகின்றன. இவற்றுள், யாழ்ப்பாண கோட்டத்தில் க.பொ.த. (உ/த) விஞ்ஞான பாடத்துறை வகுப்புக்களை கொண்ட 1AB பாடசாலைகள் ஏழு உள்ளன. நல்லூர், கோப்பாய் ஆகிய கோட்டங்கள் ஒவ்வொன்றிலும் ஐந்து 1AB பாடசாலைகள் காணப்படுகின்றன. இம்மூன்று கோட்டங்களிலும் மொத்தமாக பதினேழு 1AB பாடசாலைகள் காணப்படுவதுடன், அவற்றில் பணியாற்றும் க.பொ.த. (உ/த) விஞ்ஞான பாடத்துறையில் கற்பிக்கும் ஆசிரியர்களின் எண்ணிக்கை 106 ஆகும். இங்கு, ஆய்வுக் குடித்தொகை பரம்பல் சிறியதாக இருந்தமையால், முழுக் குடித்தொகையுமே ஆய்வுக்கு உட்படுத்தப்பட்டது.

மேலும், அளவைநிலை ஆய்வுமுறையியல் பயன்படுத்தப்பட்டுள்ளது (அருள்மொழி, 2008; ஜ.பார், 2009). ஆய்வாளரினால் தயாரிக்கப்பட்ட வினாக்கொத்தின் மூலம் ஆய்வுக் குடித்தொகையின் தகவல் தேடலின் நோக்கம், கற்பித்தல் மற்றும் ஆய்வுத் தேவைகளுக்காக பயன்படுத்தப்படும் தகவல் வளங்கள் பற்றிய விபரம், தகவல் தேடலில் பயன்படுத்தப்படும் மொழி, தகவலை பெற்றுக்கொள்ள விரும்பும் ஊடக வடிவம், தகவல் பெறும் இடம், உடனடித் தகவலை பெற்றுக்கொள்வதற்கு கையாளும் வழிமுறைகள், தகவல் தேடலில் எதிர்நோக்கும் பிரச்சினைகள் பற்றிய விபரங்கள் திரட்டப்பட்டன. இவ்வினாக்கொத்தானது தரவு சேகரித்தலுக்காக, ஆய்வுக் குடித்தொகை முழுவதற்கும் விநியோகிக்கப்பட்டு, பின்னர் "ரணப்படுத்தப்பட்ட வினாக்கொத்துக்கள் மீள்பெறப்பட்டன. வினாக்கொத்தின் நம்பகத்தன்மையை உறுதி செய்யும் பொருட்டு முன்னோடி ஆய்வொன்றும் மேற்கொள்ளப்பட்டது. இவ்வாறு சேகரிக்கப்பட்ட தரவுகள் யாவும் கணித புள்ளிவிபரவியல் ரீதியாக பகுப்பாய்வு செய்யப்பட்டு, ஆய்வு முடிவுகள் எட்டப்பட்டன.

### பெறுபெறுகளும் விதப்புரைகளும்

இவ்வாய்வில் 60 (56.6%) "ரணப்படுத்தப்பட்ட வினாக்கொத்துக்கள் கிடைக்கப் பெற்றிருந்தன. இதனடிப்படையில் ஆய்வு முடிவுகள் மேற்கொள்ளப்பட்டுள்ளன.

**ஆய்வுக் குடித்தொகையின் பண்புகள்**

இவ்வாய்வுக் குடித்தொகையின் பால் ரீதியிலான பரம்பலை எடுத்துக்கொண்டால், ஆண்கள் 68.33% (n=41) வீதமாகவும், பெண்கள் 31.67% (n=19) வீதமாகவும் காணப்படுகின்றனர். வயது அடிப்படையிலான பரம்பலை நோக்குகையில், யாழ்ப்பாண கல்வி வலயத்தில் 45%மான (n=27) ஆசிரியர்கள் 36-45 வயதுப்பிரிவிலும், 28.33%மான (n=17) ஆசிரியர்கள் 46-55 வயதுப்பிரிவிலும் காணப்படுகின்றனர். கல்வித் தகைமையை பொறுத்தவரையில், ஆய்வுக்குடித்தொகையில் காணப்படும் அனைத்து ஆசிரியர்களும் (n=60) பல்கலைக்கழக பட்டதாரிகளாவர். இவர்களுள் 76.67%மானோர் (n=46) தொழிற்தகைமையை பெற்றுள்ளதுடன், 13 பேர் உயர் தொழிற்தகைமையையும் பெற்றுள்ளனர் (அட்டவணை 2).

**அட்டவணை 2: ஆய்வுக் குடித்தொகையின் பண்புகள்**

ஆய்வுக் குடித்தொகையின் பண்புகள்	எண்ணிக்கை	வீதம் (%)
<b>பால்</b>		
ஆண்	41	68.33
பெண்	19	31.67
<b>வயது</b>		
26-35	12	20.00
36-45	27	45.00
46-55	17	28.33
,55	4	6.67
<b>கல்வித் தகைமை</b>		
B.Sc.	60	100.00
PGDE	46	76.67
M.Ed.	711.67	
M.Sc.	610.00	
<b>கற்பிக்கும் பாடங்கள்</b>		
இணைந்த கணிதம்	14	15.91
இரசாயனவியல்	15	17.05
பௌதீகவியல்	16	18.18
உயிரியல்	17	19.32

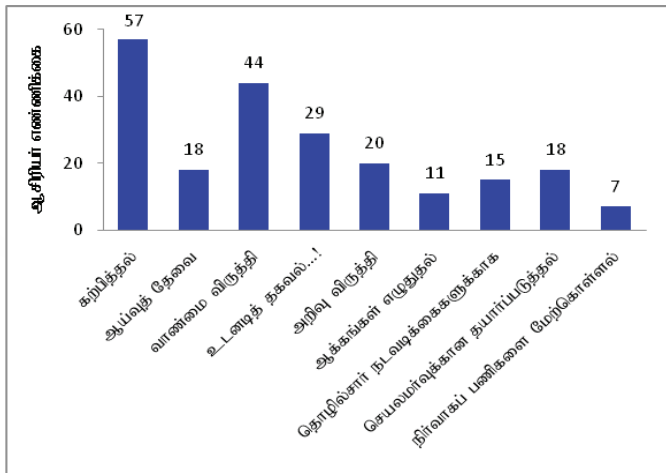
மேலும், க.பொ.த. (உ/த) விஞ்ஞானப் பிரிவில் கற்பிக்கப்படும் இணைந்த கணிதம், இரசாயனவியல், பௌதீகவியல், உயிரியல் ஆகிய அனைத்து பாடப்பிரிவு ஆசிரியர்களும் இவ்வாய்வுக் குடித்தொகையில் உள்ளடக்கப்பட்டுள்ளனர்.



ஆய்வுக்குடித்தொகையின் 73.33%மானோர் (n=44) 36-55 வயதுப்பிரிவில் அதாவது சிரேஸ்ட நிலையில் காணப்படுகின்றனர். அத்துடன், அனைத்து ஆசிரியர்களும் (n=60, 100%) அடிப்படை கல்வித்தகைமையை பெற்றுள்ளனர். அதேவேளை, 76.67%மானோர் (n=46) ஆசிரியர் சேவைக்குரிய அடிப்படை தொழிற்தகைமையாகிய பட்டப்பின் கல்வி டிப்ளோமாவை ிர்த்தி செய்துள்ளனர். இவ்வாய்வுத் தரவுகளின் அடிப்படையில் நோக்குகையில், யாழ்ப்பாண கல்வி வலயமானது ஒப்பீட்டளவில் அதிக எண்ணிக்கையிலான தொழிற்தகையுடைய சிரேஸ்ட நிலை ஆசிரியர்களை கொண்டுள்ளமையை அவதானிக்கமுடிகிறது. கற்பித்தலில் மிகுந்த அனுபவம் வாய்ந்த இவ்வாசிரியர்கள் யாழ்ப்பாண வலயத்தின் கல்வி வளர்ச்சிக்கு சிறந்த பங்களிப்பை நல்குகின்றனர். மேலும், இவர்களுள் 21.67%மானோர் (n=13) உயர் தொழிற்தகைமையை பெற்றுள்ளமை, ஆசிரியர் வாண்மைவிருத்தி தொடர்பில் க.பொ.த. (உ/த) விஞ்ஞான பாட ஆசிரியர்கள் கொண்டுள்ள ஆர்வத்தை எடுத்துக் காட்டுகிறது.

### தகவல் தேடலின் நோக்கம்

க.பொ.த. (உ/த) விஞ்ஞான பாட ஆசிரியர்களின் தகவல் தேடலின் நோக்கம் தொடர்பாக ஆராய்கையில், கற்பித்தல் தேவை (n=57, 95%) பிரதான இடத்தை வகிக்கிறது. அதனைத் தொடர்ந்து வாண்மை விருத்தி (n=44, 73.33%), உடனடித் தகவலை பெற்றுக்கொள்ளுதல் (n=29, 48.33%), போன்ற காரணங்கள் முன்வைக்கப்படுகின்றன (உரு 1). மேலும், 30-33%மான ஆய்வுக் குடித்தொகையினர் பொதுஅறிவை விருத்தி செய்தல், ஆய்வுத் தேவை, மற்றும் வளவாளர்களாக பங்கெடுக்கும் செயலம்வுகளுக்கான தயார்ப்படுத்தல் போன்றவற்றையும் தமது தகவல் தேடலுக்கான நோக்கங்களாக குறிப்பிட்டுள்ளனர்.

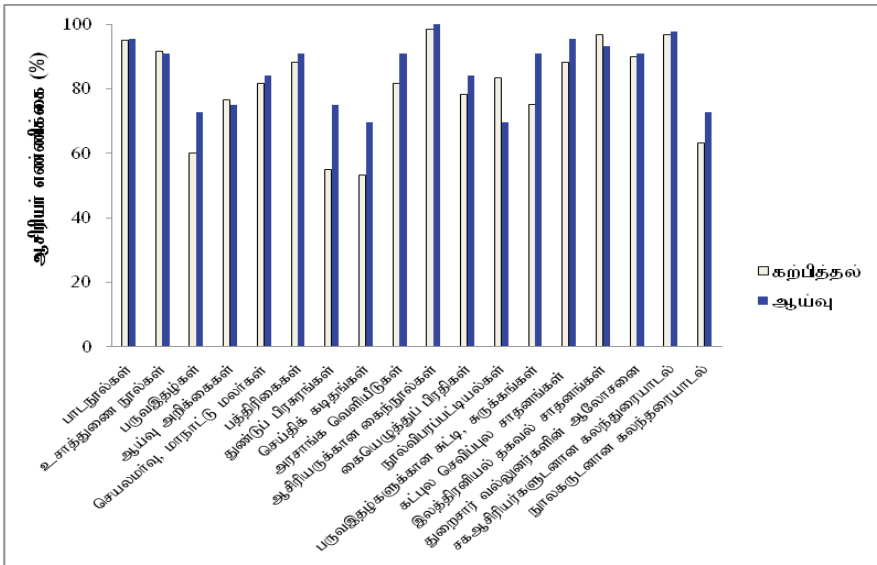


உரு 1: யாழ் கல்வி வலய க.பொ.த. உயர்தர விஞ்ஞான பாட ஆசிரியர்களின் தகவல் தேடலின் நோக்கம்

பாடசாலையில் நிர்வாகம் சார்ந்த பணிகளில் ஆசிரியர்களின் ஈடுபாடு குறைவாக காணப்படுவதை அதற்கான தகவல் தேடலை மேற்கொள்ளும் ஆசிரியர்களின் எண்ணிக்கை (n=7, 11.67%) மூலம் அறியமுடிகிறது (உரு 1).

### தகவல் வளப் பயன்பாடு

க.பொ.த. (உ/த) விஞ்ஞான பாட ஆசிரியர்கள் மத்தியில் கற்பித்தல், மற்றும் ஆய்வுத் தேவைக்கான தகவல் வளங்களின் பயன்பாடு பற்றி ஆராயப்பட்டது. இதன்போது, அச்சுருவிலான தகவல் சாதனங்கள் (பாடநூல்கள், உசாத்துணை நூல்கள், ஆய்வு அறிக்கைகள், பருவஇதழ்கள், செயலம்வு மற்றும் மாநாட்டு மலர்கள், பத்திரிகைகள், கையெழுத்துப் பிரதிகள், துண்டுப் பிரசுரங்கள், செய்திக் கடிதங்கள், அரசாங்க வெளியீடுகள், ஆசிரியருக்கான கைநூல்கள், நூல்விபரப்பட்டியல்கள், பருவஇதழ்களுக்கான சுட்டி மற்றும் சுருக்கங்கள்) மட்டுமல்லாது, இலத்திரனியல் சாதனங்கள், கட்டிபுல செவிப்புல சாதனங்கள், மனித வளங்கள் (துறைசார் வல்லுனர்களின் ஆலோசனை, சகஆசிரியர்கள் மற்றும் நூலகருடனான கலந்துரையாடல்) என்பனவும் கவனத்திலெடுக்கப்பட்டன. இதன் பெறுபேறுகள் உரு 2இல் தரப்பட்டுள்ளது.



உரு 2: யாழ் கல்விவலய க.பொ.த. உயர்தர விஞ்ஞான பாட ஆசிரியர்களின் தகவல் வளப் பயன்பாடு

இவ்வாய்வுக் குடித்தொகையில் பெரும்பான்மையானோர் ஆசிரியருக்கான கைநூல்கள் (98.33%), இலத்திரனியல் சாதனங்கள் (96.67%), சகஆசிரியர்களுடனான கலந்துரையாடல் (96.67%), பாடநூல்கள்

(95%), உசாத்துணை நூல்கள் (91.67%), மற்றும் துறைசார் வல்லுனர்களின் ஆலோசனை (90%) மூலமே கற்பித்தல் தேவைக்கான தகவல்களைப் பெற்றுக்கொள்வதாக தெரிவித்திருந்தனர். இவற்றிற்கு அடுத்தபடியாக பத்திரிகைகள், கட்டிபுல செவிப்புல சாதனங்கள், நூல்விபரப்பட்டியல்கள், செயலமர்வு மற்றும் மாநாட்டு மலர்கள், அரசாங்க வெளியீடுகள் என்பன விளங்குவதை அவதானிக்கக் கூடியதாகவுள்ளது. கற்பித்தல் தேவைக்காக மிகக் குறைந்தளவில் துண்டுப் பிரசுரங்கள் (55%), செய்திக் கடிதங்கள் (53.33%) என்பன பயன்படுத்தப்படுவதையும் காணமுடிகிறது.

ஆய்வுத் தேவையைப் பொறுத்தவரையில், ஆசிரியருக்கான கைநூல்கள் (100%), சகஆசிரியர்களுடனான கலந்துரையாடல் (97.73%), பாடநூல்கள் (95.45%), கட்டிபுல செவிப்புல சாதனங்கள் (95.45%) என்பன அதிகளவில் பயன்படுத்தப்படுகின்றன. இவற்றைத் தொடர்ந்து, இலத்திரியல் சாதனங்கள் (93.18%), உசாத்துணை நூல்கள் (90.91%), பத்திரிகைகள் (90.91%), அரசாங்க வெளியீடுகள் (90.91%), பருவஇதழ் கட்டுரைகளுக்கான சுட்டி மற்றும் சுருக்கங்கள் (90.91%), மற்றும் துறைசார் வல்லுனர்களின் ஆலோசனை (90.91%) என்பவற்றின் பயன்பாட்டை காணமுடிகிறது. எனினும், ஆய்வுக்கான முக்கிய தகவல் வளங்களாக விளங்கும் ஆய்வு அறிக்கைகள், பருவஇதழ்கள், செயலமர்வு மற்றும் மாநாட்டு மலர்கள் என்பன ஒப்பீட்டளவில் குறைவாகவே பயன்படுத்தப்படுகின்றன.

மேலும் கற்றல் மற்றும் ஆய்வுக்கான தகவல் வளப்பயன்பாட்டில், பருவஇதழ்கள், துண்டுப் பிரசுரங்கள், செய்திக் கடிதங்கள், அரசாங்க வெளியீடுகள், பருவஇதழ் கட்டுரைகளுக்கான சுட்டி மற்றும் சுருக்கங்கள், கட்டிபுல செவிப்புல சாதனங்கள், கையெழுத்துப் பிரதிகள், நூல்விபரப்பட்டியல்கள், நூலகருடனான கலந்துரையாடல் ஆகியவற்றிற்கிடையில் வேறுபாடு காணப்படுகிறது. இவற்றுள் நூல்விபரப்பட்டியல் தவிர்ந்த அனைத்து தகவல் வளங்களும் ஆய்வுத் தேவைக்காகவே அதிகளவில் பயன்படுத்தப்படுகின்றன.

### **தகவல் தேடலில் மொழிப் பயன்பாடு**

2001ஆம் ஆண்டில், மாணவர்களின் ஆங்கில புலமையையும் கல்வி அடைவுமட்டங்களையும் மேம்படுத்தும் நோக்கில், இருமொழிக் கல்வி முறைமையானது இலங்கையில் தெரிவு செய்யப்பட்ட பாடசாலைகளில் ஆண்டு 6இலிருந்து அறிமுகப்படுத்தப்பட்டது. இதன் பயனாக மாணவர்கள் தமது ஆரம்பக்கல்வியை தாய்மொழியிலும், அதனைத் தொடர்ந்து இடைநிலைக் கல்வியை தாய்மொழியில் (தமிழ்/சிங்களம்) அல்லது இரு மொழிகளிலும் (தாய்மொழியும் ஆங்கிலமும்) தொடரக்கூடிய வாய்ப்பைப் பெற்றனர். இதற்காக குறித்த சில பாடங்களை ஆங்கிலத்தில் கற்பிக்கக்கூடிய ஆசிரியர்கள் இத்தெரிவு செய்யப்பட்ட பாடசாலைகளில் உள்வாங்கப்பட்டனர். யாழ்ப்பாண கல்வி வலயத்தைப் பொறுத்தவரையில்

இங்குள்ள 1AB பாடசாலைகளுள் (n=17) 11 பாடசாலைகளில் இருமொழிக் கல்வி முறைமையானது நடைமுறையிலுள்ளது. எனவே, இவ்வாய்வுக் குடித்தொகையில் தமிழ், ஆங்கிலம் ஆகிய இரு மொழிகளிலும் கற்பிக்கும் ஆசிரியர்கள் இடம்பெற்றுள்ளனர். இவ்வாசிரியர்களின் கற்பித்தல் மற்றும் தகவல் தேடல் செயற்பாடுகளில் மொழியின் பயன்பாடு அட்டவணை 3இல் தரப்பட்டுள்ளது.

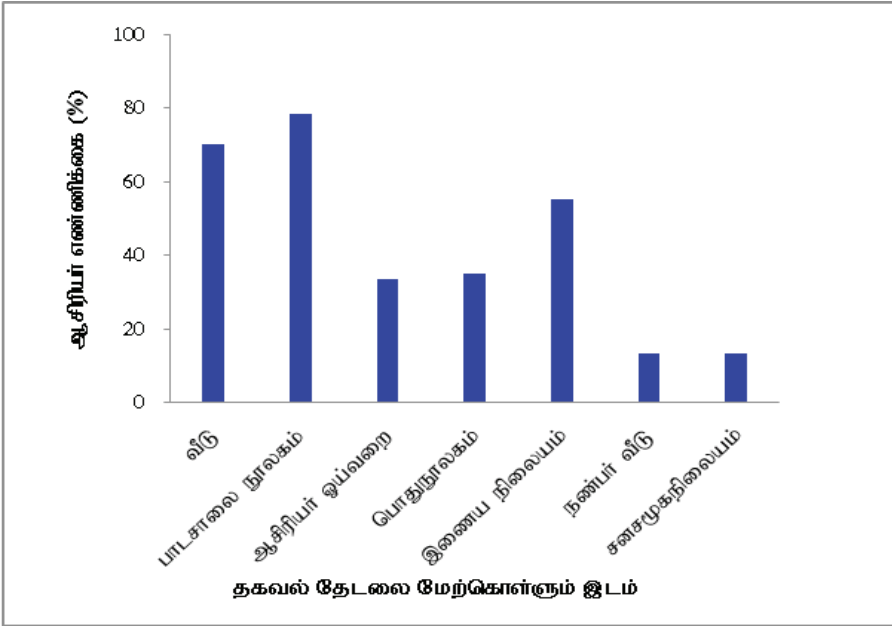
**அட்டவணை 3:** யாழ் கல்வி வலய க.பொ.த. உயர்தர விஞ்ஞான பாட ஆசிரியர்களின் கற்பித்தல் மற்றும் தகவல் தேடலில் மொழியின் பயன்பாடு

மொழி	கற்பித்தல்	தகவல் தேடல்
தமிழ்	40	12
ஆங்கிலம்	8	27
தமிழும் ஆங்கிலமும்	12	21

இவ்வாய்வுக் குடித்தொகையில், தமிழ் மொழியில் மட்டும் கற்பிக்கும் ஆசிரியர்கள் (n=40, 66.67%), இரண்டு மொழிகளிலும் கற்பிக்கும் ஆசிரியர்கள் (n=12, 20%) மாத்திரமன்றி, ஆங்கில மொழியில் மட்டும் கற்பிக்கும் ஆசிரியர்களும் (n=8, 13.33%) காணப்படுகின்றனர். இவர்களது தகவல் தேடலில் மொழியின் செல்வாக்கை ஆராய்கையில், அதிகளவானோர் (n=27, 45%) ஆங்கிலத்தில் தகவல் தேடலை மேற்கொள்வதை அவதானிக்கமுடிகிறது. இதற்கு அடுத்த நிலையில் இரண்டு மொழிகளிலும் தகவல் தேடலை மேற்கொள்வோர் (n=21, 35%) இடம்பெற்றுள்ளனர். மிகக் குறைந்த எண்ணிக்கையிலான ஆசிரியர்களே தமிழ் மொழியில் மட்டும் தகவல் தேடலை மேற்கொள்வதாக குறிப்பிட்டுள்ளனர். இப்பெறுபேறுகளின் அடிப்படையில் நோக்குகையில், 66.67%மான க.பொ.த. உயர்தர விஞ்ஞான பாட ஆசிரியர்கள் தமிழ் மொழியில் கற்பிக்கின்ற போதிலும், அவர்களுள் 20%மானோரே தமிழ் மொழியில் தகவல் தேடலை மேற்கொள்வதை அவதானிக்க முடிகிறது. இதற்கான பிரதான காரணம் விஞ்ஞானத்துறை சார்ந்த தகவல்களைத் தாங்கிய தமிழ் மொழியிலான வெளியீடுகள் குறைவாகக் காணப்படுகின்றமையாகும். இது தொடர்பில் கவனம் செலுத்தப்படவேண்டியது அவசியமாகும்.

