

Distance Learners' Perception towards Use of Library Resources and Services: A Study



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Abstract

Distance Education is an effective tool to fight against illiteracy and also for meeting the ever-increasing demand for the higher education. Its library is a great source for the students and teachers to enrich their knowledge. The purpose of this paper is to find out the usage of existing library resources and services of Directorate of Distance Education (DDE) Library, University of Jammu by the distance learners and to explore the measures for improving existing resources and services. The principal method used for the data collection is "Observation", "Questionnaire" and "Interview". A well structured questionnaire was framed for collecting data and carrying out the research. The questionnaire was both closed and open-ended seeking quantifiable information and perceptions of people on information resources and services. The collected data was analyzed and tabulated with the help of simple statistical techniques. The paper underscores that the use of latest sophisticated technologies will help in the development of library services as an important student support services in distance education system. Adequate reading facilities and library services can accelerate use of library services thereby encouraging users to visit library.

Keywords: Distance Learners, Distance Education, Library Resources, Library Services.

Introduction

Distance education is recognized as the most viable alternative to conventional education system to increase accessibility, to achieve equality and to help in continuing education to varied clientele of learners living in scattered areas. Distance education is an effective instrument to fight against illiteracy and also for meeting the ever increasing demand for higher education. Distance education basically involves self-study on the part of the learners. For this purpose libraries are regarded as the most indispensable and economically perfect source for imparting knowledge to distance learners. A library considered as the heart of any higher educational institution plays an imperative role in the dissemination of information. According to Association of College & Research Libraries (ACRL) Standards for Distance Learning Library Services, the library has primary responsibility for making its resources, services, and personnel available to its users regardless of their physical location. Therefore, the library identifies, develops, coordinates, implements, and assesses these resources and services. The library's programs must be designed to meet not only standard informational and skill development needs but also the unique needs of the distance learning community. Innovative approaches to the design and evaluation of special procedures or systems to meet these needs, both current and anticipated, are encouraged. Access to appropriate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where distance learners, faculty, staff, and programs are located. ACRL has given several guidelines for distance libraries such as the originating institution is responsible for ensuring that the distance learning community has access to library materials equivalent to those provided to regular students. It must provide sufficient facilities, equipment, and communication tools to attain the objectives of the distance learning programs. The size, number, scope, and accessibility of these facilities and equipment must be sufficient to provide timely access for all students, including those with disabilities. Library services offered to the distance learning community must be

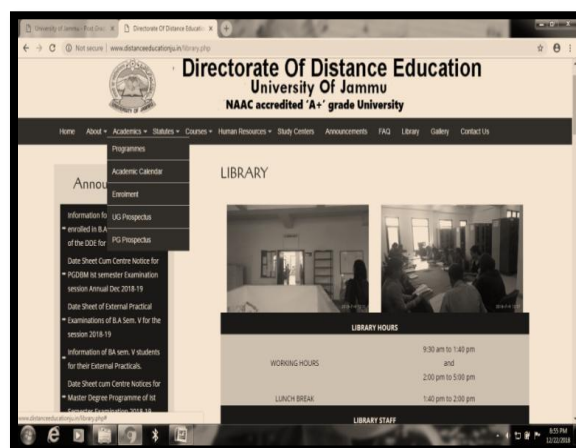
designed to meet a wide range of informational, instructional, and user needs, and should provide some form of direct user access to library personnel.¹

University of Jammu: - A Brief Profile

The University of Jammu, located in the city of temples against the backdrop of sacred Trikuta hills, on the banks of River Tawi, is one of India's premier research and teaching institution accredited as 'A+' grade University by National Assessment & Accreditation Council of India. At the time of its inception in 1969, the University of Jammu had 11 teaching faculties but currently it has grown to 38 departments offering Masters, M.Phil., Ph.D. and D.Lit. degrees in different disciplines besides L.L.B. and B.Lib.I.Sc. and some diploma courses.² Teaching at under-graduate levels is imparted in affiliated colleges/institutions. There are also B.Ed. colleges, Medical Colleges, Engineering and Technology Colleges, Ayurvedic Colleges, Institute of Music and Fine Arts, Oriental Institutions besides colleges of Arts, Commerce and Science subjects. In all, around 73 Government Degree Colleges and 132 Private Colleges are affiliated to University of Jammu. Besides formal teaching imparted in the departments, the University is using the alternative mode of Distance Education to bring a greater number of learners, especially from remote and rural areas within the ambit, of higher learning.

