Awareness and Use of Information Services among Physically Challenged in the Autonomous Colleges affiliated to Bharathidasan University, Trichy

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I. INTRODUCTION

Information

Information gets generated in various ways and is recorded in a variety of sources and is made available for use by users. On the other hand, every user requires information for various activities like study, research, problem solving, or entertainment. Kinds of information required by user are defined as current, background, statistical or research type. Useful information is that which is used and which creates value. Information in its various forms, viz. books, journals, newsletters, databases, reports, etc. is a valuable resource for the society. So much so that it is aptly said that information is the life blood of the modern society.

Before defining information, it is essential to understand the distinction between data, information and knowledge. Data is raw facts that represent things or events that have happened. Data is observation of facts that are accurate and timely; specific and organized for a purpose, presented within a context that gives it meaning and relevance, and can lead to an increase in understanding and decrease in uncertainty. Information is a product of data processing and is data that has been given meaning by way of relational connection. It is equivalent to finished goods produced after processing the raw material. Data and information deal with facts and figures and knowing what to do with them requires knowledge. Therefore, when information is packaged or used for understanding or doing something, it is known as knowledge. It is thus the appropriate collection of information, such that its intent is to be useful.

INFORMATION SOURCES AND INFORMATION RESOURCES

A source is a place or person from which you can obtain something useful or valuable. A resource is something that can be used to perform some function. The sources from where we get information are called information sources and these comprise of documents, humans, institutions as well as mass media like radio and television. Information sources are significant for information organizations and information users. **Encyclopedias , Book** , **Articles , Websites**

LIBRARY SERVICE

The **Library services** / **facilities** include Circulation **Service**, Reference **Service**, Online reservation of books, Recommendation of **library** material, Current Awareness **Service**, Inter **Library** Loan **Service**, Photocopying / Printing **Service**, Orientation and Information Sessions, Selective Dissemination of Information, Audio and Video , Current Awareness Service **Referral Service ,** Reference Service , Selective Dissemination of Information (SDI) Service, **Literature Search Service ,** Web-OPAC **Service , Translation Service , Article Indexing Service , Lending Service ,** Union Catalogue **and ILL Service , Reprography Services etc… Understanding of disability/ Physically Challenged**

The most common definition and classification of disability used by the Government of India for all purposes was determined with the enactment of the persons with disabilities, Protection of Rights and Full Act, 1995.

Disability has been classified into seven major categories on the basis of medical definition. These classes include people with blindness, low- vision , leprosy (Cured) , hearing impairment, loco motor disability, mental retardation and mental illness.

Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 has come into force since February 7, 1996. This law is an important and significant step in the direction of ensuring equal opportunities to people with disabilities and their full participation in the nation building.

1.9. NEEDS FOR PHYSICALLY CHALLENGED

News , Ideas , Research results ,Routine information, like railway timetable, phone numbers, maps, etc. History or background information, Fact and figures ,Technical information ,Legal information

INFORMATION SERVICES PROVIDED FOR PHYSICALLY CHALLENGED BY ACADEMIC LIBBRARIES: The 2009 study researched the use of six **library services** in an attempt to determine their acceptance in the **service** context of **academic libraries**. These **services** are: RSS, instant messaging, streaming media, weblogs, tags and social networks.

Assistive Services for Users Having Learning

Assistive technology suitable for learning disabilities include scanning, reading and writing software and reading software as mentioned below:

Scanning, Reading and Writing Software: e.g. WYNN, Kurzweil 3000, Kurzweil 3000 for Mac, Text Help
Reading Software: e.g. CAST eReader Assistive Services for Partially Blind Users
Assistive technology suitable for partially users include screen reading software, screen magnification software, brailed-based software, scanning, reading and writing software and reading software as mentioned below:
Screen Reading Software: e.g. JAWS for Windows, Window-Eyes, CAST eReader, Text Help Screen Magnification Software: e.g. Zoom text, MAGic
Web Access Software: e.g. Connect Outloud, IBM Home Page Reader

Braille Note takers, Embossers & Displays: e.g. Freedom Scientific Power Braille and Braille' n Speak, Braille Lite, Type' n Speak, and Type Lite products; Pulse Data, Braille Note and Voice Note products
Scanning, Reading and Writing Software: e.g. OPENBook, Kurzweil 1000 Scanning and Reading Hardware: e.g. SARA

II. REVIEW OF LITERATURE

The analysis of review of literature is the key focus of any research. It enables one to be aware of the past and current trends in particular branch of research. They have contributed to various research outputs and an analysis of these research findings enables the researchers to identify the research gap in the previous studies. This type of identification enables the researcher to concentrate on a new area of research.

This chapter examines the review of works relating to various aspects information seeking behavior of visually impaired students.

RESEARCH METHODOLOGY

This chapter deals with the methodology adapted in this study which includes the formulation of hypothesis design adopted for the study details the universe chosen for the study and the technique with which the samples had been selected. It also throws dome light on the tools that the researcher used for collecting the data from the respondents and the Chapterization gives a clear idea about different chapters in the study and the topics discussed under each chapter was mentioned.

III. COLLEGES OVERVIEW

The following colleges were selected for case study. The names of the colleges are given here under.