#### தகவல் தேடலை மேற்கொள்ளும் இடங்கள்

தகவல் தேடலை மேற்கொள்வதற்கு உகந்த இடங்களாக இவ்வாசிரியர்கள் தெரிவு செய்யும் இடங்கள் தொடர்பில் பெறப்பட்ட பெறுபேறுகள் உரு 3இல் தரப்பட்டுள்ளது.

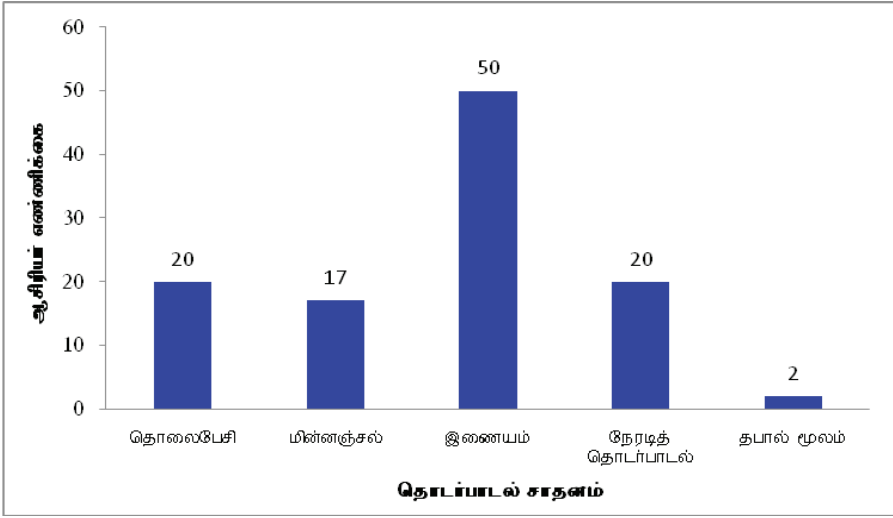


**உரு 3:** யாழ் கல்வி வலய க.பொ.த. உயர்தர விஞ்ஞான பாட ஆசிரியர்கள் தகவல் தேடலை மேற்கொள்ளும் இடங்கள்

இதனடிப்படையில், பாடசாலை நூலகம் (n=47, 78.33%) பிரதானமானதாகவும், அதனைத் தொடர்ந்து வீடு (n=42, 70%), இணைய நிலையம் (n=33, 55%), பொதுநூலகம் (n=21, 35%), ஆசிரியர் ஓய்வறை (n=20, 33.33%) என்பனவும் தகவல் தேடலை மேற்கொள்ள விரும்பும் இடங்களாக இக்கல்வி வலய ஆசிரியர்களினால் குறிப்பிடப்படுகின்றன. தகவல் தேடலுக்காக பாடசாலை நூலகத்தை அதிகளவில் பயன்படுத்தும் ஆசிரியர்கள், வீட்டிலும் கற்பித்தல் செயற்பாட்டிற்கான ஆயத்த வேலைகளில் ஈடுபடுகின்றனர் என்பது இப்பெறுபேறுகளினூடு புலனாகின்றது. மேலும், யாழ் கல்வி வலய பாடசாலைகளின் நகர்சார் அமைவிடத்தின் சாதக தன்மையினால் இணைய நிலையங்களுக்கான அணுகுகையும், யாழ் பொதுசன நூலகத்தின் பயன்பாடும் அதிகளவில் காணப்படுகிறது.

#### **தகவல் தேடலில் தொடர்பாடல் சாதன பயன்பாடு**

தகவல் தேடலில் க.பொ.த. உயர்தர விஞ்ஞான பாட ஆசிரியர்களின் தொடர்பாடல் சாதன பயன்பாடு குறித்து பெறப்பட்ட தரவுகள் உரு 4இல் காட்சிப்படுத்தப்பட்டுள்ளன.



**உரு 4:** தகவல் தேடலில் யாழ் கல்வி வலய க.பொ.த. (உ/த) விஞ்ஞான பாட ஆசிரியர்களின் தொடர்பாடல் சாதன பயன்பாடு

இவ்வாய்வுக் குடித்தொகையின் தகவல் தேடலில் தொடர்பாடல் சாதன பயன்பாட்டை ஆராய்கையில், இணையப் பாவனை (n=50, 83.33%) முதலிடத்தை வகிக்கிறது. இதற்கு அடுத்தபடியாக நேரடித் தொடர்பாடல் (n=20, 33.33%), தொலைபேசி பாவனை (n=20, 33.33%), மின்னஞ்சல் பாவனை (n=17, 28.33%) என்பன விளங்குகின்றன. தற்கால தொடர்பாடல் சாதனங்களுள், தகவல் தொடர்பாடல் தொழில்நுட்பத்தின் விளைவான இணையம் முன்னிலை வகிக்கும் அதேசமயம் நேரடித் தொடர்பாடல், தொலைபேசி ஊடான உரையாடல் போன்ற பாரம்பரிய முறைகளும் தகவல் தேடலில் கணிசமான பங்கு வகிப்பதை அவதானிக்க முடிகிறது. மேலும், தகவலை பெற்றுக்கொள்ள விரும்பும் ஊடக வடிவம் தொடர்பில் இலத்திரனியல் ஊடகம் (n=58, 96.66%) முன்னிலை வகிக்கிறது. இதனைத் தொடர்ந்து அச்ச ஊடகம் (n=50, 83.33%), மற்றும் கட்புல செவிப்புல ஊடக வடிவங்கள் (n=38, 63.33%) காணப்படுகின்றன.

#### உடனடித் தகவலை பெற்றுக்கொள்ளும் வழிமுறைகள்

உடனடித் தகவலை பெற்றுக்கொள்ளும் வழிமுறைகள் தொடர்பில் யாழ் கல்வி வலய க.பொ.த. உயர்தர விஞ்ஞான பாட ஆசிரியர்களிடத்தில் மேற்கொள்ளப்பட்ட ஆய்வின் பெறுபேறுகள் அட்டவணை 4இல் தரப்பட்டுள்ளது. இங்கு உடனடித் தகவல் பெறும் வழிமுறைகள் பட்டியலிடப்பட்டு, அவற்றுள் இவ்வாசிரியர்களினால் அதிகளவில் கையாளப்படும் வழிமுறைகள் இனங்காணப்பட்டன.

**அட்டவணை 4:** உடனடித் தகவல்களைப் பெற்றுக்கொள்வதற்கு விஞ்ஞான பாட ஆசிரியர்களினால் கையாளப்படும் வழிமுறைகள்

உடனடித் தகவல் பெறும் வழிமுறைகள்	மொத்த ஆசிரியர்கள்	
	எண்ணிக்கை	சதவீதம் (%)
துறைசார் வல்லுனர்களின் ஆலோசனை	27	45.00
புதிய நூல்களை வாசித்தல்	36	60.00
பத்திரிகைகளை வாசித்தல்	18	30.00
சக ஆசிரியர்களுடன் கலந்துரையாடல்	43	71.67
தொழில்சார் கருத்தரங்குகளில் பங்குபற்றல்	22	36.67
நூல் விற்பனை நிலையங்களை (Book shops) பார்வையிடல்	09	15.00
வெளியீட்டாளர் நூற்பட்டியல்களைப் (Publisher's catalogues) பார்வையிடல்	05	8.33
பொதுசன ஊடகத்தைப் பார்வையிடல்	06	10.00
செய்திக்கடிதம் வாசித்தல்	01	1.67
இலத்திரனியல் நாளேடுகளை பார்வையிடல்	23	38.33
நூலகத்தினால் மேற்கொள்ளப்படும் உடனடித் தகவல் வழங்கல் சேவையைப் பெற்றுக்கொள்ளல்	19	31.67
பருவஇதழ் ஆக்கங்களுக்கான சுருக்கம், சுட்டியினை பார்வையிடல்	05	8.33
மின்னஞ்சல் விழிப்புட்டல் சேவையினைப் (E-Mail Alerts) பயன்படுத்திக் கொள்ளல்	17	28.33

உடனடித் தகவலை பெற்றுக்கொள்ளும் முக்கிய வழிமுறைகளாக சக ஆசிரியர்களுடன் கலந்துரையாடுதல் (n=43, 71.67%), புதிய நூல்களை வாசித்தல் (n=36, 60%), துறைசார் வல்லுனர்களின் ஆலோசனையை பெற்றுக் கொள்ளுதல் (n=27, 45%) என்பன இவ்வாசிரியர்களினால் கையாளப்படுவதை அவதானிக்க முடிகிறது. இவற்றிற்கு அடுத்தபடியாக இலத்திரனியல் நாளேடுகளை பார்வையிடல் (n=23, 38.33%), தொழில்சார் கருத்தரங்குகளில் பங்குபற்றல் (n=22, 36.67%), நூலகத்தினால் மேற்கொள்ளப்படும் உடனடித் தகவல் வழங்கல் சேவையைப் பெற்றுக்கொள்ளல் (n=19, 31.67%), பத்திரிகைகளை வாசித்தல் (n=18, 30%) போன்ற செயற்பாடுகள் விளங்குகின்றன. மேலும், மிகக் குறைந்தளவில் பயன்படுத்தப்படும் வழிமுறைகளாக செய்திக்கடிதம் வாசித்தல் (n=1, 1.67%), வெளியீட்டாளர் நூற்பட்டியல்களைப் பார்வையிடல் (n=5, 8.33%), பருவஇதழ் ஆக்கங்களுக்கான சுருக்கம், சுட்டியினை பார்வையிடல் (n=5, 8.33%) என்பன காணப்படுகின்றன.

**தகவல் தேடலில் எதிர்நோக்கும் பிரச்சினைகள்**

இறுதியாக, தகவல் தேடலில் க.பொ.த. உயர்தர விஞ்ஞான பாட ஆசிரியர்கள் எதிர்கொள்ளும் பிரச்சினைகள் தொடர்பாக ஆராயப்பட்டது. இதன் பெறுபேறுகள் அட்டவணை 5இல் தரப்பட்டுள்ளது.

தகவல் தேடலில் எதிர்கொள்ளும் முக்கிய பிரச்சினையாக நேரம் போதாமை (n=37, 61.67%) இனங்காணப்பட்டுள்ளது. கற்பித்தல் செயற்பாட்டிற்கான ஆயத்தவேலைகளுக்கு மேலதிகமாக ஆசிரியர்கள் பாடசாலைகளில் நடைபெறும் வேறு பல செயற்பாடுகள் தொடர்பான எழுத்துவேலைகளில் கணிசமானளவு நேரத்தை செலவழிப்பதாக தெரிவித்தனர். இதற்கு அடுத்தபடியாக கற்பித்தல் மற்றும் நிர்வாக வேலைப்பழு (n=19, 31.67%), தகவல் வளங்கள் பல்வேறு இடங்களில் சிதறிக் காணப்படல் (n=19, 31.67%), தேடும் தகவல் வளங்கள் கிடைக்கப் பெறாமை (n=12, 20%), உடனடித் தகவல் வளங்களின் பற்றாக்குறை (n=10, 16.67%), ஆங்கிலமொழி அறிவு போதாமை (n=10, 16.67%) போன்ற காரணங்கள் முன்வைக்கப்பட்டன.

அட்டவணை 5: தகவல் தேடல் தொடர்பில் க.பொ.த. உயர்தர விஞ்ஞான பாட ஆசிரியர்கள் எதிர்கொள்ளும் பிரச்சினைகள்

தகவல் தேடலில் எதிர்கொள்ளும் பிரச்சினைகள்	மொத்த ஆசிரியர்கள்	
	எண்ணிக்கை	சதவீதம் (%)
தேடும் தகவல் வளங்கள் கிடைக்கப் பெறாமை	12	20.00
தகவலானது பல்வேறு இடங்களில் சிதறிக் காணப்படுதல்	19	31.67
தகவல் வளங்களின் அதிகரித்த விலை	09	15.00
தகவல் வளங்கள் மிக தொலைவான இடங்களில் காணப்படுதல்	06	10.00
தகவல்வெடிப்பு அல்லது தகவல் பெருக்கம் காரணமாக தகவல் அதிகரிப்பு	08	13.33
உடனடித் தகவல் வளங்கள் கிடைக்கப்பெறாமை	10	16.67
தகவல் தேடலுக்கான நேரம் போதாமை	37	61.67
ஆங்கிலமொழி அறிவு போதாமை	10	16.67
ஆசிரியர்களின் கற்பித்தல், மற்றும் நிர்வாக வேலைப்பழு	19	31.67



இலத்திரனியல் தகவல் வளங்களைப் பயன்படுத்துவது தொடர்பான போதிய பயிற்சியின்மை	03	5.00
கணினி மென்பொருள், வன்பொருள் இல்லாமை	08	13.33
கணினியை கையாள்வதற்கான தொழில்நுட்ப அறிவின்மை	01	1.67
நூலகத்தைப் பயன்படுத்துவது தொடர்பான அறிவு போதாமை	01	1.67
நூலக ஊழியர்களின் ஆதரவு கிடைக்கப் பெறாமை	04	6.67
நூலக ஊழியர்களின் தொழில் திறன் விருத்தி போதாமை	04	6.67

#### முடிவுரை

ஆசிரியர்களின் தகவல் தேடல் நடத்தைக் கோலங்கள் தொடர்பான இவ்வாய்வானது யாழ்ப்பாணக் கல்வி வலயத்தை சேர்ந்த 1AB பாடசாலைகளில் கற்பிக்கும் க.பொ.த. (உ/த) விஞ்ஞான பாட ஆசிரியர்களிடையே மேற்கொள்ளப்பட்டது.

இவ்வாய்வு முடிவுகளை தொகுத்து நோக்குகையில், கற்பித்தல், வாண்மை விருத்தி, மற்றும் உடனடித் தகவல்களை பெற்றுக்கொள்ளுதல் போன்ற காரணங்களுக்காகவே பெரும்பாலான ஆசிரியர்கள் தகவல் தேடலை மேற்கொள்வதை காணமுடிகிறது. தகவல் வளங்களின் பயன்பாட்டைப் பொறுத்தவரையில், ஆசிரியருக்கான கைநூல்கள், சகஆசிரியர்களுடனான கலந்துரையாடல், பாடநூல்கள், உசாத்துணை நூல்கள், இலத்திரனியல் தகவல் சாதனங்கள் என்பன அதிகளவில் பயன்படுத்தப்படுகின்றன. மேலும், விஞ்ஞானத்துறைசார் உடனடித் தகவல்களை தமிழ் மொழியில் பெற்றுக்கொள்வது சிரமமானதாக இருப்பதனால் ஆங்கில மொழியிலேயே தகவல் தேடல் பெருமளவில் மேற்கொள்ளப்படுகிறது. அத்துடன், தகவல் தேடலை மேற்கொள்வதற்கு விரும்பத்தக்க இடமாக 78.33%மானோர் பாடசாலை நூலகத்தையே தெரிவு செய்திருந்தனர். தகவல் தேடலில் இணையப் பாவனை (n=50, 83.33%) முதலிடத்தை வகிக்கும் அதேசமயம் இலத்திரனியல் ஊடகமே (n=58, 96.66%) தகவல் தேடலுக்கு உகந்ததாக பெரும்பாலானோர் குறிப்பிட்டிருந்தனர்.

தகவல் தேடலில் எதிர்கொள்ளும் முக்கிய பிரச்சினைகளாக நேரம் போதாமை, வேலைப்பழு, தகவல் வளங்கள் பல்வேறு இடங்களில் சிதறிக் காணப்படல், தேடும் தகவல் வளங்கள் கிடைக்கப் பெறாமை என்பன தெரிவிக்கப்பட்டிருந்தன.

இவ்வாய்வானது, பாடசாலை ஆசிரியர்களில் ஒரு குறிப்பிட்ட பகுதியினராகிய விஞ்ஞான பாட ஆசிரியர்களின் தகவல் தேடல் நடத்தைக் கோலங்கள் பற்றி விபரிப்பதுடன், அவர்களது தகவல் தேவைகள், மற்றும் தகவல் தேடலில் எதிர்கொள்ளும் பிரச்சினைகள் பற்றியும் குறிப்பிடுகிறது. எனவே, ஆசிரியர்களின் தகவல் தேடல் திறன்களை விருத்தி செய்வது தொடர்பில், கல்விப்புலம் சார்ந்தோரும், பாடசாலை நூலகங்களும் கூடிய கவனம் செலுத்தி, பாடசாலைகளில் கற்றல்-கற்பித்தல் செயற்பாட்டை வினைத்திறன் மிக்கதாகக் முன்வரவேண்டும் என எதிர்பார்க்கப்படுகிறது.

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பின்னிணைப்பு: யாழ் கல்விவலயத்தை சேர்ந்த 1AB பாடசாலைகளின் விபரம்

வலயம்	கோட்டம்	பாடசாலையின் பெயர்	பாடசாலையின் வகை
யாழ்ப்பாணம்	யாழ்ப்பாணம்	யா/யாழ் மத்திய கல்லூரி	தேசியம்
		யா/வேம்படி மகளிர் கல்லூரி	தேசியம்
		யா/சென். ஜோன்ஸ் கல்லூரி	தனியார்
		யா/சுண்டிக்குளி மகளிர் கல்லூரி	தனியார்
		யா/புனித பத்திரிசியார் கல்லூரி	தனியார்
		யா/வைதீஸ்வரா கல்லூரி	மாகாணம்
		யா/திருக்குடும்ப கன்னியர் மடம் பாடசாலை	தேசியம்
	நல்லூர்	யா/கொக்குவில் இந்து கல்லூரி	மாகாணம்
		யா/யாழ் இந்து மகளிர் கல்லூரி	மாகாணம்
		யா/யாழ் இந்துக் கல்லூரி	தேசியம்
		யா/கனகரட்ணம் ம.வி.	மாகாணம்
		யா/கோண்டாவில் இந்துக் கல்லூரி	மாகாணம்
	கோப்பாய்	யா/உரும்பிராய் இந்துக் கல்லூரி	மாகாணம்
		யா/இடைக்காடு ம.வி.	மாகாணம்
		யா/கோப்பாய் கிறிஸ்தவக் கல்லூரி	மாகாணம்
		யா/அச்சவேலி மத்திய கல்லூரி	மாகாணம்
		யா/புத்தூர் சோமாஸ்கந்தா கல்லூரி	மாகாணம்



# The Research Pattern in the Discipline of Engineering: Bibliometric Analysis of Engineering Research Unit (Eru) Publication of University of Moratuwa: 2001-2017

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## **Abstract**

*In Sri Lanka among state universities, University of Moratuwa holds a high profile for research. Among Engineering, Architecture, Information Technology and Business faculties, the Engineering research unit (ERU) has been established in order to promote research culture at the Faculty of Engineering. From 1995 onwards the Engineering Research Unit holds a research symposium annually. A previous study done on ERU proceedings was not found and it is significant to initiate and continue this research to receive background knowledge on engineering research output of University of Moratuwa. To evaluate the scholarly output of the research community, bibliometric analysis was carried out by scanning 2135 articles from 15 ERU volumes which covered period of 2001-2017. From 2015 onwards the name of the symposium was changed to MERCon and ERU papers were limited. The previous issues dated from 1995-2000 were omitted from the study in order to bring out current research pattern of the university in the discipline of Engineering. The study focused on authorship, departmental representation, sub disciplines, yearly distribution, pagination, usage of tables and figures and the usage*

*of reference sources of articles by browsing each paper. Data were analyzed using Statistical Package for Social Sciences (SPSS). Majority researchers were attached to the department of Civil Engineering, University of Moratuwa where a professor of the same department in the University has been contributed more papers. Journals were the most cited reference source by the scholars. From 2006-2011 there was an increase of the articles published in the ERU and it was decreased from 2016 after MERCon was declared. The future Engineering researchers should look forward to conduct more studies on sub disciplines where little attention has been given. At the same time the academic libraries have a special role to support research industry of an academic institution by contributing to formulate citations accurately of a research article.*

Keywords: Academic Institutions, Bibliometric analysis, Conference Proceedings, Engineering research, Research output, Universities

## **1. Introduction**

University of Moratuwa, being the reputed technical university in Sri Lanka has been promoting research culture in the country where the new inventions have been recognized not only in Sri Lanka but also worldwide. In order to explicit research carried out at the Faculty of Engineering to the scientific community, Engineering Research Unit (ERU) was established in the late 80's in the University premises. The intention was to disseminate knowledge represented through the research and to promote research among Faculty members and Graduate Students. In 1995, Engineering Research Unit initiated ERU research symposium as the flagship event. The papers for the conference are entertained from the faculty staff members and graduate students which undergo a peer-review process. The co-authors represent post-graduate students from Faculty of Engineering who are professionals in other institutions.