Directorate of Distance Education (DDE)

Motivated by the desire to provide education at the doorsteps of the learners, University of Jammu, established the Directorate of Distance Education (formerly known as Institute of Correspondence Education) on 3rd of March 1976. DDE started with the aim of providing diversifying educational opportunities far beyond the close confines of a classroom and making them available to all those who aspire and endeavour for education. It is based on the philosophy that anything which can be learnt in the regular classroom can equally be learnt through distance education. It is an innovative system, which is academically sound and economically viable and as such, has proved to be a blessing for those who have no access to education. The students who belong to remote rural and inaccessible hilly areas of the state have been specifically benefited by distance mode of education.³ However, DDE also caters to the needs of the students of urban areas who cannot pursue education through regular stream due to a variety of reasons both personal and professional. At present DDE is offering one professional course PGDBM about 09 postgraduate courses in Political Science, History, Commerce, Economics, Sociology, English Hindi, Urdu, Dogri and undergraduate courses both in B.A and B.Com. Directorate of Distance Education (DDE) has also established a network of study centres at Rajouri, Kathua, Udhampur, Bhandarwah, Poonch, Doda and Kishtwar to ensure effective academic and administrative support for Distance Learners. It has a computer laboratory with Internet and Wi-Fi Facility. About 12000 distance learners are enrolled for distance education programme.



(Source: http://www.distanceeducationju.in/programme_s.php)

Directorate of Distance Education (DDE) Library

The DDE library is being used by a number of distance learners for consulting books, reference books, dissertations and periodicals. It has been estimated that about 80 to 90 distance learners visit the library daily. The ultimate purpose of a library is to render service effectively and efficiently as much as possible. The Directorate has a well-stocked library with a collection of over 36,987 books. Library also subscribes about 8 newspapers, 4 magazines and 2 journals. The main services rendered by the DDE library are Circulation Service, Reference Service, Reprographic service; Current Awareness Services, SDI Services, Literature Search Services and Orientation of fresher's. Various E-resources which are accessed through UGC- Inffibnet like, UGC-Infonet Digital Library Consortium (www.inffibnet.ac.in/econ/iccc.php) are National Open and Distance Learner's Libraries and Information Centre Network NODLINET (www.ignou.ac.in), UGC-Infonet National Digital Library, E- PG Pathshala, Emerald, Conference Alerts, Open Access E-Journals, Springer Link, Economic and Political Weekly, Oxford University Press, Open Access Directories, Research Proposals /Synopsis – Shodhgangotri and Full Text Thesis-Shoadganga. Books available in Library can be searched on Online Public Access Catalogue (OPAC). One can search the OPAC through any field like author, title, subject, keyword, place of publication, publisher, year of publication, Class Number, ISBN etc. In order to put library collection to greater use, the library is well organized and properly maintained. Regular shelving, shelf rectification, cleaning, repair and binding of publications are important activities carried out for proper up-keep of library collection.⁴

Review of Literature

The present study corresponds to the examination of research output reported in the discipline of library and information sciences with specific focus on resources and services of libraries used by distance learners. Following are some of the studies identified in this context.

Gupta (2017)⁵ revealed that ICT has changed the very nature of education. ICT in open and distance learning has opened doors of learning

and has been useful in delivering quality learner-centred education. It is further stated that a major challenge is to overcome the resistance of VMOU, Kota distance learners with a traditional mindset and belief only in print format. The University should also make innovative efforts to orient them in use of various technologies.

Nduka(2013)⁶ analyzed in his study that library services and resources are not used to their full extent by distance learners in Nigeria, due to the physical separation between the students and their instructors or institutions. Another barrier is the absence of information and technology as a medium to deliver library services to distance learners. It further states that there is still a wide gap that exists in services provided to distance learners when compared to on campus students.

Preidys and Sakalauskas (2011)⁷ in their paper have stated that distance learners have different styles of learning. Some of them give priority to listening and speaking, others to text analysis or visual tools. Nevertheless, the learning style of many learners is mixed. Tutors and course creators working with distance learners should be aware of this fact. Appropriate learning materials, personalised assignments and personal comments would help the learner in achieving the aims and objectives of the course.

Jebaraj (2006)⁸ in his paper has stated that computer-assisted learning initiatives maximizes the value of web-based distance learning initiative and can help in reaching large number of Library and Information Science professionals, who need to keep themselves abreast of latest/current advancements in order to face the new challenges thrown open by the IT and new media and to serve better their clientele of today and tomorrow.

According to Pugalendi (2006)⁹ library services are important for distance learners, if the users have to succeed in their studies. Librarians must be aware of changing trends in education and adopt these trends in the delivery of library service. In any academic community, the library plays a central support role in the educational programme and must be responsive to curriculum development, to group and individual learning needs and to changes in teaching methods. He further suggests that Librarians should provide materials for bibliographic instructions either through written materials, instructional videos or electronically via CD-ROM tutorials or the WWW.

Alex and Prabu (2006)¹⁰ in their paper have stated that library is the major source of education, especially in case of independent learning system. Most of the students do not have access to the library resources. For improvement of efficiency of library it is suggested that training for use of library should be made as an integral part of the course.

Slade(1998)¹¹ in his paper underscores that majority(66%) of the distance learners gave their library service the highest rating (5) and a further 22% gave it the second highest rating(4).Only 12% of respondents appeared to be somewhat dissatisfied with service from the home institution (ratings 1,2 or 3).The findings point out that there is a long way to go

in providing distance learners with remote access to electronic resources in Western Canada. The challenge for university librarians is to encourage local libraries to provide distance learners with online access via the Internet to University Catalogues.

Shillinglaw (1992)¹² has suggested that the learners in distance education come from a range of economic circumstances and as such access to sophisticated technology varies widely. A text or information delivery system must not exclude any learner from equal access to information or prejudice their chances of achieving academic excellence.

Mohanrajan (1989)¹³, suggests that the librarian should be able to understand the whole range of the need of the learners and respond by much more than the traditional delivery of material service pattern. He/she should act as facilitators in an independent and self-education process.

Scope and Limitations

The scope of present study is confined to the learners of Directorate of Distance Education (DDE), Library, University of Jammu, J&K State. The study sample is limited to 294 distance learners.

Objectives of the Study

The main objectives of the study are:

1. To examine the frequency and purpose of library visit by the distance learners.
2. To find out the use of the existing resources and services of the library by its distance learners.
3. To know the satisfaction level of library by distance learners.
4. To identify the problems faced by the distance learners while using library.

Research Methodology

Keeping in view the objectives of the study the information and data was collected from a number of primary and secondary sources such as journals, information brochures, books, pamphlets, newspapers, websites etc. In the present research a semi-structured questionnaire was framed and used as a data collection tool. Questionnaires were distributed to 325 Post-Graduate students, randomly chosen out of a total of 10432 distance learners. Out of 325 questionnaires distributed 294 questionnaires were received back duly filled making the response rate of 90.46%.The below table shows the response rate of questionnaires received back. The response of 90.46% users for the study is sufficient to get valid results. In addition to questionnaire method, observation and interview with the distance learners regarding the library facilities was also conducted.

Description	Questionnaires Distributed	Responses Received	Response Rate (%)
Users	325	294	90.46%

After collecting the data, the data was organised and interpreted by using simple statistical method. The collected data is tabulated and systematically analyzed.

Data Analysis and Interpretation

Use of DDE Library

The respondents were asked about the use of DDE library. Their responses are indicated in Table- 1

Table 1

Periodic Research

Use of DDE Library

S. No.	Use of Library	No. of Response	%age of Responses
(i)	Yes	294	100%
(ii)	No	Nil	0(0%)
	Total	294	100%

From Table 1 it is indicates that 100% of respondents use the library .This indicated that the all users use the library for one reason or the other.

Library Visit

The respondents were asked about the frequency of library visits. Their responses are indicated in the Table 2

**Table 2
Frequency of Library Visit**

S. No.	Frequency	No. of Responses	%age of Responses
(i)	Daily	83	28.23%
(ii)	2-3 times in a week	54	18.36%
(iii)	Once in a week	12	4.08%
(iv)	2-3 times in a month	114	38.77%
(v)	Once in a month	16	5.44%
(vi)	Occasionally	8	2.72%
(vii)	Rarely	7	2.38%
	Total	294	100%

It is clear from Table 2 that 38.77% of distance learners visit library two to three times in a month followed by 28.23% who visit library daily. While 18.36% visit the library 2-3 times in a week and very few respondents 2.72% visit library occasionally. This indicated that maximum distance learners visit library 2-3 times in a month.

Area of Residence

The respondents were asked about the area of their residence. Their responses are indicated in Table 3.