Bibliometric studies have been carried out worldwide based on various disciplines. At present, in Sri Lankan context, it is visible that there is a trend of conducting bibliometric studies. However, in Sri Lanka, only a limited number of bibliometric studies can be found focusing on the research output and studies focused around higher education institutes or of a single authority were very rare to capture. After scanning literature, the authors found out that a previous research has not been conducted based on University of Moratuwa ERU symposium proceedings. The present study was aimed to consider the

proceedings of Engineering Research Unit (ERU) publications in the research report collection of the library of University of Moratuwa. This will encourage for other researchers to conduct analysis on other proceedings which are published by other four faculties to identify their research output.

## **2. Literature Review**

Bibliometric studies have been conducted through the world focusing on many disciplines. Similarly, a number of bibliometric studies has been undertaken to identify research contribution by scholars to upgrade academic background of a country. Bibliometric analyses on scholarly contribution through conference proceedings are somewhat novel in Sri Lankan context. The studies related to the bibliometric analyses have been reviewed here without only concentrating on the discipline of engineering. Studies done on other types of publications were also included here because studies on conference proceedings are limited.

Proceeding is a published research output of a conference, congress, symposium which is sponsored by an association or an institution and reflects the scholarly communication process. Bibliometric characteristics of proceedings for example; authorship pattern, contributors, subjects and number of references and many more have been studied in the past to identify the nature of future research and contemporary trends as well.

To identify the discipline of an article, the keywords play a major role. To find out the context of an article people tend to depend on keywords. In year 2010, a bibliometric analysis was done based on keywords of conference proceedings. The Academy of International Business publications from year 2006-2008 were chosen and clustered the keywords and focused on research areas of the papers (Hofer, Smejkal, Bilgin & Wuehrer, 2010). As there was a lapse in indicating keywords in ERU papers, the authors were unable to define the most depicted keywords in the study. The papers and posters from the annual American Society for Engineering Education- Engineering Libraries Division programs from 2000-2009 were examined and the contributors were analyzed in terms of authorship, co-authorship, and institutional/ organizations affiliations. Content analysis was based on titles of the papers and posters. The author implied that future directions of engineering education can be identified through this research (Hubbard, 2010). This work can be used as a guide for a future study which can be conduct as a content analysis based on titles of the papers presented.

Another bibliometric analysis similar to the presented study scanned both the article and the references used by the authors to bring out the research pattern in the publications of the International Turfgrass Society Research Journal, proceedings, and supplements from 1969-2013. The Turfgrass Information Center's database was used and bibliometric metadata were examined from 1685 papers. Paper length, number of authors, number of references, host countries, authors' national affiliations, title words, section headings, content keywords, and rates of institutional collaboration were analyzed (Cookingham, Schury, Mabie-Flynn & Lundeen, 2017). This study discovers more on paper trends and will be important to expand the present study. Sivakumar, in a study examined the analysis of research publications of the faculty of PSG College of Arts and Science, Coimbatore. Data has been downloaded during years between 2001- 2015 from the Scopus database. In the span of 15 years, among 430 papers published, highest number of 69 papers was published in the year 2015. The study revealed that PSG has notably contributed to the research in various sciences and the publications of faculty have increased significantly during the last five years (Sivakumar, 2017). This research has covered several publications of a faculty whereas in our own study we are unable to present the total research output of the faculty as a single publication has been evaluated.

A study based on Sri Lankan medical research publication data, retrieved from the SciVerse Scopus from January 2000 to December 2009 focused to evaluate medicine research output of Sri Lanka. Based on findings, during the period 1740 articles were published in 160 different journals and the articles were authored by 148 different Sri Lankan authors from 146 different institutions. The study revealed that comparing with the global research output, that there is a diverse need to widen the Sri Lankan medical research with support from authorities, providing funds and training to build up an enabling environment for research. At the same time, they pointed out that the collaborative researches across regions are essential to face common regional health challenges (Ranasinghe, Jayawardena & Katulanda, 2012). New international movements of the discipline of engineering will be brought out if more collaborative researchers present their studies in ERU.

In a bibliometric review of the 741 abstracts published in 20 volumes of proceedings of the Jaffna Science Association (JSA) during a 22-year period, bibliographical details were analyzed. The major focused areas were yearly distribution of abstracts, authorship pattern, contributing institutions, language, subject coverage and layout. Ranging from 17 to 74 there was a



variation in number of abstracts published per year and 78.27% of the abstracts were related to pure and applied sciences. In 83.8% collaborative authorship was prominent where independently or jointly over 95% of the abstracts have been contributed by the University of Jaffna. Majority of abstracts (739) have been published in English, except 2 abstracts in Tamil language. According to authors' findings they revealed that the study was useful to identify the research trend of the region (Manikumar & Chandrasekar, 2014). This study goes par with the study mentioned in this paper.

All the studies mentioned above depict the importance of the bibliometric analysis for various fields specially to identify the research gap.

### **3. Objectives**

The main objective of this study is to evaluate the nature of research papers in the ERU conference proceedings. The specific objectives are as follows;

- To identify year wise distribution of articles and to determine the institutional contributions to ERU
- To determine the contribution of authors on the publication of ERU with respective to their affiliated departmental representation and to determine the most contributed author in the publications
- To identify the subject composition of ERU publications
- To determine the use of tables and figures and to identify the pagination pattern of articles
- To determine the reference sources used by researchers and to identify year wise distribution of reference sources

### **4. Research Methodology**

This quantitative research uses bibliometric techniques. Multiple disciplines of engineering are covered by the symposium papers and they are published in the ERU proceedings. From the period of 1995-2011, the symposium took place annually but in 2012 and 2014 the event did not take place. In year 2013, symposium held twice in both February and November months. From 2015 onwards the symposium's name was changed as MERCon implying 'Moratuwa Engineering Research Conference' where ERU papers are included as well.

Data was collected from the ERU publications available in the Library, University of Moratuwa. The missing volumes were accessed from the ERU office. Every article of each ERU publication was thoroughly scanned for the study to understand the scholarly output of the researchers of Faculty of Engineering. The volumes included abstracts, extended abstracts or full research articles. Depending on the structure of the article, extraction of data was differing whereas; some data was incomplete or insufficient. The authorship, institutional affiliation and departmental representation of the authors were extracted first. In certain volumes, the authors who represent University of Moratuwa have not indicated the departments they serve. Subsequently the subject areas, pagination, number of figures and tables used in the research paper were taken into account. As limited numbers of volumes have categorized the subject areas and, as key words were not specified in the abstracts, defining the subject was based on the only disciplines which were mentioned by editor of the symposium.

Secondly reference lists were browsed for the bibliometric analysis. Authorship, title of the work, the year of publication and type of reference source were extracted. Absence of reference lists, incomplete references and inconsistency were some of the draw backs.

Data gathered by analyzing the articles and reference lists were analyzed using SPSS software and tables and figures were prepared by using Microsoft Excel. The ERU papers included in MERCon proceedings were taken into account in the study. Though the proceedings of first ERU symposium hails from 1995, in order to identify the current trends of research in the Faculty of Engineering, the study focused only on the research out put through 2001-2017.

## **5. Results and Discussion**

The following results were obtained after scanning total amount of 2135 articles of 15 volumes of ERU symposium proceedings. From MERCon proceedings, only ERU papers were taken into account for the study.

### **5.1 Year wise distribution of papers in ERU**

The distribution pattern of the articles in ERU can be seen in figure 1. These articles include abstracts, extended abstracts and full papers. In years 2010-2011 a peak can be seen among the total published articles. Lowest values can be seen in years 2004 and 2005 considering the ERU proceedings. A gradual

decrease in the number of articles published in ERU proceedings was observed from 2001 through 2004 whereas from 2005 to 2011 a gradual increase was observed. A clear reason for this pattern of distribution could not be identified. In the most recent years the publication pattern was inconsistent. After year 2015, decrease of articles is depicted as the ERU papers were considered as a sub theme in major MERCon. The lowest number of articles published during the study period was observed in 2017.

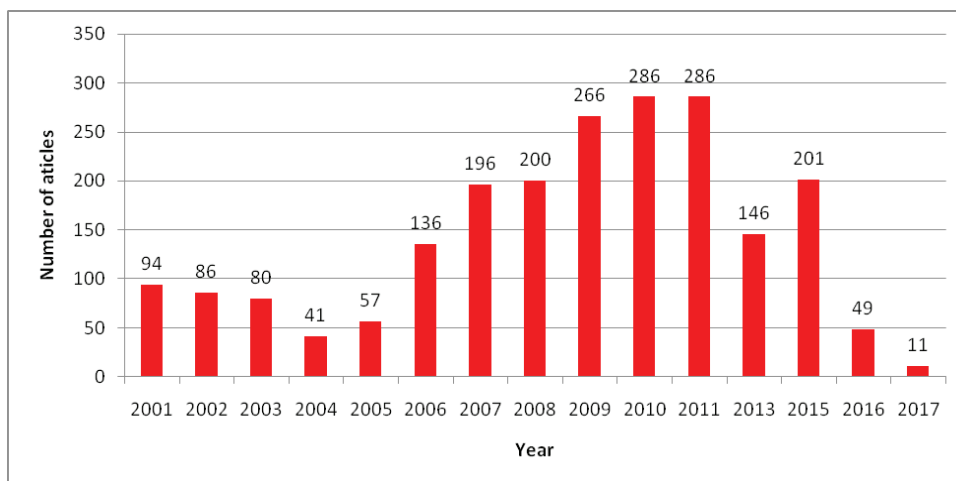


Figure-1: Distribution of papers by year

### 5.1 Institutional contribution to ERU

The institutional contribution to ERU, analyzed in terms of author affiliation is depicted in Table 1. Among the 2135 total articles, in four articles the author's institutional representation was not mentioned. Out of the 2131 articles, majority of articles were written by scholars affiliated to University of Moratuwa which is 98%. It is not strange as University of Moratuwa is the organizer of the event and more papers have been contributed by the staff members. Secondly, the Institute of Technology (ITUM) which is under the patronage of University of Moratuwa presented 1% articles. Several state universities can be seen with a very few number of articles. Among the institutions, a university in India is listed and it is content to see that symposium doors have been open to researchers all over the world. Apart from Universities, other institutions listed in the table were state owned institutions. In ERU symposium proceedings, there were little evidences of the collaborative research conducted with the researchers who represent other countries. The co-authorship was designed by the peers of the same university or with researchers who represent other

institutions who are postgraduate students of University of Moratuwa. Other institutions which have not mentioned in the table 1 inherit a single article.

**Table-1: Institutional representation of authors**

<b>Institutions</b>	<b>Number of articles</b>
University of Moratuwa	2044
Institute of Technology (ITUM)	10
University of Sri Jayawardenapura	8
University of Colombo	7
Road Development Authority	5
University of Kelaniya	5
Thapar University, India	3
National Building Research Organisation	3
Rubber Research Institute	3
Sri Lanka Standards Institution	3
University of Ruhuna	3

### **5.1 Distribution of articles by departments/ institutions of University of Moratuwa**

In figure 2 the departmental output of University of Moratuwa has been placed. Out of the total number of articles by University of Moratuwa (2044) only 1912 articles have specified the departmental affiliations. Majority of authors were attached to the department of Civil Engineering which consists of 21%. Second place represents Department of Computer Science and Engineering and Department of Mechanical Engineering (14%). An article from the library was included in the ERU symposium as the co-author was attached to a department of the Faculty of Engineering. Both library and Department of Construction Management have presented single article which is the lowest value of submission of articles. Engineering Design Centre has contributed only 8 articles. A complete picture of contribution of articles by departments/ institutions of University of Moratuwa could not be identified as information is missing in the proceedings.

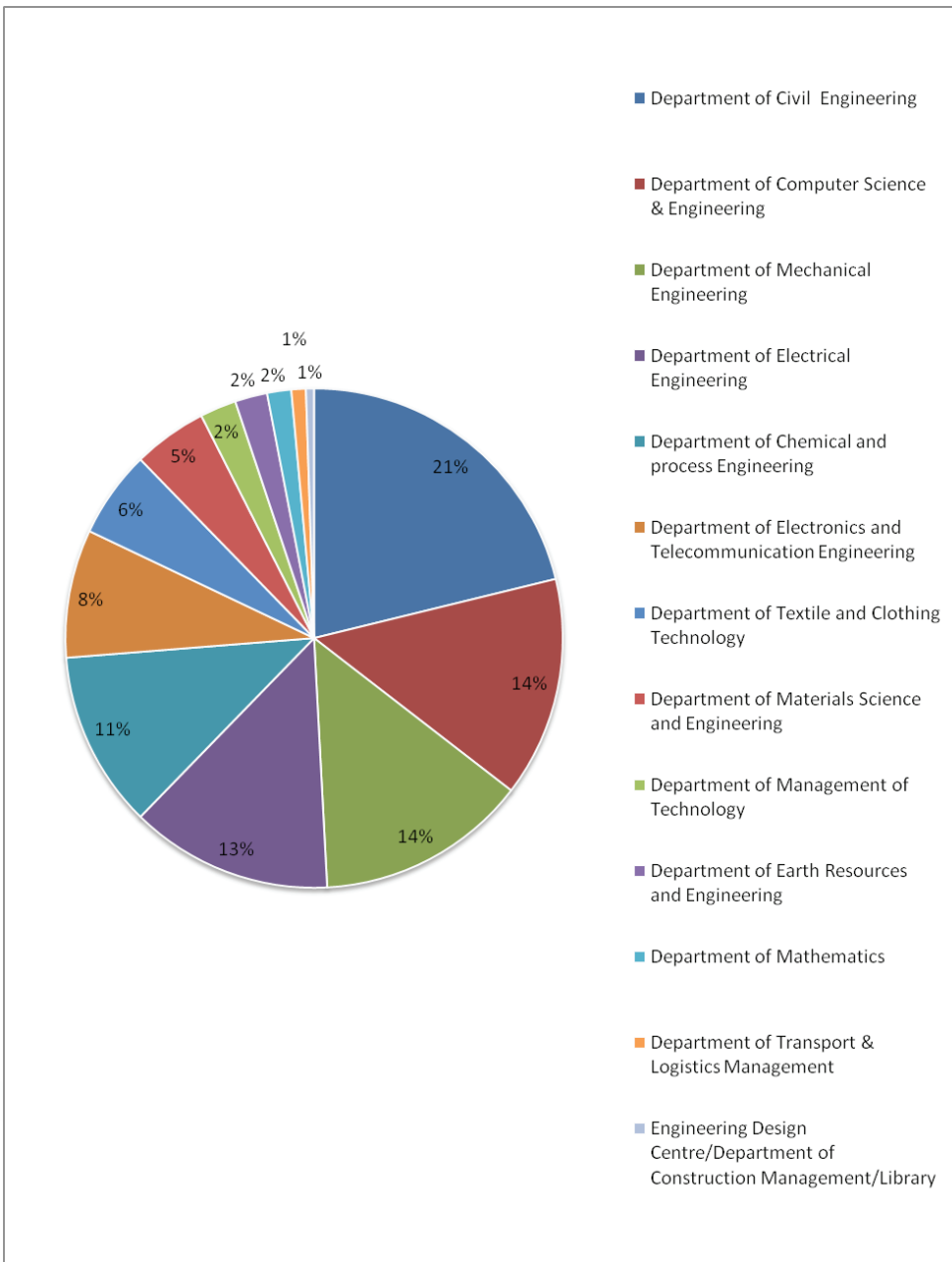


Figure- 2: Contribution of departments/institutions of the University of Moratuwa

## 5.2 Most contributed Author

The department of Civil Engineering has contributed the most number of articles and inevitably the most productive author is attached to the same department with 19 articles (11%). Four authors have been listed in the table under the same department. Two authors from Department of Chemical and Process Engineering and Department of Mechanical Engineering have contributed secondly (18) and thirdly (16).

Table -2: Most productive author

Name	Number of Articles	Department
<b>a</b>	19	Department of Civil Engineering
<b>b</b>	18	Department of Chemical and process Engineering
<b>c</b>	16	Department of Mechanical Engineering
<b>d</b>	13	Department of Chemical and process Engineering
<b>e</b>	12	Department of Civil Engineering
<b>f</b>	11	Department of Mechanical Engineering
<b>g</b>	11	Department of Materials Science and Engineering
<b>h</b>	10	Department of Civil Engineering
<b>i</b>	10	Department of Mathematics
<b>j</b>	10	Department of Electrical Engineering
<b>k</b>	10	Department of Civil Engineering
<b>l</b>	10	Department of Management of Technology
<b>m</b>	10	Department of Civil Engineering
<b>n</b>	10	Department of Electrical Engineering

## 5.3 Distribution of papers by subject

The distribution pattern of articles by subject is depicted in figure 3 where subjects with more than 20 articles have been mentioned. Defining the subject of the article was based on the subject categorization in the proceedings publication itself, as there was a lapse in providing key words or subjects. In the symposium papers, the subject has been defined only in 1084 articles. The majority of articles have been written on Civil Engineering which is 10% from the articles. Second highest amount of articles have been written on Electronics (9%) and thirdly Chemical Engineering (6%). A very few articles have been based on Mathematics and Artificial intelligence applications (2).

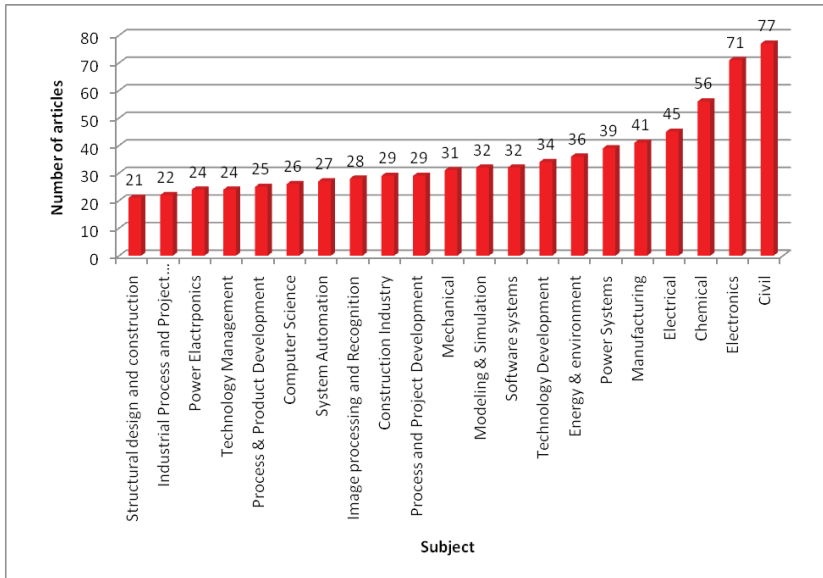


Figure-3: Distribution of articles by subject

#### 5.4 Figure and tables usage in papers

The figure 4 presents the availability of figures and availability of tables is depicted in figure 5 in extended abstracts and full papers. Figures and tables in an article help readers to understand the context of the article clearly. Among 2135 articles in ERU proceedings, 84% (1784) articles consisted of figures. Out of 2135 articles, 53% (1131) articles were supported with tables. Insertion of figures is greater than that of tables in articles. Use of figures and tables is shown to be important in the discipline of engineering as in many other science disciplines.

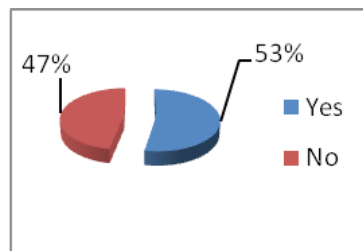
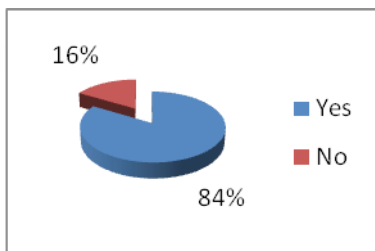


Figure-4: Availability of figures in papers      Figure-5: Availability of tables in papers

### 5.5 Number of pages per papers

In figure 6 numbers of pages per articles can be seen where the pages' ranges from 1-21. The abstracts, extended abstracts and full papers are included here. From the 2135 total articles, the majority consisted of two page articles which were 36%. And 27% of articles were three paged. Respectively 9% and 8% articles from the total were six and four paged articles.

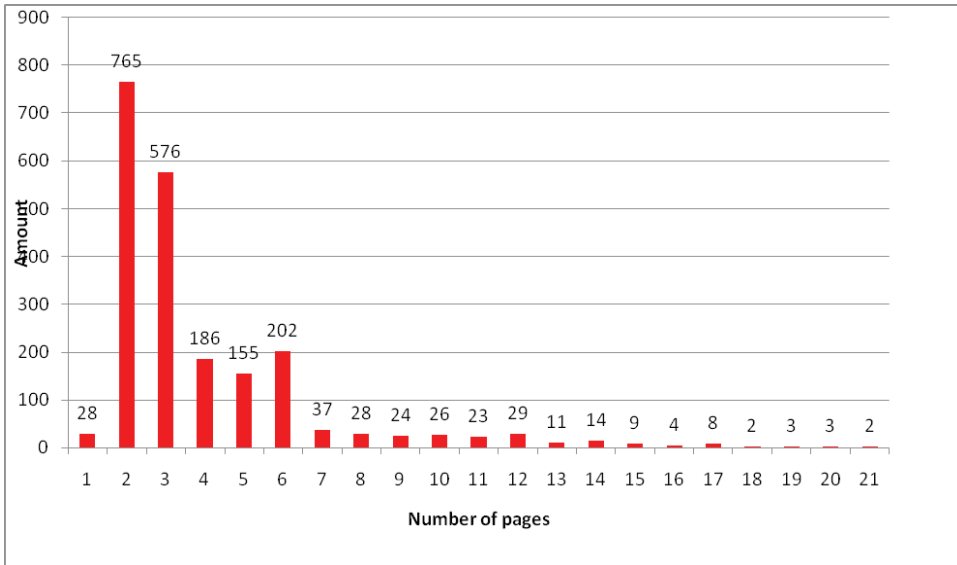


Figure-6: Number of pages per paper

### 5.6 Reference sources usage by the scholars

In any discipline, to identify and find the sources used by a researcher it is necessary to indicate to the references as information to the reader. At the same time the reference must be accurate, complete and should be consistently applied when listing them. There are several methods of referencing such as APA, Harvard, MLA, AMA etc., which are mostly used by the researchers. Adhere to the particular discipline, the assigned citation methods may differ and when publishing an article in a proceeding the author must follow the referencing guidelines offered to them by the respective institution (Masic, 2013). A drawback of the study is that in ERU proceedings a proper referencing style has not been followed.

There are several reasons for the importance of citations in a paper. Previous studies lay the foundation for searching new information and to conduct or continue further research. The researcher must acknowledge the cited authors for providing knowledge for the study. If the author is unable to discuss all the



findings in his article, the references help him to direct reviewers to the detailed methods, frameworks he used which included in the citations. A reader or reviewer can identify whether the author has included updated quality information (peer-reviewed articles, respected journals etc.) by scanning the citations.

The used reference sources in this study have been figured out in figure 7. The references in the articles were incomplete and it was difficult to define the type of reference sources where only 1672 reference sources could be identified. To determine the usage of reference sources only references which could be classified according to the researchers' perspective were taken into account. The references were partially completed and this determination is considered as a limitation of this study. Majority (39%) has used journal articles for their studies and 28% have used books whereas web pages and conference proceedings have been cited 13% and 12% respectively.

Similar study which focused on records of indexes implied that the journal articles were the major usage. A bibliometric analysis has been conducted to evaluate research pattern of life cycle assessment (LCA)-related research literature from 1998-2013 was based on databases of Science Citation Index (SCI), Social Science Citation Index (SSCI), Conference Proceedings Citation Index—Science (CPCI-S), and Conference Proceedings Citation Index—Social Science & Humanities (CPCI-SSH). The type, languages, subjects, journals, citation analysis of articles, authors' information and keyword distribution were analyzed in this regard. From the total of 6616 records obtained from the four databases, journal articles were the most frequently used document type which represent 74.33 % (4918) of the records (Hou, Guozhu, Zhao & Zuo, 2015).

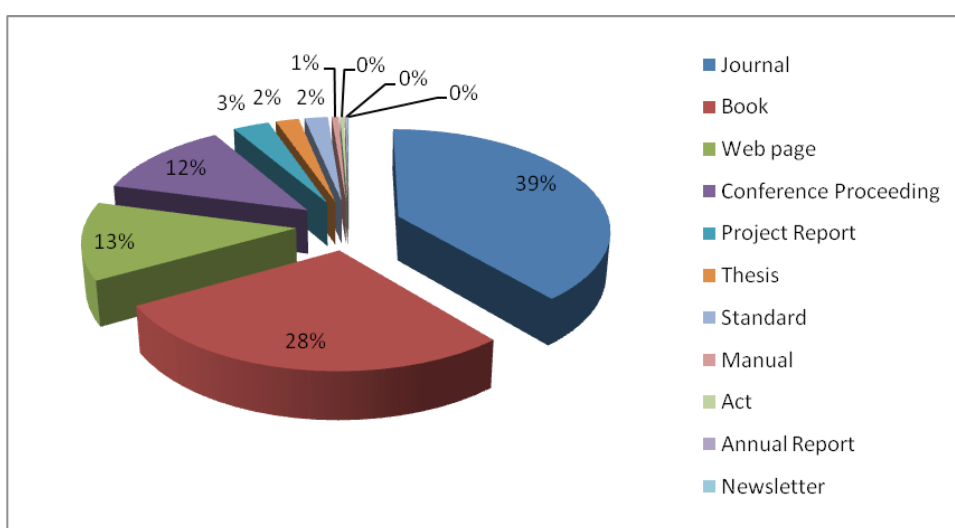


Figure-7: Reference sources used by researchers

### 5.7 Distribution of references by year with the amount of articles

The amount of references per year with the number of papers is implied in figure 8. Though the time frame taken for the study was 2001-2017, there were certain drawbacks in the references. In years 2002, 2003, 2007 the reference lists were not available. The symposium was not taken place in years 2012 and 2014. In year 2015, 29% (481), majority of references can be detected from 201 articles. The number of references exceed number of papers in 2001, 2005, 2013, 2015, 2016 and 2017. The lesser amount of references could be seen in year 2017 (1%) as a result of 11 articles included in the MERCon.

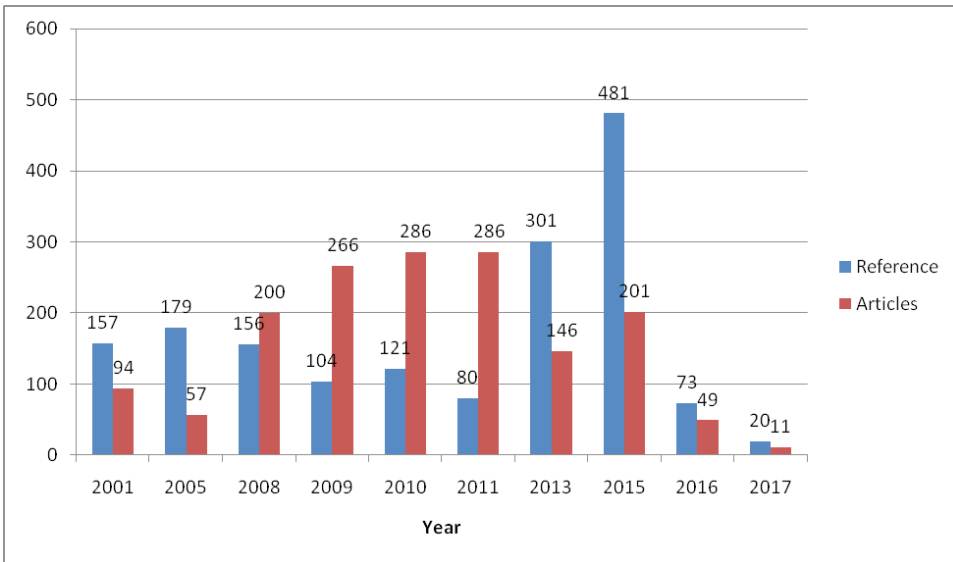


Figure-8: Availability of references per year with the amount of articles

## 6. Conclusion

Research is not a new concept for higher education institutions like universities. Engineering research is an important scholarly output to a country to bring out innovations. In the faculty of Engineering, University of Moratuwa, several departments are under one roof to serve the future community and to produce versatile graduates to suite the job market worldwide. Engineering research unit symposium makes the stage for both academic staff and the students to present their capabilities in public. So the beneficiaries should derive the advantages and must offer their fullest support to upgrade the research environment of the university. This will be a positive outcome for the quality and ranking of the university system.

The disciplines of Engineering Education (EE) and Engineering Education Research (EER) have been popular around the world during the past decades. A study on the role of higher education institutions on EE and EER was based on document research, using three main sources: Elsevier Scopus indexing service, Times Higher education university rankings and universities' web sites. The time frame given was 1970 to present whereas "engineering education" was the search term offered to the Scopus database. It indicated 60250 conference documents and 18610 journal documents. Finally, the authors argue that this field of applied research potentially has a high impact in the advancement of engineering education ( Lima, de Graaff, Mesquita & Aquere, 2018).

At the same time, it is vivid that entire departments under the faculty of engineering have not equally showed their research interests at the symposium. It is their duty to build up a competition with the sister departments in order to develop the environment within them. The department of Civil Engineering, University of Moratuwa has contributed more than other departments and most productive author has erupted from the same department. As a drastic difference can be seen at the mentioned department with other departments, Faculty of Civil Engineering must encourage other departments to present their research output at the ERU symposium.

Another crucial issue is that certain disciplines under the umbrella of Engineering have not produce research output sufficiently. The department authorities must advice staff members to conduct more research studies on the areas which have not been touched.

Speaking on the referencing patterns in the ERU proceedings, the library can lend the supportive hand to the departments to design the references appropriately. The drawback of the study can be useful for the library authorities in an academic library in order to conduct short lectures on referencing and plagiarism for the university academic staff members. The results presented in this paper would have created another picture if the missing details have been included.

By conducting a bibliometric study, it paves the way for the keen researchers to identify the research pattern of the past and to choose their future endeavors. On the other hand, it will be effective for the development of the industry and opens the eyes of the authorities to build up the research culture inside the institution by making necessary arrangements and providing facilities, funds and training for the needy.

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කොළඹ විශ්වවිද්‍යාලය

## සාරාංශය

ඉගෙනුමට කියවීම, ප්‍රබන්ධ පොත් කියවීම හා විෂය පොත් කියවීම වශයෙන් වර්ග දෙකකට බෙදේ. ප්‍රබන්ධ පොත් කියවීමෙන් ආවේදන ක්ෂේත්‍රය සංවර්ධනය වන අතර විෂය පොත් කියවීමෙන් ප්‍රජානන ක්ෂේත්‍රය සංවර්ධනය වේ. මෙම පර්යේෂණයෙන් ආවේදන ක්ෂේත්‍රය සංවර්ධනය සඳහා යොවුන් කතා සාහිත්‍යය බලපෑම අධ්‍යයනයට ලක් කෙරිණි.

පර්යේෂණයේ නියැදිය සඳහා මහව අධ්‍යාපන කලාපයේ සහේතුකව තෝරා ගත් පාසල් විසිපහක ගුරු/පාසල් පුස්තකාලයාධිපතිවරුන් සහ එම පාසලේ සිංහල විෂයභාර ගුරුවරයා තෝරා ගැනිණි. ඒ අනුව නියැදියට පැය තිහක සාහිත්‍ය රසාස්වාදය පිළිබඳව පර්යේෂකයා විසින් විධිමත් කෙටිකාලීන පුහුණුවක් ලබා දෙන ලදී.

2017 වර්ෂයේ දෙවන වාරයේ දී ඒ ඒ පාසල්වල ගුරු/පාසල් පුස්තකාලයාධිපතිවරුන් සහ එම පාසලේ සිංහල විෂය භාර ගුරුවරයා එක්ව 10වන ශ්‍රේණියේ ශිෂ්‍ය ශිෂ්‍යාවන් සඳහා කාර්යමූලික පර්යේෂණය දියත් කරන ලදී. එහිදී ළමුන්ට ශානරවලට වෙන් කරන ලද යොවුන් කතා සාහිත්‍ය පොත් බැහැර ගෙන යාමට සලස්වා එය නැවත පුස්තකාලයට භාර දෙන විට එම කතාවට

අදාළව ග්‍රන්ථ විද්‍යාත්මක විස්තරය, සාහිත්‍යමය අංග, කතාවස්තු සටහන හා විවාරය කාර්යසාධන ලිපි ගොනුවක් ලෙස සකසා ඇගයීමට ගුරුවරයාට භාර දීම සිදු කෙරිණි. ගුරුවරයා නියමිත ඇගයීම් පටිපාටියට අනුව ලකුණු ප්‍රදානය කර වාර්තා පවත්වා ගෙන යන ලදී. වාරය අවසානයේ දී ළමුන් යොවුන් කතා හතක් කියවා ඊට අදාළ කාර්යසාධන ලිපි ගොනු සකසා තිබුණි.

ළමුන්ගේ කාර්යසාධන ලිපි ගොනු ඇගයීමෙන් ලබා ගත් ලකුණු ද ක්‍රියාවලිය සිදුවන අතරතුර සිදු කරන ලද අධීක්ෂණ හා නියාමනය මගින් උක්ත ක්‍රියාවලියේ සිසුන් නිරත වීම නිසා ඔවුන්ගේ විෂය සාධනය වැඩිවීමක් පෙන්නුම් කිරීම, භාෂා හැකියාව, ලිවීමේ හැකියාව වර්ධනය වීම, සන්නිවේදන හැකියාව දියුණු වීම හා කියවීමේ හැකියාව වැඩිදියුණු වීමේ ප්‍රවණතාවක් දක්නට ලැබුණි. තවද දෙමාපිය පංති භාර ගුරුවරුන් සමග සිදු කරන ලද සම්මුඛ සාකච්ඡාවලට අනුව ළමුන්ගේ චිතය, සාරධර්ම ඉහළ මට්ටමකට පැමිණි බව තහවුරු වුණි.

නියමු පද - කියවීමේ ප්‍රවර්ධනය, යොවුන් කතා, සාහිත්‍ය ශානර, කාර්යමූලික පර්යේෂණ

### හැඳින්වීම

කියවීම ප්‍රධාන වශයෙන් පාසල් පද්ධතිය තුළ අංශ දෙකක් යටතේ වර්ග කෙරේ. එනම්, කියවීමට ඉගෙනීම හා ඉගෙනුමට කියවීම. කියවීමට ඉගෙනුම මූලික වශයෙන් ප්‍රාථමික ශ්‍රේණි සඳහා ද ඉගෙනුමට කියවීම ද්විතීයික ශ්‍රේණි සඳහා ද භාවිත වේ. ඉගෙනුමට කියවීම ගත්විට ඒ සඳහා පාසල් පුස්තකාල එකතුව ප්‍රබන්ධ හා ප්‍රබන්ධ නොවන වශයෙන් වර්ග දෙකකට වෙන්ව පවතී. මින් ප්‍රබන්ධ කියවීම මගින් වින්දනීය ක්ෂේත්‍රය දියුණු වන අතර ඉන් මිනිස් මොළයේ දකුණු අර්ධයේ අන්තර්ගත සංකල්පවල සංවර්ධනයක් බලාපොරොත්තු වේ. විෂය පොත් කියවීම මගින් මිනිස් මොළයේ වම් අර්ධයේ සංකල්ප සංවර්ධනය කෙරේ. ඒ අනුව කියවීම මගින් සමබර පෞරුෂයකින් යුත් ශිෂ්‍ය ප්‍රජාවක් පාසල් පද්ධතිය තුළින් බිහි කිරීම අපේක්ෂිතය.

මිනිස් මොළයේ දකුණු අර්ධයේ සංකල්ප සංවර්ධනය සඳහා පුස්තකාල එකතුව භාවිත කිරීම සාහිත්‍ය රසාස්වාදය වශයෙන් හඳුන්වයි. සාහිත්‍යය ප්‍රධාන වශයෙන් ළමා, යොවුන් හා වැඩිහිටි සාහිත්‍ය ලෙස ප්‍රධාන ශානර තුනක් යටතේ පවතින අතර පාසල් පද්ධතිය තුළ භාවිත වනුයේ ළමා හා යොවුන් සාහිත්‍ය ශානරයන්ය. එහිදී ප්‍රාථමික ශ්‍රේණි සිසුන් සඳහා ළමා සාහිත්‍යයද, 613 ශ්‍රේණි සඳහා යොවුන් සාහිත්‍යයද භාවිත වේ.

### පර්යේෂණ ගැටලුව

යොවුන් සාහිත්‍ය කතා ශානරය උප ශානර 15 කින් සමන්විත වේ. එනම්, ඓතිහාසික නව කතා, විද්‍යා ප්‍රබන්ධ, පරිසර චින්ති, අද්භූත කතා, උපමා කතා,

ජන කතා, ආගමික කතා ආදී වශයෙනි. සාහිත්‍ය රසාස්වාදය තුළින් වින්දනීය ක්ෂේත්‍රය මනා ලෙස දියුණු කිරීමට නම් මෙම සෑම උප ශාන්තරයකටම අදාළ පොත පත කියවා රසවිඳීම අත් පත් කරගත යුතුය. එහෙත් අද්‍යාතන සමාජයේ පාසල් පද්ධතිය තුළ මේ සඳහා අවිධිමත් ක්‍රියාමාර්ග භාවිත කිරීමක් මිස විධිමත් වූ ක්‍රමවේදයක් දක්නට නොලැබේ. එහෙයින් ශිෂ්‍ය ප්‍රජාවගේ සමබර පෞරුෂය ගොඩනැංවීම සඳහා මෙම තත්වය ගැටළුවක්ව පවතී. මෙම අධ්‍යයනය මගින් ඒ සඳහා විධිමත් වූ වැඩපිළිවෙලක් හඳුන්වාදීම අපේක්ෂිතය. එකී කාර්යය සඳහා වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුවේ මහව අධ්‍යාපන කලාපයේ තෝරාගත් පාසල් 25 ක, 9 හා 10 වන ශ්‍රේණිවල සිසුන්, ගුරු/පුස්තකාලාධිපතිවරුන් ඇසුරෙන් මෙම කාර්ය මූලික පරීක්ෂණය දියත් කෙරේ.

මෙම පර්යේෂණය මහව අධ්‍යාපන කලාපයේ දියත් කිරීමට හේතු වූයේ මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂය භාර සහකාර අධ්‍යාපන අධ්‍යක්ෂ ලෙස සේවය කරන රාජකී රත්නායක මයා 2015 වර්ෂයේ සිට පුස්තකාල විෂය භාරව කටයුතු කිරීම හා කොළඹ විශ්වවිද්‍යාලයේ ජාතික පුස්තකාල හා විඥාපන විද්‍යා ආයතනය මගින් ක්‍රියාත්මක කළ පුහුණු වැඩසටහන්වලට අධීක්ෂණ සහභාගී වීමයි.

තවද මහව අධ්‍යාපන කලාපයේ සියලු නිලධාරීන් කණ්ඩායමක් ලෙස පාසල් අධීක්ෂණයට අඟහරුවාදා හා බ්‍රහස්පතින්දා දිනවල සහභාගී වේ. නිලධාරීන් තනි තනිව සිකුරාදා දිනවල පාසල් අධීක්ෂණයට සහභාගී වේ. මෙම අධීක්ෂණ පිළිබඳ වාර්තා හා තොරතුරු බදාදා දිනවල මාණ්ඩලික සාකච්ඡා පැවැත්වෙන අවස්ථාවේදී එළිදරව් කරයි. එහිදී බොහෝවිට සිසුන්ගේ විනය ගැටළු, වින්දන හැකියාව අඩුවීම, බාහිර පොත පත කියවීමට ඇති ඇල්මේ අඩුපාඩුකම්, මත්ද්‍රව්‍යවලට ඇබ්බැහි වීම, වැඩිහිටියන්ට ගරුත්වයක් නොදැක්වීම වැනි නොයෙකුත් අඩුපාඩු පවතින බව සාකච්ඡාවට බඳුන් විය. ඒ නිසා දරුවන්ගේ දකුණු මොළය සංවර්ධනය කිරීම අත්‍යාවශ්‍ය බව පෙනී ගිය අතර පන්ති කාමරයේ මේ සඳහා ඇති ඉඩකඩ අඩුවත්, විෂයමාලාව ක්‍රියාත්මක කිරීමට වැඩි වෙහෙසක් දැරීම මෙයට හේතුව බවත් පෙනී ගියේය. එහෙයින් මෙවැනි වැඩසටහනක් ක්‍රියාත්මක කරන ලෙස මහව අධ්‍යාපන කාර්යාලය මගින් ඉල්ලීමක් ඉදිරිපත් කරන ලදී.