**Table 3
Area of Residence**

S. No.	Area of Residence	No. of Responses	%age of Responses
(i)	Urban	121	41.51%
(ii)	Semi-Urban	46	15.64%
(iii)	Rural	127	43.19%
	Total	294	100

Table 3 indicates that among 294 respondents 43.19 % belonged to rural area and 15.64% belonged to semi-urban area. This shows that majority 43.19 % of respondents belong to rural areas .Hence the DDE library of University of Jammu provides educational opportunity to the distance learners of remote and geographically under-developed areas.

Working Hours of the Library

The respondents were asked whether they are satisfied with the working hours of the library. Their response is indicates in Table 4.

**Table 4
Satisfaction with Working Hours of the Library**

S. No.	Whether Satisfied	No. of Responses	% age of Responses
(i)	Satisfied	272	92.51%
(ii)	Not Satisfied	22	7.48%
	Total	294	100%

From Table 4 it is indicated that majority (92.51%) of respondents are satisfied with the working hours of the library while only 7.4% of respondents are not satisfied with the working hours of the library, reason being that the library should remain open; 24 hours and the lunch hours from 1.30 to 2 pm should not be mandatory for students.

Satisfaction with the Collection

The respondents were asked about satisfaction with the present collection of books in the library. Their responses are indicated in Table 5.

**Table 5
Satisfaction with the Present Collection of the Books in the Library**

S. No.	Satisfaction with Collection	No. of Responses	% age of Responses
(i)	Satisfied	176	59.86%
(ii)	Not Satisfied	118	40.13%
	Total	294	100%

From Table 5 it is indicated that majority 59.86% of respondents are satisfied with the present collection of the library while 40.13% of respondents are not satisfied with the collection, the reason being that all books given in the syllabus, are not available, books for competitive examinations, journals, magazines, current affairs, general books and latest books are also unavailable in the library.

Reading Room Facility in the Library

The respondents were asked whether they are satisfied with the reading room facility in the Library. The response of the respondents is indicated in Table 6.

**Table 6
Satisfaction with Reading Room Facility**

S. No.	Description	No. of Responses	% age of Responses
(i)	Satisfied	127	43.19%
(ii)	Not Satisfied	167	56.80%
	Total	294	100%

From Table 6 it is indicated that majority of respondents 56.80% are not satisfied with the reading room facility in the library while only 43.19% of users are satisfied with the reading room facility in the library. The reason for their dissatisfaction is that reading room is not spacious .A separate reading room is required. The number of reading rooms needs to be increased as most of the time it is fully occupied and due to shortage of space distance learners return and are not able to avail library facilities. The reading hall facility of Dhanvantri Library, University of Jammu

Periodic Research

is extended to 100 students of the Directorate of Distance Education, provided if the student desirous of such facility applies for membership to the University Librarian and pays the requisite fee for the same.

Satisfaction with Period of Loan

The respondents were asked whether they are satisfied with the number of days books are issued to them. The response of respondents is indicated in Table 7.

Table 7
Satisfaction with Period of Loan

S. No.	Description	No. of Responses	% age of Responses
(i)	Satisfied	258	87.75%
(ii)	Not Satisfied	36	12.24%
	Total	294	100%

From Table 7 it is indicated that is a 87.75% of respondents are satisfied with the period of loan, because the books are issued to the distance learners for the period of 14 days while only 12.24% expressed dis-satisfaction with the period of loan.

Orientation Course for Using Library

The respondents were asked whether the library provides training/orientation course for using library services. Their response is indicated in Table 8.

Table 8
Orientation Course for Library Service

S. No.	Orientation Course	No. of Responses	% age of Responses
(i)	Yes	256	83.67%
(ii)	No	48	16.32%
	Total	294	100%

From Table 8 it becomes clear that majority of respondents (83.67%) stated that there is training and orientation course for using library services while only (16.32%) of users stated that it is provided but since they belong to far-flung areas, therefore, they are not able to attend it. However, at individual level whenever users ask the library staff about any kind of help related to the use of library, the staff does help them.

Purpose of Visit

Table-10: Satisfaction with various Facilities and Library Services

S.No	Services and Facilities	Satisfied	Not Satisfied
(i)	Internet Facility	232 (78.911%)	62 (21.08)
(ii)	Circulation Services	279(94.89%)	15(51.02%)
(iii)	Reference Services	140 (47.61%)	154(52.38%)
(iv)	Translation Services	149(50.68%)	145(49.31%)
(v)	Abstracting & Indexing Services	176(59.86%)	118(40.13%)
(vi)	Current Awareness Service(CAS)	224(76.19%)	70(23.80%)
(vii)	Selective Dissemination of Information(SDI)	209(71.08%)	85(28.91%)
(viii)	Document Delivery Services(DDS)	217(73.80%)	77(26.19)
(ix)	Photocopying Facility	263(89.45%)	31(10.54%)
(Respondents were permitted to tick more than one answer)			

From Table 10 it is indicated that majority of respondents felt satisfied with almost all facilities and services of library.