**පර්යේෂණ අරමුණු :-**

මූලික හැදින්වීමේදී පෙන්වා දුන් පරිදි සෑම නිරීක්ෂණයකදීම දරුවන්ගේ වම් මොළයට අදාළ සංකල්පයන් යම් සංවර්ධනයක් වී පැවතුනත් ඊට සාපේක්ෂව දකුණු අර්ධයෙහි සංවර්ධනයට අවශ්‍ය කුසලතාවයන් හි සංවර්ධනයෙහි යම් අඩුවක් පවතින බවත්, ඒ අනුව දකුණු අර්ධයට අදාළ සංකල්ප සංවර්ධනය කිරීමේ අවශ්‍යතාව මැනවින් වටහාගනු ලැබීය. ඒ අනුව පහත අරමුණු නිශ්චය කර පර්යේෂණයට යොමුවිය.

- 01. තෝරාගන්නා ලද පාසල්වල පාසල්/ගුරු පුස්තකාලාධිපතිවරුන් සඳහා පැවැත්වීමට අපේක්ෂිත පැය 30 ක යොවුන් සාහිත්‍යයට අදාළ කෙටිකාලීන පුහුණු පාඨමාලාවේ විෂයමාලාව නිශ්චය කර ගනී.

02. අදාළ විෂයමලාව මගින් කාර්ය මූලික පර්යේෂණය ක්‍රියාත්මක කිරීමට අදාළ දැනුවත් බව ලබාදීමේ ක්‍රමවේදය අනාවරණය කර ගැනීම.
03. තෝරාගත් පාසල් පුස්තකාලයන්හි ප්‍රබන්ධ එකතුව ගුරු/පාසල් පුස්තකාලාධිපතිවරුන් විසින් යොවුන් සාහිත්‍ය ශාන්තරයන්ට අනුව වර්ගීකරණය කිරීම.
04. 9/10 ශ්‍රේණියේ ශිෂ්‍ය ප්‍රජාව සඳහා යොවුන් සාහිත්‍ය ශාන්තරයන් පාදක කර ගත් කියවීම් ප්‍රවර්ධන වැඩසටහන ගුරු/පුස්තකාලාධිපතිවරුන් විසින් ක්‍රියාත්මක කිරීම.
05. විදුහල්පති, කලාප අධ්‍යාපන කාර්යාලයේ පාසල් පුස්තකාල විෂය අධ්‍යක්ෂ, කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාචාර්ය හා එක්ව වැඩසටහන අධීක්ෂණය හා නියාමනයේ යෙදෙයි.

**සාහිත්‍ය විමර්ශනය :-**

**සාහිත්‍යය හැඳින්වීම**

‘මිනිසා යනු සමාජ සත්වයෙකි’ යන්න ප්‍රකට කියමනක්ව පවතී. එනම්, තම ජීවිත කාලය තුළ මිනිසා අන් අය සමග විවිධ සමාගමයන් පවත්වා ගනී. ප්‍රථමයෙන් තම පවුලේ පිරිස, අසල්වාසීන් හා නෑදෑයන් සමග සමාගමය ආරම්භ කරමින් අනතුරුව එදිනෙදා ජන ජීවිතය අනුව වෙනත් විවිධාකාර වූ පිරිස් සමග අන්තර් සබඳතා පවත්වා ගනිමින් තම ජීවිතය ඉදිරියට ගෙන යයි. මේ නිසාවෙන් මිනිස් මනස තුළ විවිධාකාර වූ හැගීම් හා සිතුවිලි ජනනය වේ. ඒ තුළ ආදරය, දයාව, කරුණාව, මෛත්‍රිය, සහජීවනය හා ලෙන්ගතුකම වැනි ගුණාංග ද අනෙක් අතට ක්‍රෝධය, වෛරය, ඊර්ෂ්‍යාව, පළිගැනීම වැනි ගුණාංගවලින් ද සංකලනය වූ ජීවිතයක් පවත්වා ගෙන යයි. මෙකී වූ සිතුවිලි හා හැගීම් ධාරාවන් තුළින් මිනිසාට උරුම වනුයේ ප්‍රශ්න රැසකින් උත්පාදනය වූ ගැටලු සමුදායකි. එනම්, මතුවී ඇති ගැටලු නිරාකරණය කරගනුයේ කෙසේද? එම පිළියම්වලින් සාර්ථකව එම ගැටලු විසඳා ගත හැකි වේද? ජීවත්වීමේ අර්ථය කුමක්ද? වැනි නිරන්තර මතුවෙමින් විසඳෙමින් පවතින ගැටලු මලාවකි. මෙකී තත්වයට අවශ්‍ය පිළිතුරු ලබා දෙමින් තම ජීවිතයට අර්ථයක්, නව පන්තරයක් හා නව දැක්මක් ලබා දී ජීවිතය ජීවත් කරවනුයේ සාහිත්‍ය, කලාව, ආගම හා ක්‍රීඩාව යන විෂය ක්ෂේත්‍රයන්ය. එහෙත් එම තත්වය ළඟා කර ගන්නා පිරිස අතලොස්සක් වන අතර බහුතරයක් පිරිස එකී ක්ෂේත්‍රවලින් ජීවිත පන්තරය ලබා නොගෙන විසඳුම් නොමැති ප්‍රශ්න මාලාවක් තුළ අසාර්ථක ජීවිත පවත්වාගෙන යති. තවත් සුළුතර පිරිසක් ඉහතින් දක්වන ලද සමාගමයන් නිසා ඇති වූ ගැටලු නිරාකරණය සඳහා මිනිස් සමාගමය නැමැති අන්තර් සබඳතාව කන්ඩනය කරගනු ලබති. එනම් එහිදී සමහරෙක් සිය දිවිහානි කරගන්නා අතර ඇතැමෙක් වන වානවාසී වෙති.

එහිදී සාහිත්‍ය විෂය ක්ෂේත්‍රය සැලකූ විට සහිත බව සාහිත්‍යය ලෙස හඳුන්වනු ලැබේ (ගමාවීවි, 1999). මෙහිදී මතුවන පළමු ගැටලුව වනුයේ කුමකින් “සහිත” වේද යන්නයි. යමක් සමන්විත, අඩංගු, යුක්ත වීමට නම් එය යම් භාජනයක්

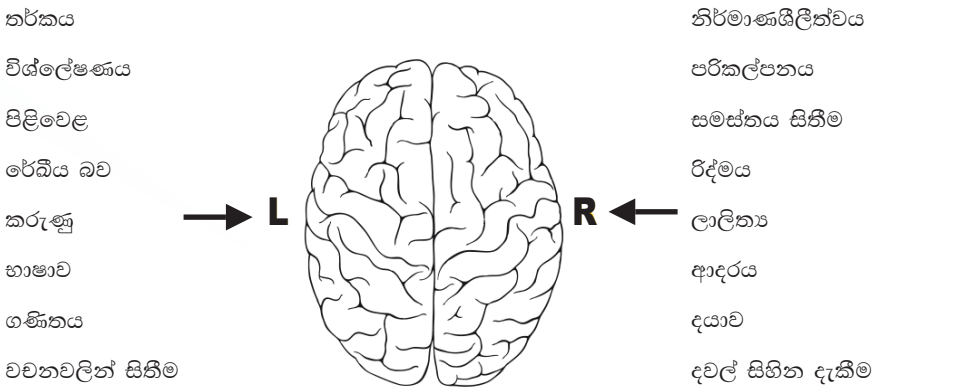


වැනි දෙයක් යැයි උපකල්පනය කළ හැක. එවිට සාහිත්‍ය යන්න භාෂනයක් නම් එ කුළ අන්තර්ගතව ඇත්තේ මානව ගුණාංග යන්න ඒ සඳහා ලැබෙන පිළිතුරයි. අනතුරුව මතුවන ගැටලුව වනුයේ, මෙම මානව ගුණ කුමන ආකාරයකින් සාහිත්‍ය නැමැති භාෂනය කුළ අන්තර්ගත කර ඇති ද යන්නයි. එයට පිළිතුර වනුයේ නිර්මාණශීලී ලිඛිත ස්වරූපයෙන් යන්නයි. ඒ අනුව නිර්මාණශීලීත්වයෙන් යුක්තව, මානව ගුණාංග විවරණය කෙරෙන ලිඛිත දේ සාහිත්‍ය ලෙස සැලකේ. තව ද මෙම ලිඛිත නිර්මාණය ගොතනු ලැබූ දෙයක් හෙවත් ප්‍රබන්ධයක් නිසා සාහිත්‍ය යනු ගැඹුරු සත්‍යයක් අනාවරණයට යොදා ගන්නා අසත්‍යයක් ලෙස ද (සමන් කුමාර, 2014) නිර්වචනය කෙරේ.

සාහිත්‍යයේ අභිප්‍රාය වනුයේ ඉහත සඳහන් කළ ආකාරයට ජීවන ගැටලු සඳහා විසඳුම් ලබා දෙමින් ජීවිතය ජීවත්කරවීමය. එනම් අශිෂ්ට ගති පැවතුම් උරුම කරගනිමින් පරිණාමිකව ඉදිරියට ඇදෙන මානවයා කුළ ඇති එම අශිෂ්ට ගති පැවතුම් නිශේධනය කර ශිෂ්ටත්වය කරා ළගා කරවීමය (අබේසිංහ, 1998). මානව සමාජය කුළ එකිනෙකා අතර සම්බන්ධතාව ඇති කරන වියමනද මේ ශිෂ්ටත්වයයි. සාහිත්‍යයෙන් මෙම ශිෂ්ටත්වය ළගා කර ගැනීමට නම් ඒ කුළ අඩංගු විවිධ රස උකහා ගැනීමට විවිධ වූ සාහිත්‍ය ශාන්ත පරිශීලනය කළයුතු අතර විධිමත් කියවීමක අවශ්‍යතාවයද ප්‍රමුඛ තැනක් ගනී.

**සාහිත්‍යයේ වැදගත්කම**

මිනිස් මොළයේ වම් අර්ධය කුළ පිළිවෙළ, තර්කයශ්‍රී න්‍යාය, අර්ථකථන, ප්‍රස්තාර, ගණිත ගැටලු වැනි සංකල්ප අඩංගුව ඇති අතර, දකුණු අර්ධය කුළ පිළිවෙළ, රිද්මය, ලාලිතය, නැටුම, ආදරය, දයාව, සහජීවනය, දවල් සිහින දැකීම වැනි සංකල්ප අන්තර්ගත වේ. එහෙයින් වම් හා දකුණු අර්ධවල සමබර සංවර්ධනය තුළින් සමබර පෞරුෂයකින් යුත් ගෝලීය පුරවැසියෙක් බිහි කර ගත හැකිවනු ඇත (කමලදාස, නිශාන්ත, 2006). පහතින් දක්වා ඇත්තේ මානව මොළයේ වම් හා දකුණු අර්ධවල ඉහත සඳහන් කරන ලද අංග පිහිටා ඇති ආකාරයයි.



සාහිත්‍ය රසාස්වාදය මගින් මානව මොළයේ දකුණු අර්ධය සංවර්ධනය කෙරෙන අතර එමගින් ජීවන ගැටලුවලට සාර්ථක විසඳුම් ලබා ගැනීමට ඇති හැකියාව මිනිසා තුළ උත්පාදනය වේ. පාසල් පද්ධතිය තුළ යොවුන් සාහිත්‍ය රසාස්වාදය වැඩි දියුණු කිරීම මගින් බලාපොරොත්තු වනුයේ වැඩිහිටියෙකු ලෙස සමාජයට පිවිසෙන පාසල් ශිෂ්‍යයා තුළ ඊට අවශ්‍ය පූර්ව සුදානමක්, තම ජීවිතයේ දෙවන දශකය සාර්ථකව සම්පූර්ණ කර ගැනීමටත් අවශ්‍ය වන පන්තරය ලබා දීමයි.

**පද නිර්වචනය**

**සාහිත්‍ය ශානර**

සාහිත්‍ය මගින් මිනිසා ශිෂ්ඨ කිරීමට දරන උත්සාහය තුළ අදාළ වයස් කාණ්ඩය අනුව සාහිත්‍ය ප්‍රධාන ශානර තුනකට වර්ග කෙරේ.

1. ළමා සාහිත්‍යය
2. යොවුන් සාහිත්‍යය
3. වැඩිහිටි සාහිත්‍යය

**යොවුන් සාහිත්‍යය**

ජීවිතයේ දෙවන දශකය (නවයොවුන් විය ආරම්භය හා තරුණ වියට එළඹෙන අවධිය දක්වා) තුළට අදාළ ශිෂ්ඨ බව කාවද්දමින් තරුණ විය තෙක් ජීවිතය සකසා ගන්නා මාර්ගය පෙන්වන සාහිත්‍යය යොවුන් සාහිත්‍යයයි.

ශ්‍රී ලංකාවේ පාසල් පද්ධතිය තුළ සාහිත්‍යය ක්ෂේත්‍රය ලෙස සලකනුයේ ළමා හා යොවුන් සාහිත්‍යයයි. රාජ්‍ය සාහිත්‍ය උත්සවයේ දී ද මේ අංශ දෙක වෙන් අංශ දෙකක් ලෙස සලකා ඒ ඒ වර්ෂවල දී අදාළ රාජ්‍ය සාහිත්‍ය සම්මාන පිරිනැමීම සිදු කරනු ලැබේ. එහෙත් සමහර විදෙස් රටවල ළමා හා යොවුන් සාහිත්‍යය සඳහා වෙන් වෙන් වූ රාජ්‍ය සම්මාන පැවැත්වීම මගින් එම ක්ෂේත්‍ර දෙකෙහි ප්‍රබලත්වය තවදුරටත් සනාථ කෙරේ.

**යොවුන් සාහිත්‍ය ශානර**

ශ්‍රී ලංකාවේ අධ්‍යාපන පද්ධතිය දළ වශයෙන් 7 ශ්‍රේණියේ සිට 13 ශ්‍රේණිය දක්වා ශිෂ්‍ය ශිෂ්‍යාවන්ට අයත් ප්‍රබන්ධ කතා සාහිත්‍ය යොවුන් සාහිත්‍ය ලෙස සැලකේ. ඒ තුළ විවිධාකාර වූ ශානර රැසක් පවතින අතර පහතින් දැක්වෙන්නේ ඉන් කිහිපයකි. (චන්ද්‍රසේකර, ස්වර්ණා, 2009)

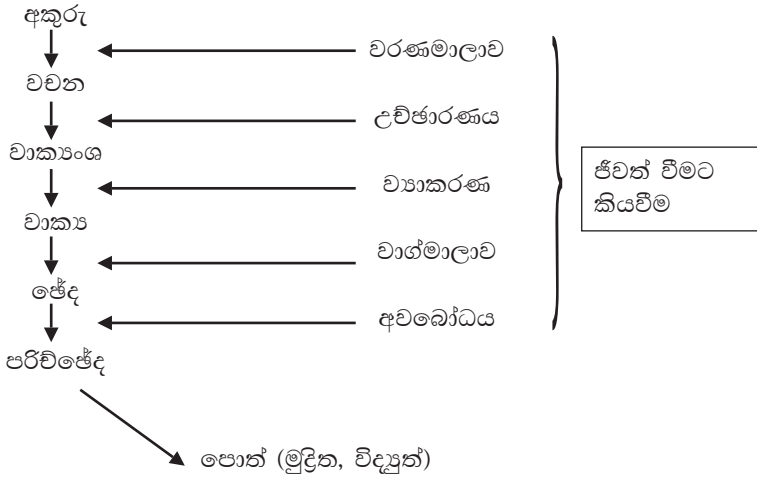
- |                   |                      |
|-------------------|----------------------|
| 1. චීර කතා        | 2. අඹරහස් කතා        |
| 3. අතිශයෝක්ති කතා | 4. සුරංගනා කතා       |
| 5. මිථ්‍යා කතා    | 6. උපමා කතා          |
| 7. ජන කතා         | 8. ආගමික කතා         |
| 9. වර්තාපදාන      | 10. ස්වයං වර්තාපදාන  |
| 11. පරිසර විකිති  | 12. විද්‍යා ප්‍රබන්ධ |
| 13. ඓතිහාසික කතා  |                      |

ලෙස දැක්විය හැකි අතර ජීවිතයේ දෙවන දශකය තුළ ඇතිවන ශාරීරික, මානසික හා චිත්තවේගී වර්ධනය සඳහා මෙකී සාහිත්‍ය කෘති පරිශීලනයෙන් ලැබෙන පිටිවහල අතිමහත්ය.

**කියවීම් ප්‍රවර්ධනය**

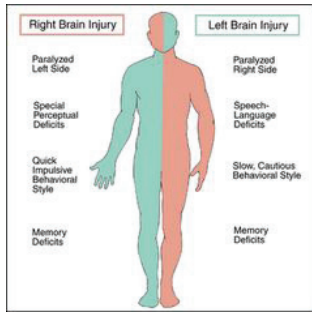
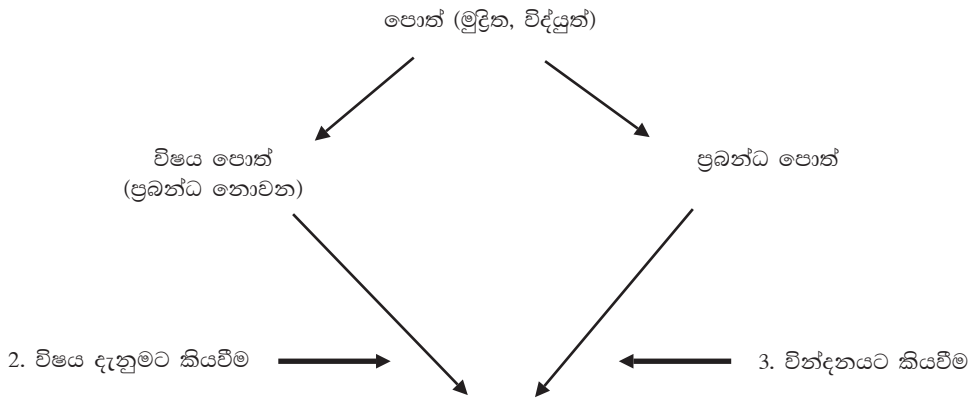
කියවීම යන සංකල්පය ගත් විට එම වචනයේ අභ්‍යන්තර ව්‍යුහය පහත අංගවලින් සමන්විත වේ. අකුරුවලින් ආරම්භ කරන කියවීම වචන, වාක්‍ය, ඡේද, පරිච්ඡේද හා පොත් බවට පත් වන තෙක් දීර්ඝ ගමනාන්තයක් පවතී. අද්‍යතන සමාජයේ “පොත” යන සංකල්පය මුද්‍රිත පොත්වලින් ඔබ්බට විහිදුණු විද්‍යුත්, ඩිජිටල්, නම්‍යශීලී, ශ්‍රව්‍ය පොත් ලෙසින් වූ පරිණාමික ගමන් මගකට අවතීර්ණ වී ඇත.

අකුරුවලින් ආරම්භ වී පොත්වලින් කෙළවර වන අනුක්‍රමික ගමන් මග තුළට වර්ණමාලාව පිළිබඳ දැනුම, උච්ඡාරණය, ව්‍යාකරණ, වාග්මාලාව හා අවබෝධය වැනි වැනි සංකල්ප ක්‍රමානුකූලව සම්බන්ධ වේ. මෙකී අංගවලින් සමන්විත ප්‍රාථමික කියවීම ජීවත් වීම සඳහා කියවීම ලෙස වර්ග කරනු ලැබේ. අද්‍යතන සමාජයේ භාවිත වන විවිධාකර වූ විද්‍යුත් මෙවලම්වල විවිධ පරිණාමයන් හේතුවෙන් ජීවත් වීම සඳහා කියවීම ද බොහෝ පුළුල් වෙමින් පවතී.



රූපසටහන 01 - කියවීමේ ව්‍යුහ විද්‍යාව

මුද්‍රිත හෝ විද්‍යුත් පොත් සැලකූ විට ඒවා ප්‍රධාන වශයෙන් නැවතත් කොටස් දෙකකට බෙදේ. එනම් විෂය පොත් හෙවත් ප්‍රබන්ධ නොවන පොත් හා ප්‍රබන්ධ පොත් ලෙසිනි. විෂය පොත් කියවීම මගින් මිනිස් මොළයේ වම් පස අර්ධය සංවර්ධනය වන අතර එම කියවීම විෂය දැනුමට අදාළ කියවීම ලෙස වර්ග කෙරේ. ප්‍රබන්ධ පොත් (නවකතා, කෙටිකතා, පරිවර්තන ආදිය) කියවීම මගින් සංවර්ධනය වනුයේ මිනිස් මොළයේ දකුණු අර්ධයයි. එම කියවීම වින්දන සඳහා කියවීම ලෙස හඳුන්වනු ලැබේ.