The respondents were asked about their purpose of visiting the library. Their responses are indicated in Table 9.

Table 9
Purpose of Visiting the Library

S.No	Purpose	No. of Responses	%age of Responses
(i)	For preparing assignments	252	85.71%
(ii)	For preparation of examination	257	87.41%
(iii)	For reading journals and newspapers	207	70.40%
(iv)	For teaching purpose	16	5.44%
(v)	For Research/Project Work	23	7.82%
(vi)	For Writing Research Papers/Articles/Books	152	51.70%
(v)	To get current information	209	71.08%
(vi)	For getting specific information in their field of interest	217	73.80%
(Respondents were permitted to tick more than one answer)			

From Table 9 it is observed that 87.41%of respondents visit library for preparation of examination followed by 85.71% for preparing assignments. About 70.40% visit library for reading journals and newspapers, 71.08% visit library for getting current information while 73.80%, visit library for getting specific information in the area of interest.51.70% of respondents say that they visit library for writing research papers /articles/books and 5.44%visit library for collecting material for teaching purpose.

Satisfaction with Facilities and Library Services

The respondents were asked whether they are satisfied with the facilities and services of library. The response of respondents is indicated in Table 10.

Attitude of Library Staff towards the Users

The respondents were asked about the attitude of Library Staff towards the distance learners coming to the library.

Their responses are indicated in Table -11

Table 11
Attitude of Library Staff towards the Users

S. No.	Attitude of Library Staff	No. of Responses	% age of Responses
(i)	Always ready to help	211	71.76%
(ii)	Not very helpful	83	28.23%
	Total	294	100%

From Table 11 it is indicated that majority of respondents 71.76% stated that the library staff is always ready to help, about 28.23% of users say that they are not very helpful .

Findings of the Study

This study sought to examine the perception of distance learners towards the use of library services in DDE Library, University of Jammu. Based on the analysis of the survey the following are the findings:

- All (100%) of respondents use the library as depicted in Table 1.
- Most of the distance learners 41.15% visit library 2-3 times in a month followed by 28.23% who visit daily. While 18.36% visit 2-3 times in a week and very few respondents 2.72 visit library occasionally. As depicted from table 2 it is indicated that the maximum distance learners visit library 2-3 times in a month.
- As indicated in Table 3, most of the distance learners (43.19%) belong to rural areas while only (41.51%) of them belong to urban areas.
- Majority of the distance learners (92.51%) stated they are satisfied with working hours of the library while only (7.48%) of distance learners stated that the library should remain open 24 hours hence they are not satisfied with the working hours of the library as indicated from Table 4.
- Mostly the distance learners (59.86%) stated that they are not satisfied with the present collection of books, journals, magazines etc. ,in the library as it is inadequate to meet their requirements while only (40.15%) of distance learners felt satisfied with the collection as depicted from Table 5.
- Mostly the distance learners (56.80%) stated that they are not satisfied with the reading room facility as the space is inadequate due to which seating capacity is also limited while only (43.19%) of the distance learners stated that there is adequate reading room facility as depicted from Table 6.
- Majority of distance learners (87.75%) stated that they are satisfied with the period of loan; this is because the books are issued to the borrowers for a period of 14 days while only 12.24% are not satisfied with the period of loan as depicted from Table 7.
- Majority of respondents (83.62%) stated that there is training and orientation course for using library services at the beginning of the session, while only (16.32%) of distance learners. stated that it is provided but since they belong to far-flung areas, therefore they are not able to attend the training programmes. However at individual level whenever distance learners request the library staff about any kind of help related to the

use of library, the staff does help them as indicated in Table 8. Library orientation is done at the beginning of each session to the new entrants in the library. Besides this, Ask Your Librarian Service is provided and any student of Directorate can ask any question regarding library on the E mail ID: ddelibrary2@gmail.com.