සමබර පුද්ගලයා

රූප සටහන 02 - ගෝලීය පුරවැසියා

**පර්යේෂණ ක්‍රමවේදය**

මේ සඳහා කාර්ය මූලික පර්යේෂණ ක්‍රමවේදය යොදා ගැනිණි. කෙමිස්ට අනුව කාර්යමූලික පර්යේෂණය තුළ අන්තර් ගත වී ඇත්තේ ස්වයං ප්‍රත්‍යාවේක්ෂණයයි. ස්වයං ප්‍රත්‍යාවේක්ෂණයේ යෙදීම සඳහා ක්‍රියාකාරී මැදිහත්වීමක් අදාළ කණ්ඩායම වෙත යොමු කරනු ලැබේ. මෙම පර්යේෂණ ක්‍රමය අධ්‍යාපන ක්ෂේත්‍රයේ ප්‍රචලිත පර්යේෂණ ක්‍රමයක් වන අතර එය ගුණාත්මක පර්යේෂණ ගණයට අයත් වේ (ලේකම්ගේ, දයාලතා, 2006). කාර්ය පර්යේෂණ ක්‍රියාත්මක කිරීම මගින් පුද්ගල/කාණ්ඩ වෘත්තීය සංවර්ධනයක් සිදු වන අතර එහි ප්‍රතිලාභ මගින් අදාළ පර්යේෂිත පිරිස වෙත ලැබීම මෙම පර්යේෂණ වර්ගයේ විශේෂත්වයයි.

මහව අධ්‍යාපන කලාපයේ කොට්ඨාස හතර වන ගිරිබාව, ගල්ගමුව, මහව හා පොල්පිතිගම යන කොට්ඨාසවල පාසල් 189 ක් අතරින් 9 හා 10 ශ්‍රේණි ඇති පාසල් වල ගුරු/ප්‍රස්තකාලාධිපතිවරුන් කැඳවා පැය 30 ක පුහුණු පාඨමාලාව ක්‍රියාත්මක කෙරුණු අතර එම වැඩසටහනට සහභාගී වීමේ ප්‍රගතිය අනුව ඉන් පාසල් 25 ක් තෝරා ගැනිණි. අනතුරුව එම පාසල්වල 2017 පළමු වාර නිවාඩුව

තුළ පුස්තකාල එකතුවේ ඇති ප්‍රබන්ධ කෘති ශානරවලට වෙන් කිරීමටත්, 2017 දෙවන පාසල් වාරයේ ආරම්භක සති දෙක තුළ 9/10 ශ්‍රේණි සිසුන්ට අදාළ ප්‍රතිකාරය වැඩසටහනේ විෂයමාලාව ක්‍රියාත්මක කෙරිණි. අනතුරුව දෙවන වාරය තුළ සිසුන්ට සති දෙකකට එක බැගින් යොවුන් සාහිත්‍ය පොත් එක බැගින් ලබා දෙමින් අදාළ ප්‍රතිකාරය වැඩසටහන ක්‍රියාත්මක කළ අතර ප්‍රධාන පර්යේෂක හා පුස්තකා විෂය භාර සහකාර අධ්‍යාපන අධ්‍යක්ෂ විසින් අධීක්ෂණ හා නියාමන කාර්ය සිදුකරන ලදී. 2017 අගෝස්තු නිවාඩුවේදී ක්‍රියාත්මක කරන ලද කාර්ය මූලික පර්යේෂණට අදාළ වාර්තා ලිවීමට සහය පර්යේෂණ කණ්ඩායමට වෙන් වෙන්ව අවස්ථාව ලබා දෙනු ලැබිණි. අනතුරුව 2017 නොවැම්බර් මාසය තුළ වෙන් වෙන්ව සකස් කරන ලද පර්යේෂණ වාර්තා මඟව කලාප කාර්යාලයට ලබාගෙන විශ්ලේෂණ වාර්තා සකස් කෙරිණි. එය පදනම් කරගෙන එක්දින කියවීම් කඳවුරක් පැවැත්වීමට කටයුතු කෙරිණි.

**පර්යේෂණයේ සීමා :-**

01. මෙම පර්යේෂණය සඳහා 6 ශ්‍රේණියෙන් ඉහළ පන්ති පැවැත්වෙන පාසල් පමණක් තෝරා ගැනිණි.
02. කණිෂ්ඨ ද්විතීය අංශයේ 11 ශ්‍රේණිය විභාග අභිමුඛ බැවින් 9 හෝ 10 ශ්‍රේණි තෝරා ගැනීමට කටයුතු කෙරිණි.
03. සාහිත්‍ය රසාස්වාදයේ දී වැඩිහිටි, ළමා හා යොවුන් වශයෙන් අංශ තුනක් පැවතියත් ඉන් යොවුන් සාහිත්‍ය ශානරය පමණක් යොදා ගැනිණි.
04. සාහිත්‍ය රසාස්වාදයට අදාළ ශාස්ත්‍රීය කරුණු පිළිබඳ අවබෝධයක් ලබාදීම අරමුණු කරගත් හෙයින් 6, 7 හා 8 ශ්‍රේණි තෝරා ගැනීමෙන් වැලකිණි.
05. මූලික දැනුවත් කිරීමේ වැඩමුළු පටන් පුස්තකාලාධිපති/කාර්ය මණ්ඩලය සහභාගිත්වය හා ක්‍රියාකාරී දායකත්වය පදනම් කරගෙන උක්ත පාසල් 25 පමණක් පර්යේෂණයට තෝරා ගැනීමට කටයුතු කෙරිණි.

**නියැදිය තෝරා ගැනීම :-**

මූලික දැනුවත් කිරීම සඳහා පාසල් 70 ක් කැඳවූ අතර මෙම පාසල් අතුරින් පැමිණීම හා වැඩසටහනට දැක්වූ දායකත්වය අනුව නියැදිය තෝරා ගන්නා ලදී. ඒ සඳහා තේරුණ පාසල් 25 ක ලේඛනය මෙහි දක්වා ඇත.

**විධිමත් පාඨමාලාව පැවැත්වීම:-**

අධ්‍යයන ජනගහනයේ සියලු දෙනා (70 ක්) සඳහා පැය 30 ක සාහිත්‍ය රසාස්වාදය සඳහා විධිමත් පාඨමාලාවක් පර්යේෂක විසින් පවත්වන ලදී. වැඩසටහන පැවැත්වූ දින හා කාලයන් පහත වගුවේ දක්වේ.

දවස	දිනය	සහභාගී වූ සංඛ්‍යාව
පළමු දවස	2016.11.15	42
දෙවන දවස	2016.11.16	41
තෙවන දවස	2017.02.15	46
සිව්වන දවස	2017.02.16	46
පස්වන දවස	2017.03.28	44

**වගු අංක 01 - වැඩසටහන පැවැත්වූ දින හා කාලයන්**

සියලුම දිනවල වැඩසටහන් මහව විජයබා ජාතික පාසලේ සයිමන් නවගත්තේගම රංග ශාලාවේ දී පෙ.ව. 8.30 සිට ප.ව.4.30 දක්වා පවත්වන ලදී. එහිදී අදාළ පරිපාලන හා මූල්‍යමය දායකත්වය මහව අධ්‍යාපන කලාපය මගින් සිදු කරන ලදී.

**පළමු දිනය**

පෙ.ව 8.30 - 9.00 : සමාරම්භක වැඩසටහන එහි දී,

1. මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර ස.අ.අ. ආර්.එම්.ඒ. රාජකී රත්නායක මහතා විසින් පිළිගැනීම හා වැඩ සටහනේ මූලික අදහස ඉදිරිපත් කරන ලදී.
2. මහව අධ්‍යාපන කලාපයේ කලාප අධ්‍යාපන අධ්‍යක්ෂ ඩබ්.එම්. අරුණ ශාන්ත මහතාත්, පර්යේෂකයාත් මෙම අවස්ථාවට සහභාගී වූ අතර එහි දී වැඩසටහනේ අරමුණු හා ක්‍රමවේදය කෙටියෙන් ඉදිරිපත් කරන ලදී.

පෙ.ව 9.00 - 10.30 : කියවීම් ප්‍රවර්ධනයට අදාළ වම් හා දකුණු මොළයේ සංකල්පය පැහැදිලි කිරීම. (කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාචාර්ය පී.පී. ජේමදාස මහතා)

පෙ.ව 10.30 - 10.45 : තේ විවේකය.

පෙ.ව 10.45 - 12.45 : මොළයේ දකුණු අර්ධය සංවර්ධනයේ වැදගත්කම පැහැදිලි කිරීම (කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාචාර්ය පී.පී.ජේමදාස මහතා)

දහවල් 12.45 - 1.15 : දිවා ආහාර විවේකය.

ප.ව 1.15 - 3.30 : සාහිත්‍ය රසාස්වාදය හා මොළයේ දකුණු අර්ධයේ ඇති සම්බන්ධය (කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාචාර්ය පී.පී.ජේමදාස මහතා)

ප.ව 3.30 - 4.30 : පළමු දිනට අදාළ වැඩසටහන් පිළිබඳ ලිඛිත ප්‍රත්‍යාවේක්ෂණ ලිවීම. අහඹු ලෙස වාචික ප්‍රත්‍යාවේක්ෂණ සඳහා අවස්ථාව ලබාදීම.

(මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර ස.අ.අ. ආර්.එම්.ඒ.රාජකී රත්නායක මහතා)

**වගු අංක 02 - පළමු දින වැඩසටහන**

**දෙවන දිනය**

- පෙ.ව 8.30 - 9.00 : ඒදිනට අදාළව වැඩසටහන හඳුන්වා දීම හා පිළිගැනීම.  
(මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර ස.අ.අ. ආර්.එම්.ඒ. රාජකී රත්නායක මහතා)
- පෙ.ව 9.00 - 10.30 : සාහිත්‍යය රසාස්වාදයට අදාළ කාර්ය මූලික පර්යේෂණය ක්‍රියාත්මක කරන ආකාරය ලුහුඬින් හඳුන්වා දීම.  
(කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාවාර්ය පී.පී.පේමදාස මහතා)
- පෙ.ව 10.30 - 10.45 : තේ විවේකය.
- පෙ.ව 10.45 - 12.45 : පොතක ග්‍රන්ථ විද්‍යාත්මක විස්තර හඳුනාගැනීම හා ඊට අදාළ ප්‍රායෝගික ක්‍රියාකාරකම් (කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාවාර්ය පී.පී. පේමදාස මහතා)
- දහවල් 12.45 - 1.15 : දිවා ආහාර විවේකය.
- ප.ව 1.15 - 3.30 : පොතක සාහිත්‍යමය අංග පිළිබඳ න්‍යායාත්මක පැහැදිලි කිරීම  
(කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාවාර්ය පී.පී.පේමදාස මහතා)
- ප.ව 3.30 - 4.30 : දෙවන දිනට අදාළ වැඩසටහන් පිළිබඳ ලිඛිත ප්‍රත්‍යාවේක්ෂණ ලිවීම. අහඹු ලෙස වාචික ප්‍රත්‍යාවේක්ෂණ සඳහා අවස්ථාව ලබාදීම.  
(මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර ස.අ.අ. ආර්.එම්.ඒ. රාජකී රත්නායක මහතා)

**වග අංක 03 - දෙවන දින වැඩසටහන**

**තෙවන දිනය**

- පෙ.ව 8.30 - 9.00 : පෙරදිනවල පැවති වැඩසටහන් සාරාංශ කර ඒදිනට නියමිත වැඩසටහන හඳුන්වා දීම.  
(මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර ස.අ.අ. ආර්.එම්.ඒ. රාජකී රත්නායක මහතා)
- පෙ.ව 9.00 - 10.30 : සාහිත්‍යමය අංගවලට ප්‍රායෝගික ක්‍රියාකාරකම් කතන්දර සිතියම ආශ්‍රයෙන් එහිදී දෙදෙනෙකුට එක් ළමා සාහිත්‍යය කෘතියක් බැගින් සපයා එහි කතන්දර සිතියම සම්පූර්ණ කිරීමට අවස්ථාව ලබාදීම.  
(කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාවාර්ය පී.පී. පේමදාස මහතා)
- පෙ.ව 10.30 - 10.45 : තේ විවේකය.
- පෙ.ව 10.45 - 12.45 : කතන්දර සිතියම ආශ්‍රයෙන් කරන ලද ක්‍රියාකාරකම පිළිබඳ කණ්ඩායම් සාකච්ඡා ප්‍රත්‍යාවේක්ෂණය.  
(කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාවාර්ය පී.පී.පේමදාස මහතා)
- දහවල් 12.45 - 1.15 : දිවා ආහාර විවේකය.
- ප.ව 1.15 - 3.30 : කතන්දර සිතියමට අදාළ දෙවන ප්‍රායෝගික ක්‍රියාකාරකම, එහිදී කණ්ඩායමේ දෙදෙනාට කලින් ඉදිරිපත් කළ ළමා කථා සාහිත්‍යය කෘතිය වෙනුවට වෙනත් ළමා කථා සාහිත්‍යය කෘතියක් ලබාදී එය

හොඳින් කියවා කතන්දර සිතියම සම්පූර්ණ කරවීම, කණ්ඩායම් සාකච්ඡාව, ප්‍රත්‍යවේක්ෂණය.

- (කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාවාර්ය පී.ජී.ජේමදාස මහතා)
- ප.ව 3.30 - 4.30 : තෙවන දිනට අදාළ වැඩසටහන් පිළිබඳ ලිඛිත ප්‍රත්‍යවේක්ෂණ ලිවීම. අහඹු ලෙස වාචික ප්‍රත්‍යවේක්ෂණ සඳහා අවස්ථාව ලබාදීම. (මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර ස.අ.අ. ආර්.එම්.ඒ. රාජකී රත්නායක මහතා)

වගු අංක 04 - තුන්වන දින වැඩසටහන

සිව්වන දිනය

- පෙ.ව 8.30 - 9.00 : පෙරදිනවල පැවති වැඩ සටහන් පිළිබඳ සාරාංශ කර එදිනට නියමිත වැඩ සටහනේ අරමුණු විස්තර කිරීම. (මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර ස.අ.අ. ආර්.එම්.ඒ. රාජකී රත්නායක මහතා)

- පෙ.ව 9.00 - 10.30 : කථාවස්තු සටහන පිළිබඳ න්‍යායාත්මක හැඳින්වීම. (කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාවාර්ය පී.ජී.ජේමදාස මහතා)

පෙ.ව 10.30 - 10.45 : තේ විවේකය.

- පෙ.ව 10.45 - 12.45 : තෝරා ගන්නා ලද ළමා සාහිත්‍යය කෘතියට අදාළව, දෙදෙනා බැගින් පොත කියවා සපයන ලද කථා වස්තු සටහනේ කාර්ය පත්‍රිකාව සම්පූර්ණ කර කණ්ඩායම් සාකච්ඡාව. (කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාවාර්ය පී.ජී.ජේමදාස මහතා)

දහවල් 12.45 - 1.15 : දිවා ආහාර විවේකය.

- ප.ව 1.15 - 3.30 : කථාවක විචාරය බ්ලූම්ගේ වර්ගීකරණය (Bloom's taxonomy) අනුව ගොඩ නැංවීම පිළිබඳ හැඳින්වීම, ඉන්පසු ඉහතින් කියවන ලද ළමා සාහිත්‍යය කෘතියට අදාළ විචාරය තනි තනිව ඉදිරිපත් කිරීමට අවස්ථාව ලබාදීම. (කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාවාර්ය පී.ජී.ජේමදාස මහතා)

- ප.ව 3.30 - 4.30 : සිව්වන දිනට අදාළ වැඩ සටහන් පිළිබඳ ලිඛිත ප්‍රත්‍යවේක්ෂණ ලිවීම. අහඹු ලෙස වාචික ප්‍රත්‍යවේක්ෂණ සඳහා අවස්ථාව ලබාදීම. (මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර ස.අ.අ. ආර්.එම්.ඒ. රාජකී රත්නායක මහතා)

වගු අංක 05 - සිව්වන දින වැඩසටහන



**පස්වන දිනය:-**

- පෙ.ව 8.30 9.00 : පෙරදින වල පැවති වැඩ සටහන් පිළිබඳ සාරාංශ කර එදිනට නියමිත වැඩ සටහන හඳුන්වා දීම.  
(මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර ස.අ.අ. ආර්.එම්.ඒ. රාජකී රත්නායක මහතා)
- පෙ.ව 9.00 10.30 : සාහිත්‍ය ශාන්තර හඳුන්වා දීම.  
(කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාචාර්ය පී.ජී.පේමදාස මහතා)
- පෙ.ව 10.30 10.45 : තේ විවේකය.
- පෙ.ව 10.45 12.45 : සාහිත්‍ය ශාන්තරවලට අනුව පුස්තකාල පොත් වර්ගීකරණය කිරීම පැහැදිලි කර දීම. (කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාචාර්ය පී.ජී.පේමදාස මහතා)
- දහවල් 12.45 1.15 : දිවා ආහාර විවේකය.
- ප.ව 1.15 3.30 : ඉදිරියේදී පැවැත්වීමට නියමිත කාර්ය මූලික පර්යේෂණය පිළිබඳව සමස්ත වැඩපිළිවෙළ හඳුන්වා දී ඉදිරිපත් කිරීම හා එදින කැඳවූ නියෝජ්‍ය විදුහල්පතිවරුන් සඳහා ගැටලු විසඳා ගන්නා ආකාරය පැහැදිලි කිරීම.  
(කොළඹ විශ්වවිද්‍යාලයේ ජ්‍යෙෂ්ඨ කථිකාචාර්ය පී.ජී.පේමදාස මහතා)
- ප.ව 3.30 4.30 : සමස්ත වැඩසටහනේ හා පස්වන දිනට අදාළ වැඩසටහන පිළිබඳ ලිඛිත ප්‍රත්‍යාවේක්ෂණ ලිවීම. අහඹු ලෙස වාචික ප්‍රත්‍යාවේක්ෂණ සඳහා අවස්ථාව ලබාදීම.  
(මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර ස.අ.අ. ආර්.එම්.ඒ. රාජකී රත්නායක මහතා)

වගු අංක 06 - පස්වන දින වැඩසටහන

**පුස්තකාල එකතුව ශානරවලට වෙන් කිරීම.**

අප්‍රේල් මස නිවාඩු කාලයේදී නියැදිය විසින් ඔවුනගේ පුස්තකාල එකතුවේ පැවති යොවුන් ප්‍රබන්ධ පුස්තකාලාධිපති කාර්ය මණ්ඩලය සමඟ එකතුව අදාළ ශානර වලට වෙන් කර ගන්නා ලදී.

එහිදී ශානරවලට වෙන් කර ගැනීමට අපහසු වූ පොත් මිශ්‍ර ශානර ලෙස තබා ගන්න ලදී. බොහෝ පාසල්වල සෑම ශානරයකටම අදාළ ග්‍රන්ථ නොතිබීම හා බොහෝ පාසල්වල විද්‍යා ප්‍රබන්ධ අඩුවීම හා රහස් පරීක්ෂක ප්‍රබන්ධ වැඩියෙන් තිබීම දක්නට ලැබුණි.

යොවුන් සාහිත්‍යයට අදාළ ශානර පහත දැක්වේ.

- |                      |                         |
|----------------------|-------------------------|
| 1. අභිරහස් කථා       | 9. සුරංගනා කථා.         |
| 2. චීර කථා.          | 10. වරිතාපදාන.          |
| 3. මායා කථා.         | 11. ස්වයං වරිතාපදාන.    |
| 4. සුරංගනා කථා.      | 12. ජන කථා.             |
| 5. විද්‍යා ප්‍රබන්ධ. | 13. පරිසර විත්ති.       |
| 6. ඓතිහාසික කථා.     | 14. ආගමික කථා.          |
| 7. අතිශයෝක්ති කථා.   | 15. භාෂ්‍ය උක්පාදන කථා. |
| 8. උපමා කථා.         | 16. මිශ්‍ර ශානරය.       |

**සාහිත්‍ය රසාස්වාදයට අදාළ විධිමත් වැඩසටහන ළමුන්ට ඉගැන්වූ ආකාරය**

ගුරු/පාසල් පුස්තකාලයාධිපතිවරයා 2017 දෙවන වාරයේ ආරම්භක සති දෙක මේ සඳහා වෙන්කර ක්‍රියාත්මක කරන ලදී. එහිදී තෝරාගත් ශ්‍රේණිය වූ 9/10 ශ්‍රේණිය සඳහා පාසල් කාලය තුළ පුස්තකාල හා සිංහල කාලච්ඡේද භාවිත කරමින් දිනකට එක් කාලච්ඡේදය බැගින් සති දෙකක් සඳහා කාලච්ඡේද 10 ක ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලියක් සාහිත්‍යය රසාස්වාදයට අදාළව ඉටු කරනු ලැබීය. එහිදී ගුරු/පුස්තකාලාධිපති විසින් අදාළ පාඩමට අනුව පාඩම් සටහන් 10 ක් පිළියෙල කරන ලද අතර පුස්තකාලය කේන්ද්‍ර කර ගනිමින් වැඩ සටහන ක්‍රියාත්මක කරන ලදී.