- It is observed that (87.41%) of respondents visit library for preparation of examination followed by 85.71 for preparing assignments .About 70.40% visit library for reading journals and newspapers, 71.08% visit library for getting current information while 73.80%, visit library for getting specific information in the field of interest. 51.20% of respondents say that they visit library for writing research papers/articles/books and 5.44% visit library for collecting material for teaching purpose as indicated from Table 9
- Majority of respondents are satisfied with almost all library facilities and library services offered as indicated from Table 10.
- Majority of respondents that is 71.76% of distance learners state that the library staff is always ready to help, while only 28.23% of users say that they are not very helpful as it is indicated from Table 11.
- Based on the analysis of data it is revealed that various factors affecting the proper library services include lack of relevant collection of books, lack of proper reading area, sitting arrangement, reading facilities and lack of awareness of information .Distance is considered as the major reason for not visiting the library more frequently. Lack of adequate number of desktops and internet access facilities for accessing information electronically as the distance learners mostly read more online news, e-mail, e-books, e-magazines, e-journals is a great hindrance.

Suggestions and Recommendations

- Due to inadequate space in the library most of the distance learners cannot avail the sitting facility for reading purpose. Adequate reading area and reading facilities can accelerate use of library services. Although, the reading hall facility of Dhanvantri Library, University of Jammu is extended to 100 students of the Directorate of Distance Education, University of Jammu provided the distance learners desirous of such facility applying for membership to the University Librarian and pays the requisite fee for the same. But, still this space is also not adequate enough to adjust large number of distance learners enrolled in DDE. According to the standard guidelines used for Distance Learning Library Services, published by Association of College and Research Libraries, access to facilities

through agreements with a non-affiliated library is a requirement. In this regard, DDE has no such arrangement available. Although DDE has Distance Learner Support Centres at seven Government Degree Colleges located at Kathua, Udhampur, Doda, Bhaderwah, Kishtwar, Rajouri, and Poonch¹² but it is meant only for distribution of self-learning material to the distance learners and conduct of PCP of DDE. For library services the enrolled students have to visit the main campus of DDE library. As such in order to facilitate the distance learners belonging to far flung areas, the Directorate of Distance Education should have well equipped libraries in the study centres or satellite libraries in remote areas. The University should seek the co-operation of the constituent and affiliated colleges in this regard. The college libraries should extend their facilities to distance learners, especially at the under-graduate level. The public libraries can also cater to the needs of distance learners if they are well equipped.

2. Although the Directorate of Distance Education supplements a comprehensive self-learning material (SLM), especially designed for independent study to all the learners enrolled at the time of admission but in addition to that, for preparations of their assignments they are in search of latest subject specific books, periodicals/magazines, reference books, competitive books, etc. There should be direct access to library materials in appropriate formats that are of sufficient quality, depth, number, scope and currency. Such collections should meet needs of all distance learners in fulfilling course assignments, support curricula needs and accommodate students with varying levels of technological access thereby enhancing the learning satisfaction of the enrolled clientele as distance learner.
3. Organizing book exhibitions can also promote library services as distance learners can recommend books which are valuable to their study.
4. Extension activities can be organized for stimulating the reading interest and publicizing the functions and services of the library. It is quite difficult for distance learners, especially from far-flung areas to visit library from time to time, so for that purpose the library should start mobile library service which shall prove an essential service in the rural, remote, hilly and backward areas. The audio-visual aid can act as the best educational aid to distance learners. Carrying digital library CD's, DVD's, to remote locations with the right content will immensely help the distance learners'. Educational videos as a new and innovative technique of learning can also be created to assist distance learners'.
5. Library should be well equipped with latest ICT tools, online services, course management software, etc. Introducing MOOC platforms in line with SWAYAM project will boost the teaching and learning activities.

6. The Directorate of Distance Education library must provide efficient and professional and support staff in the library. A distance education librarian must plan, implement, coordinate and evaluate library resources and services addressing the needs of distance learning community. The library must provide information and digital literacy instruction programs to the distance learning community in accordance with the ACRL standards and other ACRL documents relating to information literacy.

Conclusion

From the above study it can be concluded that distance education libraries play a significant role in teaching and learning process. Library can act as an aid for self-education of students. One of the encouraging features of DDE, library is that the existing library staff is very helpful, co-operative and sincere, providing all basic information facilities needed by the distance learners, but it may be mentioned that if short-term training in library use for distance learners is provided to the existing library staff it will further help the distance learners to use the library more effectively. More over sufficient number of staff should be appointed to deal with the large number of distance learners enrolled in distance education. Besides this, library should have well furnished reading halls, good and latest reading material to cater collection to cater the needs of every learner. Use of latest audio-visual aids and other innovative techniques can bring technological revolution in distance education learning system.

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