**පාසල් මට්ටමින් කාර්ය මූලික පර්යේෂණය ක්‍රියාත්මක කළ ආකාරය**

පුස්තකාල ප්‍රබන්ධ එකතුව (ශානරවලට වෙන් කරන ලද) සාහිත්‍යය රසාස්වාදය ඉගැන්වීමෙන් පසු දෙවන වාරයේ ආරම්භයේ සිට නියැදියේ එක් එක් සිසුවාට යොවුන් සාහිත්‍යය පොත් නිකුත් කර කියවීමට දින 14 ක කාලයක් ලබා දුන්. එහිදී කළයුතු කාර්යය පිළිබඳ ශිෂ්‍යය/ශිෂ්‍යයාව ට හඳුන්වා දීම කාර්යය පත්‍රිකාවක් මගින් සිදු කිරීමට කටයුතු කරන ලදී. අනතුරුව පුස්තකාලයෙන්

ලබාගත් යොවුන් සාහිත්‍යය කෘතිය (අදාළ ශාන්තරයට අනුව) ශිෂ්‍යය/ශිෂ්‍යයාව විසින් තම අභ්‍යාස පොතේ පහත ශීර්ෂ යටතේ විස්තර කරන ලදී.

1. ග්‍රන්ථ විද්‍යාත්මක විස්තරය
2. ශාන්තරය
3. සාහිත්‍ය අංග
4. කථා වස්තූ සටහන
5. විචාරය

අනතුරුව අභ්‍යාස පොත ගුරු/පාසල් පුස්තකාලයාධිපති ළඟ රඳවාගෙන ශිෂ්‍යය/ශිෂ්‍යයාවට වෙනත් ශාන්තරයකින් යොවුන් සාහිත්‍යය පොතක් නිකුත්කර කියවීමට දින 14 ක කාලයක් ලබා දේ. පළමු වරට භාරදුන් ශාන්තරයට අදාළ ක්‍රියාකාරකම් ගුරු/පාසල් පුස්තකාලයාධිපති විසින් පහත දැක්වෙන ඇගයීම් පටිපාටියට අනුව අගයා ශිෂ්‍යයාට ලකුණු පවරණු ලැබීය.

අංගය	ලකුණු
ග්‍රන්ථ විද්‍යාත්මක විස්තරය	10
ශාන්තරය	05
සාහිත්‍යය අංග	20
කථා වස්තූ සටහන	25
විචාරය	25
ව්‍යාකරණ දෝෂ අවම වීම	10
අක්ෂර වින්‍යාස දෝෂ අවම වීම	05

වගු අංක 07 - ඇගයීම් පටිපාටිය

පළමු සතිය තුළ ඉහත ආකාරයට අභ්‍යාස පොත හොඳින් පරීක්ෂා කර ලකුණු දී අඩුපාඩුකම් පෙන්වා දී, නැවත ශිෂ්‍යයා වෙත අභ්‍යාස පොත ලබා දීම එවිට ශිෂ්‍යය/ශිෂ්‍යයාව විසින් දෙවන වරට ගෙනයන ලද පොතට අදාළව ක්‍රියාකාරකම් ඉහත ආකාරයට සම්පූර්ණ කිරීමට සැලසුම් කර තිබුණි. මේ ආකාරයට 2017 දෙවන වාරය අවසන් වන තෙක් උක්ත ක්‍රියාපටිපාටිය ශිෂ්‍යය/ශිෂ්‍යයාව විසින් ක්‍රියාත්මක කරන ලදී. ඒ අනුව යොවුන් සාහිත්‍යය ශාන්තර 6 කට අදාළ පොත් 6 ක් කියවා අවසන් කරන ලදී. ඒ සෑම ග්‍රන්ථයකටම අදාළව ලකුණු ලබාගත් ආකාරය ශිෂ්‍යය/ශිෂ්‍යයාවගේ අභ්‍යාස පොතේ අග සමස්තයක් ලෙස දක්වා ඇත. අවසාන පිටුව දෙමාපිය ප්‍රතිචාර සඳහා වෙන් කර ඇත. පොත කියවා අවසන් වූ පසු, ළමයාගේ දෙමාපියන් හෝ භාරකරුවන් පොත කියවූ කාලය තුළ ළමයාගේ වර්ධනයන් නිරීක්ෂණය කර ඊට අදාළ කෙටි විස්තරයක් අභ්‍යාස පොතේ අග පිටුවේ සටහන් කිරීමට දෙමාපියන්ට භාරකර තිබුණි.

**කාර්ය මූලික පර්යේෂණය අධීක්ෂණය හා නියාමනය :-**

ඊට අදාළ ක්‍රියා පටිපාටිය පිළිබඳ ඒ ඒ අදියරේදී කලාප අධ්‍යාපන කාර්යාලය මගින් විධිමත් ලිපි යොමු කිරීමක් සිදු කරන ලදී. ඊට අමතරව දුරකථන පණිවිඩ මගින්ද අදාළ නිවේදන හා ඔවුන්ගේ ගැටලු හා ඒවාට විසඳුම් පිළිබඳව තොරතුරු හුවමාරු කෙරිණි. ඊටද අමතරව විධිමත් අධීක්ෂණ වැඩපිළිවෙලක් කාර්ය මූලික පර්යේෂණය ආරම්භ කර මසකට පසු පහත ආකාරයට සිදුකරනු ලැබිණි. දිනකට පාසල් 5 ක් පමණ ආවරණය වන පරිදි කොට්ඨාස 4 හි දින 4 ක නිරීක්ෂණ වාරිකාවක් පර්යේෂකයා හා මහව අධ්‍යාපන කලාපයේ පාසල් පුස්තකාල විෂයභාර සහකාර අධ්‍යාපන අධ්‍යක්ෂ මහතාගේ සහභාගීත්වයෙන් සිදු කරනු ලැබීය.

1. එහිදී එක් පාසලක් සඳහා පැයක් වෙන්කර එම පැය ඇතුළත ප්‍රථමයෙන් විදුහල්පති සමඟ වැඩසටහනේ ප්‍රගතිය සාකච්ඡා කිරීම. (මි:10)
2. වැඩ සටහන ක්‍රියාත්මක කරන ගුරුවරයා සමඟ සාකච්ඡා කිරීම. පාඩම් සටහන් නිරීක්ෂණය කිරීම (මි: 20)
3. අදාළ පන්ති කාමරය වෙත ගොස් වැඩ සටහන පිළිබඳව ළමුන්ගේ ප්‍රගතිය, පවතින ගැටලු සාකච්ඡා කිරීම හා නිරීක්ෂණයක නිරත වීම. (මි:20)
4. අවසානයේ නැවතත් විදුහල්පති මුණගැසී සිදුකරන ලද අධීක්ෂණ ක්‍රියාවලිය දැනුවත්කර ඉදිරියට සිදුකළ යුතු කාර්ය පිළිබඳ සාකච්ඡා කරන ලදී. (මි:10)

මේ ආකාරයට එක් දිනකට පාසල් 5 ක් පමණ ආවරණය වන ආකාරයට පාසල් 19 ක අධීක්ෂණ හා නියාමන කටයුතු සිදු කරන ලදී. ඒ සඳහා පර්යේෂක දෙපොළ හා සහාය කාර්ය මණ්ඩලයේ සාමාජිකයන් සහභාගී විය. අදාළ පාසල් නාමාවලිය හා දින ඇමුණුම 05 ලෙස දැක්වේ.

අනු අංකය	දිනය	පාසල
01	2017.06.19	ම/ගජනැග්ගම ම වි
02	2017.06.19	ම/ඇඹලේගොඩ ම වි
03	2017.06.19	ම/කරඹේ ම වි
04	2017.06.19	ම/නාගොල්ලාගම ම ම වි
05	2017.06.20	ම/විජයබා ජා පා
06	2017.06.20	ම/කෝන්වැව ම වි
07	2017.06.20	පොපි/නිකවැව ම ම වි
08	2017.06.20	ගල්/ඇහැටුවැව ම වි
09	2017.06.20	ගල්/ගල්ගමුව ජා පා
10	2017.07.18	ම/කෝන්වැව ම වි
11	2017.07.18	පොපි/පොල්පිතිගම ජා පා

12	2017.07.18	පොපි/මා එළිය ම වී
13	2017.07.18	පොපි/පොත්නිලව ම වී
14	2017.07.18	පොපි/දොරවේරුව ක වී
15	2017.07.19	ගල්/බුදුරුවකන්ද ම වී
16	2017.07.19	ගිරි/මයිලෑව ම වී
17	2017.07.19	ගිරි/පහල ගිරිබාව ම වී
18	2017.07.19	ගිරි/තඹුන්ත ම වී
19	2017.07.19	ගිරි/සාලිය අගෝක ම වී
20	2017.07.19	ගිරි/පැරකුම්පුර ජා පා

වග අංක 08 - පාසල් නාම ලේඛනය

ඉතිරි පාසල් 05 කේවල අධීක්ෂණ එනම් සෑම සිකුරාදා දිනකම නිලධාරීන් තනි තනිව පාසල් අධීක්ෂණය සඳහා යන ගමන්වලදී නිරීක්ෂණය හා නියාමනය සිදු කරනු ලැබීය.

මීට අමතරව සමස්ත කණ්ඩායම සඳහා එක් දින වැඩසටහනක් මඟව විජයබා ජාතික පාසලේ දී 2017.07.31 දින පවත්වන ලදී. එහිදී අහඹු ලෙස පාසල් 4 ක් ඔවුන් සිදු කළ කාර්ය මූලික පර්යේෂණ පිළිබඳව ඉදිරිපත් කිරීමක් (Power point) මගින් පැහැදිලි කරන ලදී.

අදාළ උපදෙස්, සංශෝධන හා මග පෙන්වීම් පිළිබඳව සමස්ත කණ්ඩායම ම දැනුවත් කරන ලදී.

**කාර්ය මූලික පර්යේෂණ වාර්තාව ලිවීම හා කලාප කාර්යාලයට භාර දීම**

දෙවන වාරය තුළ සිදුකරන ලද ඉහත කාර්ය මූලික පර්යේෂණයේදී ඒ ඒ පාසල් විසින් සිදුකළ යුතු කාර්යයන් පිළිබඳ විදුහල්පතිවරුන් විසින් හා පර්යේෂණ කණ්ඩායම විසින් වැඩමුළුවේදීත්, අධීක්ෂණ හා නියාමන වැඩ පිළිවෙලේදීත්, උපදෙස් ලබා දෙන ලදී. ඒ අනුව 2017 දෙවන පාසල් නිවාඩුවේ දී ඔවුන් තනි තනිව තම පාසල කේන්ද්‍ර කර ගනිමින් සිදු කරන ලද කාර්ය මූලික පර්යේෂණ වාර්තාව සැකසීම අවසන් කළේය. අනතුරුව එය මඟව අධ්‍යාපන කලාපයට 2017 තුන් වන වාරය ආරම්භයේදී භාර දෙන ලදී.

**කාර්ය මූලික පර්යේෂණ වාර්තා ඇගයීම**

නියැදියේ තෝරාගත් පාසල් 25න් 23 ක අදාළ කාර්යමූලික පර්යේෂණ වාර්තා කලාප අධ්‍යාපන කාර්යාලයේ පුස්තකාල අංශය වෙත භාර දී ඇත. එම වාර්තා පර්යේෂක හා සහකාර අධ්‍යාපන අධ්‍යක්ෂවරයා විසින් පහත ඇගයීම් පටිපාටියට අනුව ලකුණු ප්‍රදානය කර ඇගයීම සිදු කර ඇත.

ජාතික ප්‍රස්තකාල විමර්ශන

- 1. පළමු පරිච්ඡේදය / හැඳින්වීම ලකුණු 15
- 2. දෙවන පරිච්ඡේදය / ක්‍රමවේදය ලකුණු 20
- 3. දත්ත එක්රැස් කිරීම හා විශ්ලේෂණය ලකුණු 30
- 4. නිගමන හා යෝජනා ලකුණු 15
- 5. ඇමුණුම් ලකුණු 10
- 6 සමස්ත නිමාව. ලකුණු 10

දත්ත එක්රැස්කිරීම හා විශ්ලේෂණය

මුල් කැඳවීමේ ලේඛනයේ සඳහන් පාසල් වෙනුවෙන් දැනුවත් කිරීමේ වැඩමුළුව දින 05 ක් පවත්වන ලදී එයට සහභාගි වීම ඇමුණුම 01 හි ඇති පාසල් ලේඛනයට යාකර ඇත.

වැඩසටහන සඳහා සහභාගී වීමේ සංඛ්‍යා විශ්ලේෂණය

	1 දිනය	2 දිනය	3 දිනය	4 දිනය	5 දිනය	විදුහල්පති/ නියෝජ්‍ය විදුහල්පති
පැමිණි සංඛ්‍යාව	42	41	46	46	44	10
ප්‍රතිශතය	60%	59%	66%	66%	63%	14%

වගු අංක 09 - සහභාගීත්ව සංඛ්‍යාව සහ ප්‍රතිශතය

නිරීක්ෂණ වාරිකාවේදී ද නිර්ණායක 12 කට අනුව කාර්ය මූලික පර්යේෂණයේ වැඩපිළිවෙල ඇගයීමට භාජනය කරන ලදී.

එහි විශ්ලේෂණයක් පහත දැක්වේ.

ක්‍රියාකාරකම	නිරීක්ෂණය වූ පාසල් සංඛ්‍යාව
පාසලේ ශ්‍රේණියක් තෝරා ගැනීම	17
සාහිත්‍ය විමර්ශනය පිළිබඳව ඉගැන්වීමට පාඩම් සටහන් සකස් කර ගැනීම	7
එම පාඩම් සටහන් විදුහල්පති තුමාගෙන් අනුමත කරවා ගැනීම	4
පන්තිහාර ගුරුභවතා/විදුහල්පති තුමා දැනුවත්කර ඉගැන්වීම ආරම්භ කිරීම	13
සාහිත්‍ය විමර්ශණය පිළිබඳව ඉගැන්වීම (කාලච්ඡේද 10 ක් පමණ) අවසන් කිරීම.	12

පුස්තකාලයේ යොවුන් සාහිත්‍ය පොත් ශාන්ත අනුව වෙන් කර ඇත.	09
පළමු සාහිත්‍ය පොත තෝරාගත් ශ්‍රේණියේ දරුවන් වෙත ලබාදීම හා අවශ්‍ය උපදෙස් ලබාදීම.	14
තෝරාගත් ශ්‍රේණියේ සියලු දරුවන් ලබාගත් පොත කියවා පොත පිළිබඳ ග්‍රන්ථ විද්‍යාත්මක තොරතුරු ලියා පුස්තකාලයට භාර දීම.	07
දෙවන යොවුන් සාහිත්‍ය පොත සියලු දරුවන්ට නිකුත් කිරීම	06
දෙවන පොත පිළිබඳ සටහන සියලු දරුවන් පුස්තකාලයට භාරදීම.	05
දරුවන්ගේ හැකියා අනුව ඔවුන් මට්ටම් 23 කට බෙදා ඔවුන්ට සුදුසු යොවුන් සාහිත්‍ය පොත් ලබා දීම.	02
අඛණ්ඩව වැඩසටහන ක්‍රියාත්මක කිරීම	17

වගු අංක 10 - කාර්යමූලික වැඩපිළිවෙලේ ක්‍රියාකාරකම් හා නිරීක්ෂණය කළ පාසල් සංඛ්‍යාව

ඉහත ඇගයීම්වලට අදාළව තෝරා ගත් පාසල් 25න් කාර්යමූලික පර්යේෂණ වාර්තා සියල්ල ගුරුභවතුන් විසින් සම්පූර්ණ කර කලාප කාර්යාලයට භාර දී තිබුණි. අනතුරුව ඒවා ඉහතින් දක්වන ලද ඇගයීම් නිර්ණායකවලට අනුව ඇගයීමට භාජනය කළ විට 75100 අතර ලකුණු ලබා ගත් ඇගයීම් වාර්තා 3ක් ද 6575 අතර ලකුණු ලබා ගත් ඇගයීම් වාර්තා 12 ක් ද 5064 ලකුණු ලබා ගත් ඇගයීම් වාර්තා 10 ක් ද පැවතිණි. ඊට පහළ ලකුණු ලබාගත් ඇගයීම් වාර්තා නොතිබිණි.

මෙම කාර්යමූලික පර්යේෂණයේ දී ගුරු භවතුන් දැක් වූ අදහස් මෙසේය.

‘ආරම්භයේ දී වැඩසටහනට පිරිමි සිසුන් තරමක් අකමැත්තක් දැක්වූව ද පසුව අදාළ හේතු විමර්ශනයෙන් සියලු දෙනාම කාර්ය සාධන ලිපි ගොනු ලිවීමට උනන්දු විය. පිරිමි ළමුන්ගේ අකුරු ලිවීමේ හැකියාව දියුණු වූ අතර වාග්මාලාව සංවර්ධනය මනා ලෙස වාක්‍ය නිර්මාණය හා නිර්මාණශීලී චින්තනය දියුණු කර ගැනීමට මෙම වැඩපිළිවෙළ බෙහෙවින් උපකාරී විය.’

‘කාර්යසාධන ලිපි ගොනු ලිවීම නිසා මනා ශික්ෂණයකුත් තාර්කික චින්තන හැකියාවක් දියුණු වූ බව පසක් විය.’

‘කාර්යසාධන ලිපි ගොනු පවත්වා ගෙන යාම නිසා විවේක කාලය ඵලදායීව ගත කළ අතර විනය ආශ්‍රිත ගැටලු පැවතුණු ළමුන්ගේ එම වර්සාවන් ක්‍රමානුකූලව යහපත් අතට හැරීමක් සිදු විය.’

‘ඊට ප්‍රථම සාහිත්‍ය සමිති නිර්මාණ කව බිත්ති පුවත්පත් ආදියට ලිපි සැපයීමට පසුගාමී වූ සිසුන් මෙම වැඩපිළිවෙළ නිසා දිරිමත් බවක් දක්වමින් එම කටයුතුවලට මැදිහත් විය.’

‘විෂයභාර ගුරුවරුන් වශයෙන් මෙම වැඩපිළිවෙළ ක්‍රියාත්මක කිරීම නිසා තමන්ගේ විෂයයේ සාධන මට්ටම වෙනදාට වඩා ඉහළ මට්ටමක පවත්වා ගෙන යාමට හැකි විය.’

ගුරු භවතුන්ගේ මෙම ප්‍රත්‍යාවේක්ෂණවලින් ප්‍රබන්ධ කතා සාහිත්‍ය පොත් කියවීම හා ඊට අදාළ කාර්යාසාධන ලිපි ගොනු පවත්වා ගෙන යාමෙන් ළමුන්ගේ ආවේදන ක්ෂේත්‍රයේ වර්ධනයක් පෙන්නුම් කර ඇති අතර එමගින් ශිෂ්‍ය සාධනය කෙරෙහි සාධනීය බලපෑමක් ඇති කර ඇති බවයි.

කාර්යමූලික පර්යේෂණයට සහභාගී වූ ශිෂ්‍ය ශිෂ්‍යාවන් කිහිප දෙනෙකු දැක් වූ අදහස් මෙසේය.

‘නවකතා පොත් කියවීමට ආසාවක් නොතිබූ මා හට මෙම වැඩපිළිවෙළ නිසා ඉමහත් ආසාවක් ඇතිවිය’

‘ආරම්භයේ දී මෙම වැඩසටහනට සහභාගී වීම කරදරයක් ලෙස සිතූන මුත් එහි දිගින් දිගමට යෙදීමට ගුරුවරුන් උපදෙස් දුන් අතර දිගින් දිගමට නිරත වීමේ දී ඉතා ප්‍රියජනක වැඩසටහනක් බව සිතූනි.’

‘මෙම වැඩසටහනට සහභාගී වීම නිසා දුර්වල මට්ටමක පැවති මගේ අත් අකුරු ඉතා හොඳ මට්ටමකට පැවති අතර කලින් එකම ආකාරයකට ලිවූ වාක්‍ය මේ වැඩසටහන නිසාවෙන් විවිධ ආකාර වූ වාක්‍ය ගොඩ නැගීමට හැකියාව ලැබුණි’

‘මීට ප්‍රථම අභිරහස් නවකතා පමණක් කියවූ මා හට විවිධ ශාතර ඇති බව පෙන්වා දුන් පසු ඒ සෑම ශාතරයකින් පොත් කියවීමට හැකි වූ හෙයින් විශාල දැනුමක් හා රසයක් ලැබුණි.’

‘අභිරහස් කතාවලට පමණක් ඇබ්බැහි වී සිටි මා විවිධ ශාතරවලට අදාළ පොත් කියවීමට හැකි වූ හෙයින් ලෝකය පිළිබඳ මනා අවබෝධයක් ලබා ගැනීමට හැකිවිය. මාගේ දැන් ප්‍රියතම කතා වර්ගය විද්‍යා ප්‍රබන්ධයි.’

‘මෙම වැඩසටහනට සම්බන්ධ වී විවිධ ශාතරවලට අදාළ පොත් කියවීමට හැකි වූ හෙයින් මාගේ අනෙකුත් සියලුම විෂයන්ට පෙරට වඩා වැඩි ලකුණු ලබා ගැනීමට හැකි විය’

මෙම ප්‍රත්‍යාවේක්ෂණ විශ්ලේෂණයෙන් තහවුරු වනුයේ සාහිත්‍ය පොත් පරිශීලනය හේතුවෙන් භාෂා හැකියාව දියුණු වීමත් විවිධාකාරවලට වාක්‍ය නිර්මාණය කර ගැනීමට හැකි වීමත් තමන්ගේ ජීවිතය හැඩගස්වා ගැනීමට අවශ්‍ය පණිවිඩ විවිධ ශාතර හැදෑරීමෙන් හැකිවන බවත් විධිමත් විෂයමාලාවේ සාධන මට්ටම වැඩිකර ගැනීමට සාහිත්‍ය පොත් පරිශීලනය ඉවහල් වන බවත්ය.

මෙම පර්යේෂණයේ නියුතු ශිෂ්‍ය ශිෂ්‍යාවන්ගේ දෙමාපියන් දැක් වූ අදහස් කිහිපයක් මෙසේය.



‘අපේ ළමයාගේ ඉගෙනීමේ වැඩකටයුතු මෙම වැඩපිළිවෙළ නිසාවෙන් සාර්ථක මට්ටමට පැමිණි බව මට කිව හැකිය.’

‘මගේ පුතාගේ අත් අකුරු හා වාක්‍ය ලිවීමේ රටාව මෙම වැඩසටහනට සහභාගී වීමට ප්‍රථම දුර්වල මට්ටමක තිබුණු අතර ඒ සඳහා මා විවිධ උපක්‍රම භාවිත කළ ද සාර්ථකත්වයක් නොලැබුණි. එහෙත් පාසල මගින් ආරම්භ කළ මෙම වැඩපිළිවෙළ හේතුවෙන් මගේ දරුවාගේ අත් අකුරු හා වාක්‍ය ලිවීමේ රටාව සාර්ථක මට්ටමට ගෙන ඒමට හැකිවිය.’

‘මගේ දරුවාගේ විද්‍යාව හා සිංහල විෂයේ වාර විභාග ලකුණු මෙම වැඩසටහනට ප්‍රථම අඩු මට්ටමක පැවතිණි. එහෙත් මෙම වැඩසටහන ක්‍රියාත්මක වීම හේතුවෙන් දෙවන වාර විභාගයේ විද්‍යාව හා සිංහල විෂයයන්ට සුවිශේෂ ලකුණු වැඩි වීමක් පෙන්නුම් කර තිබුණි. එයට හේතුව මෙම වැඩපිළිවෙළ යැයි කිව හැක.’

‘මගේ දරුවා තරමක දඩබ්බර ළමයෙකි. මා කියන දෙයක් පමණක් ගරු කරන අතර අන් අය කියන දේවල් කෙරෙහි එකඟතාවක් නොදක්වයි. මෙය මා හට තරමක් ගැටලුවක් ලෙස පැවතුණි. එහෙත් පාසල තුළ මෙම වැඩසටහන ක්‍රියාත්මක වීම සමග එම දඩබ්බර ගති ක්‍රමයෙන් අඩුවී යන බවක් දක්නට ලැබුණි. මේ වන විට දරුවා කීකරු හොඳ ළමයෙක් බවට පත් වී ඇති බව මට සිතේ. එයට හේතුව විවිධ වර්ගයේ සාහිත්‍ය පොත පත කියවීමෙන් ලද දැනුම බව විශ්වාස කෙරේ.’

දෙමාපියන්ගේ මෙම අදහස්වලින් ගම්‍ය වනුයේ සාහිත්‍ය පොත් පත් පරිශීලනය නිසා විෂය දැනුම මෙන්ම සාර්ධර්ම ගුණ ධර්ම හා ආචාර ධර්ම සංවර්ධනය කර ගෙන යහපත් පුරවැසියෙකු වීමට අවශ්‍ය පසුබිම ගොඩනගා ගත හැකි බවයි.

**නිගමන හා යෝජනා**

වර්ෂයකට ආසන්න කාලයක් ක්‍රියාත්මක කරන ලද මෙම කාර්යමූලික පර්යේෂණය ආශ්‍රයෙන් පහත සඳහන් නිගමනවලට එළඹිය හැක.

1. පුස්තකාල ප්‍රබන්ධ එකතුව ශාන්තවලට වර්ග කිරීම හේතුවෙන් ශිෂ්‍ය ප්‍රජාවට ඉතා පහසුවෙන් තමන්ට අදාළ සාහිත්‍ය ශාන්තය තෝරා ගත හැකි වූ අතර කාර්යමූලික පර්යේෂණය ක්‍රියාත්මක කළ කාලය තුළ විවිධ ශාන්තයන්ට අදාළ සාහිත්‍ය පොත් කියවීමට හැකියාව ලැබීම
2. විධිමත් ක්‍රමවේදයකට අනුව අදාළ ශිෂ්‍ය කාර්යසාධන ලිපි ගොනුව ක්‍රියාත්මක වීම නිසා සාහිත්‍ය කෘතියක් රසාස්වාදය සඳහා අවශ්‍ය විධිමත් මග පෙන්වීම ලැබී ඇති බව ශිෂ්‍ය ඇගයීම් වාර්තාවල ලකුණු 50 ට ඉහළ මට්ටමක තිබීමෙන් සනාථ වේ.

3. සාහිත්‍ය කෘතියක් රසාස්වාදයේ දී ඉහත විධිමත් ක්‍රමවේදයට අනුව ඇගයීම් ක්‍රියාවලිය දියත් කිරීම හේතුවෙන් පන්ති භාර ගුරුවරයාට හා විෂයභාර ගුරුවරයාට ශිෂ්‍ය ඇගයීම් ඉතාමත් විධිමත් ලෙස සිදු කර ගැනීමට අවස්ථාව ලැබීම.
4. පළමු අවස්ථාවේ දී කාර්යසාධන ලිපිගොනුව පිළියෙළ කර භාර දීමෙන් පසු ගුරුවරයාට ළමයාගේ ලිවීමේ හැකියාව විධිමත්ව මැන ගැනීමට හැකි වූ අතර ලිවීමට අපහසුතා පෙන් වූ සිසුන් සඳහා ප්‍රතිකාර්ය වැඩසටහන්වලට යොමු කිරීමට අවශ්‍ය විධිමත් ක්‍රමවේදයක් සකසා ගැනීමට හැකි විය.
5. කාර්යසාධන ලිපිගොනුව දිගින් දිගටම ක්‍රියාත්මක කිරීම හේතුවෙන් කියවීමට අදාළව ශිෂ්‍යයාගේ භාෂා හැකියාව හා අනෙකුත් සාධන මට්ටම් ක්‍රමානුකූලව වැඩි වූණු අතර ඒ බව ගුරු මහත්ම මහත්මීන්ගේ හා දෛවිපියන්ගේ ප්‍රත්‍යාවේක්ෂණවලින් සනාථ වේ.

**යෝජනා**

1. මහව අධ්‍යාපන කලාපය කේන්ද්‍ර කර ගනිමින් සිදු කරන ලද මෙම කාර්යමූලික පර්යේෂණ වැඩපිළිවෙළ දිවයිනේ සියලුම අධ්‍යාපන කලාප සඳහා හඳුන්වා දීම යෝග්‍ය යැයි නිර්දේශ කරමි.
2. කාර්යසාධන ලිපිගොනු පරීක්ෂාවෙන් ලිවීමට අපහසුතා ඇති ළමුන් සඳහා එම ගුරු මහත්ම මහත්මීන් ක්‍රියාත්මක කළ ප්‍රතිකාර්ය වැඩසටහන් අනෙක අධ්‍යාපන කලාපවල සිටින ළමුන් සඳහා හඳුන්වා දීම යෝග්‍ය වේ.
3. මෙම පර්යේෂණයේ දී ක්‍රියාත්මක කරන ලද ප්‍රබන්ධ එකතුව ශාන්තවලට වර්ග කිරීම දිවයිනේ 613 ශ්‍රේණි පවතින සියලු පුස්තකාලවලට හඳුන්වා දීම යෝග්‍ය වේ.
4. ඒ අනුව පුස්තකාල ප්‍රබන්ධ එකතුව සංවර්ධනය කර ගැනීමේ දී සෑම ශාන්තරයකටම අදාළ ප්‍රබන්ධ එකතුව හිමි වන සේ ප්‍රබන්ධ එකතුව සංවර්ධනය කර ගැනීම කාලෝචිත වේ.

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# Reading Habits and Obstacles Faced by School Children in reading the Northern and Eastern Provinces in Sri Lanka

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## **Introduction**

Reading occupies a pivotal role in the life of a man. Reading opens the doors of the treasures of knowledge. Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. In order to face the 21<sup>st</sup> century, education has to prepare these learners to adapt to social and technological changes that are taking place at an unprecedented rate. In this context, reading is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television and computers. Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. (Bashir & Matto, 2012). Reading which a long-term habit starting at very early ages is

the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, reading is an access to social, economic and civic life (Clark and Rumbold, 2006). In Sri Lanka education has been provided free of charge from kindergarten to university level since mid-1940s and is given in the mother tongue of the pupil. The constitution of Sri Lanka treats education as a fundamental right, making primary education compulsory for children aged five year and above. Therefore, reading and reading habits play an important role in Sri Lankan education system. Generally reading and reading habits are used to decide different attribute of the readers.

National Library and Documentation Services Board (NLDSB) conducted this survey with the objective of understanding the situation of reading habit of school children in Sri Lanka. The first stage of this survey was conducted in other provinces except the Northern and Eastern provinces in 2010.

This survey conducted in the Northern and Eastern provinces is the second stage on the survey. This is the first survey conducted on reading habits of school children after the war situation that prevailed in the Northern and Eastern provinces. People of the Northern and Eastern provinces suffered due to the conflict situation for more than three decades. Presently peace has been restored in these areas and this is a good opportunity for expediting the socio economic and educational development. This survey is very important because it helps to understand the situation of reading habits and plan solutions to the problems related to reading habits and library facilities in the Northern and Eastern provinces in Sri Lanka.

## **Methodology**

The survey research method was used for this study. This study was based on the latest information revealed from the survey on Reading Habits of School Children in Northern and Eastern Provinces conducted by National Library and Documentation Services Board (NLDSB) in 2016. The primary sampling units (the schools) were selected randomly stratified by sector, location of the school (urban, rural and estate sector), ethnicity (Sinhala, Tamil and Muslims), category of school (girls, boys, mixed/grade of schools) and the number of students. Secondly students were selected randomly with probability proportion to size on the basis of Grades. Altogether 2240 students (grade 6 & above) were selected for the survey from 106 schools in eight districts in the Northern and

Eastern provinces. Data collection was done by survey research method using structured questionnaire done by trained National Library staff members and teacher-librarians in the relevant areas. Data analysis was done by the author using Microsoft Excel.

### **Literature Review**

Reading and academic achievement are essential for research workers and educationists to know how every child whether he or she is gifted, average, normal or backward should be educated in his or her own way. However if he or she possesses good study habits, he or she can perform well in academic and in every other situation. It is the reading habit which helps the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life (Bashir &Mattoo, 2012). A lot of researchers like Ogbodo (2002), Bhan & Gupta (2010), and Singh (2011) have done much work on reading, especially how it affects the academic performance of students. However, most of these works pertain to the international community.

Few researches conducted by Ward, (1997), Agbezree, (2001) in Ghana were limited to primary and secondary levels of education. Higginbotham (1999), examined the reading interests of middle school-sixth, seventh, and eighth grade-students in a metropolitan, public school located in the South Eastern State Atlanta, Georgia. The result of this study showed differences in interest by gender, which is congruent with many society's 7 stereotypes, and females reported a stronger interest in Romance, Friendship, Animal Stories, Adventure, and Historical Fiction, while the males reported stronger preferences for the categories of Sports and Science. Also, the male respondents had a stronger preference for non-fiction than did the female respondents.

Bhan and Gupta (2010) on the other hand examined study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste groups. The results revealed that sex has no significant impact on the study habits and academic achievement of students. Singh (2011) examined academic achievement and study habits of higher secondary students. The study was conducted on hundred (100) higher secondary students randomly from two higher secondary schools. The result indicates that girls and boys differ significantly in their study habits and academic achievement. Guthrie, Benneth & McGough, (2007) believe that "reading" is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life. Issa et al 2012 further explain that reading is usually associated with books as only the written

words provide a complete picture of the act of reading. It means that through reading, the individual is able to build or fix things, enjoy stories, discover what others believe and develop ideas or beliefs of their own. Thus, reading provides the key to all forms of information necessary for our day-to-day survival and growth.

## **Results And Discussions**

### **Basic Information and Demographic Characteristics of the Study and Students**

According to the survey considering gender distribution of the students in the sample majority of the respondents are female which account for 50.72% of the total while 48.70% of the respondents are male. Data regarding the religion of the majority of the respondents are Hinduism (48.2%). A noticeable rate of Islamic 30% from the total can also be identified. The rate of Buddhist respondents is 12% from the total and others are Catholics. The reason behind this fact is that the research was conducted in Northern and Eastern provinces in Sri Lanka. The survey was conducted among school children and hence it is clear that the average age of the respondents is 14.28 years. Minimum age of the respondents have been recorded as 10 while owing to the above situation the maximum age has been recorded as 20 years.

Questions were raised regarding the speaking and writing ability of the respondent students in different languages. In Sri Lanka ethnicity, religion and language are closely related to each other. Language proficiency of student was also explored. 53.8% of all students were capable of speaking Tamil only and 6.9% of the students could handle all three languages including Tamil, Sinhala and English. However the Sinhala language handling accuracy among the Tamil was very poor. This drawback automatically creates a language barrier among students causing language obstacles. Students comprising 32.4% of the total were capable of writing both in English and Tamil. It should be noticed that 25.6% of the respondent students were capable of writing in all the three languages while 53 have not mentioned their response regarding their ability to write in all the three languages.

### **Reading Material and Reading Habits**

Data was gathered regarding the language used by the respondents with most numbers of students reading in Tamil (86.3%) and the least number of the students reading in Sinhala (12.22%) and English (1.43%). In this study we noticed that the respondents' preference to different mode of media such as printing materials, television, radio and computer related items. Majority of the respondents gave their first priority to the printing materials (49%). According

to the data, school students in the Northern and Eastern provinces preferred to read books: academic, religious, reference books, novels and short stories, Magazines, CDs, internet web pages and other reading materials were also preferred to get pleasure through reading as well as to enhance their learning for life and to gain and construct new knowledge.

Therefore students' responses indicate that their reading habit is mainly confined to books. In this study over 500 names of books were given by both Tamil and Sinhala students in all grades in two provinces. Ramayanaya, Mahabaratham, Thennaliraman, Madolduwa, Gamperaliya, Ambayaluwo and Amma were very popular books among students. Sothi, Martin Wickramasinghe, KumarathungaMunidasa, Bharathithasan, Barathiyar and Abdul Kalam were very popular authors (Local and Foreign) among students irrespective of the grade of the student and province. The data reflected that the majority of school students (77%) were continuing reading other books except text books. It is clear that students need an extra knowledge and experiences to understand text books.

Figure 01 illustrates data regarding the number of hours spent by students for reading other books, it is clear that the minimum time allocated by the respondents was 15 minutes while the maximum time was 600m (9 hours) and the average time spent was 142 minutes. The study queried the students' preference of using the library. Majority of the students selected School library as the source of obtaining reading materials as their first preference (86.0%). Second preference was Class library (42.7%) and others are Book corner (23.4%), Box of books.

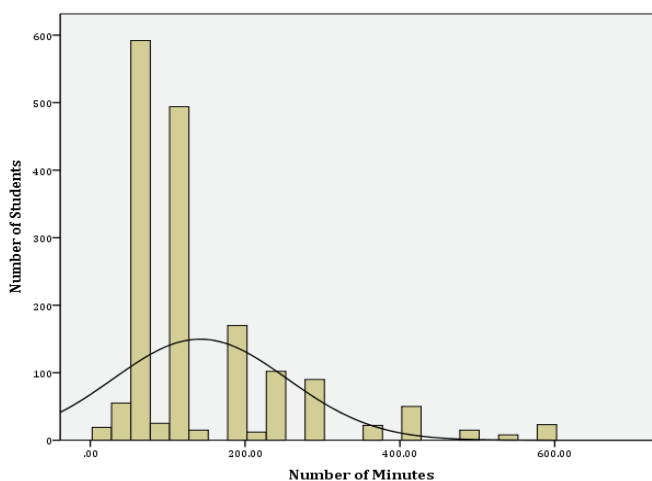


Figure 1: Number of Hours Spent by Respondents

(Source: Survey on Reading Habits of School Children, 2016)

Public library (68.1%), children society library (28.8%) and young society library (18.6%) are other libraries in addition to the school library used by students. Therefore we need to pay attention to develop the school library system.

### **Students' Attitudes on Reading**

In response to the questions regarding the purposes of reading, the majority of students identified improving knowledge as their first purpose (51.3%), second purpose was passing examinations through reading (37.7%) and the third one was for fun and getting entertainment. We considered their other purposes of reading books in the library. They used the library for doing creative works, for competitions, for learning and relaxation. The study gathered data regarding different attitudes toward reading among the respondents. Majority of the respondents agreed that reading is more important than having fun with friends (84.1%) and the significant thing is that students agreed that reading gave them happiness (89.5%) also 73.7% of the total disagreed that reading was tiresome.

### **Obtaining Reading Materials**

In this study we asked the respondents about the different ways of obtaining reading material they required. Students' first preference of obtaining their reading materials was from the library. It accounted for 60.2%. Their second and third preferences were obtaining the books from friends and family members. The study considered about other ways of obtaining reading materials required by them and the relevant data pertaining to their needs from their relatives and siblings.

### **Reading Environment and Obstacles for Reading**

Questions were raised from the respondents about the obstacles that they faced with regard to reading environment. According to data thus collected, majority of the respondents mentioned their first obstacle as insufficiency of time for reading (27.5%). When analyzing the second preference of the respondents, it was found that the majority again selected insufficiency of time for reading and it accounted for 22.3% of the total. That was the major obstacle they faced in their reading environment. Students also mentioned that language barrier, economic barriers, insufficiency of reading materials and some difficulties in the home environment as the other problems they faced when reading. When questions were raised about reasons for not purchasing reading materials majority of the students mentioned finance difficulties as the main reason.



The Northern and Eastern provinces had different types of economic, social, educational and health issues due to the war situation.

It was critically ineffective to the change of lifestyle of people of the Northern and Eastern provinces. Those barriers always reflected their lives and the study provides suggestions for encouraging students' interest in reading.

**Table 1: Support for Encouraging Respondents' Interest in Reading**

Activity	Yes	No	AING	Total
Having a reading group	1622 (72.6%)	515(23.1%)	97(4.3%)	2234 (100%)
Books being printed attractively	1593 (71.3%)	511(22.9%)	130(5.8%)	2234 (100%)
Having reading competitions	1933 (86.5%)	220(9.8%)	81(3.6%)	2234 (100%)
Do you think that having an opportunity to express your ideas about the book	1524 (68.2%)	560(25.1%)	150(6.7%)	2234 (100%)

*Source: Survey on Reading Habits of School Children, 2016*

According to the table majority that account for 86.5% of the total agreed with the fact that having reading competitions would be supportive in improving the interest for reading while the least number of respondents that account for 68.2% of the total agreed with the fact that having an opportunity to express their own ideas about the book would improve the interest for reading among the respondents. We gathered data from school children in the Northern and Eastern provinces about other ways of improving their interest for reading. The respondents agreed that celebrating the library day, having internet facilities in the school library, maintaining a good environment around the library, library exhibitions, religious songs and using the public library would be supportive in improving their interest in reading.

## Conclusion

The conclusion based on the survey is mainly on the different areas covered by the study. The study has revealed very important facts relevant to the students reading and library usage. It is clear in general that school libraries in the Northern and Eastern provinces need rapid improvement. It is the duty and responsibility of the educationalists, child psychologists, teachers and

parents to come out with their suggestions on improving reading habits of school children. The library system in these provinces faced serious difficulties due to the conflict situation. Therefore library resource development in school libraries, human resource development, introduction of new technology, changing of attitudes of students and information literacy development of students are needed in these areas.

### **Recommendations**

Following recommendations are proposed based on the study for implementation for the benefit of school children in Northern and Eastern provinces.

- Attitude on the importance of reading should be improved among the students through various awareness programmes.
- Encourage students to maintain a book collection at their houses. Most students have no book collection in their houses.
- The proficiency of English language among students is not adequate and this seriously affects the reading of children. Therefore, the English language proficiency of students should be improved.
- Adequate training should be provided to school librarians, teacher librarians or the teachers in charge of school libraries on library management and information technology.
- Students should be made aware of how to use the library properly through user education programmes.
- Information facilities and other library facilities should be improved and students should be motivated to use information technology tools as well as library facilities.
- Public libraries are the most utilized libraries by students apart from the school library and therefore a close link should be maintained by school libraries with the public library and thereby make aware the libraries about information needs of students.
- Government publishers, booksellers, library organizers and librarians should be taken necessary steps to publish latest publications in Northern and Eastern provinces.

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