S. NO.	NAME OF THE INSTITUTION & PLACE
1.	Periyar E.V.R. College, Tiruchirapalli
2.	Bishop Heber College, Tiruchirapalli.
3.	Jamal Mohammed College, Tiruchirapalli.
4.	Nehru Memorial College, Puthunambatti.
5.	St. Joseph's College, Tiruchirapalli
6.	Holy Cross College, Tiruchirapalli
7.	Seethalakshmi Ramasamy College, Tiruchirapalli.
8.	Shrimad Andavan Arts & Science College, Tiruchirapalli
9.	Nationsl College, Tiruchirapalli.

HYPOTHESIS :

	SS	DF	MS	MEAN	STATISTICAL INFERENCE
Between Groups	.108	3	.036	G1=1.14 G2=1.19	F=0.280 hhhPP>0.05
Within Groups	8.464	66	.128	G3=1.07 G4=1.16	Not Significant

G1= Less no. of Course work G2= Less Human Help G3= Less no. of books for competitive exams G4= Lack of Computers to read e-texts and use Internet resources.It is observed from the above table using one way analysis of variance between the category and problem in seeking information. There is no significant relationship between the category of the respondents and problem in seeking information of the respondents. Hence the created hypothesis is not accepted and it became Null Hypothesis.

Analysis between Category of Respondents and Suggestions for increasing facilities for Physically Challenged students.

	SS	DF	MS	MEAN	STATISTICAL INFER	ENCE
Between groups	.317	6	.053	G1= 1.12 G2=1.13 G3=1.17 G4=1.13 G5=1.50 G6=1.00	F = .4 04 P >0 .0 5 Not Significant	
Within Groups	8.254	63	.131			

G1= Special Software G2= Helper G3= Larger Font On Websites G4= Ramp Walk G5= Restrooms G6= Lift G7= Others.It is observed from the above table using one way analysis of variance between the category and suggestions for increasing facilities for physically challenges students. There is no significant relationship between the category of the respondents and the suggestions for increasing facilities for physically challenges students of the respondents. Hence the created hypothesis is rejected and became Null Hypothesis.

Analysis between Gender of the respondents and the Search of Information

	SS	DF	MS	MEAN	STATISTIC INFERENC
Between Groups	.202	3	.067	G1= 1.44 G2= 1.50	F= .260 P>0.05
Within Groups	17.069	66	.259	G3= 1.38 G4= 1.50	Not Signific

G1= Personal Visit To Library G2= Through Parents G3= Through Friends G4= Through Library AssistanceIt is observed from the above table using one way analysis of variance between the gender and search of information. There is no significant relationship between the gender of the respondents and the respondents for the search of information. Hence the created hypothesis is not accepted and it became Null Hypothesis.

Association between Educational Qualification of the respondents and to Collect Information for the Competitive Exams (NET/SET/TNPSC)

Education	Collect-information for Competitive exams (NET/SET/TNPSC)						Statistic inferenc
	Library	Teachers	Internet	Buy books from shops	Friends	total	
UG	5	6	12	6	11	40	X^2=5.96 DF= 8 P<0.05 SIGNIF
PG	5	2	8	5	6	26	
M.Phil/Ph.D	2	0	0	1	1	4	

The above table explains the association between Educational Qualification and to collect information for the competitive exams (NET/SLET/TNPSC) of the respondents. It is clear from the table that there is a significant relationship between the Education Qualification and to collect information for the competitive exams (NET/SLET/TNPSC) of the respondents. Hence the created hypothesis is accepted.

Association between Department of the respondents and the Reasons for not using the Internet to gather Information.

Department	Reasons for not using internet to gather information					Statistical inference
	Lack of time and help	More cost	Failure of internet connection	Lack of English knowledge	Total	
Arts	13	17	14	15	49	X^2= 8.233² Df= 4 P<0.05 Significant
Science	3	1	2	2	8	

The above table explains the association between Department and Reasons for not using the Internet to gather information. It is clear from the table that there is significant relationship between Department and Reasons for not using the Internet to gather information. Hence the created hypothesis is accepted.

TESTING OF HYPOTHESIS

1) There is no significant relationship between the category of the respondents and problem in seeking information of the respondents.
2) There is no significant relationship between the category of the respondents and the suggestions for increasing facilities for physically challenges students of the respondent.
3) There is no significant relationship between the gender of the respondents and the respondents from search the information.
4) There is a significant relationship between the Education Qualification and to collect information for the competitive exams (NET/SLET/TNPSC) of the respondents.
5) There is significant relationship between Department and Reasons for not using the Internet to gather information.

IV. CONCLUSION

The Physically Challenged students are not sufficiently taken care of in the institutions of higher learning. From their responses to questionnaries distributed to them it was a evident that they suffer a lot of deficiency. Their intrest were never taken into consideration even in the information

sources of libraries. Physical access is the success and source of opportunity in education.Hence the accessibility is a civil right for the challenged. The central and state governments need to enunciate polices that address the barriers faced by the physically challenged in their quest to be educated. More over the government should have human right approach rather than a charity or a welfare approach to disability users.There was not a specific librarian for preparing specific facilities for the physically challenged students. The questionnaire showed that only very few libraries had specific facilities and equipments. Therefore, services and sources are not adequate to physically challenged students as they were use only very few services only. They prefer to see more information sources and services in the different form.Library is the main source for the physically challenged students, but the normal students have more options to use the information sources in different forms. Thus academic higher learning libraries plays a great role in fulfilling information and educational needs to the physically challenged people. Therefore efforts to be taken for developing the library in information sources, services and ICT Facilities. Attention has been drawn to the still very insufficient library services available so that steps can be taken upto improve and develop new services to fill up the gap in providing information services to the physically challenged people. Libraries could develop need-based collections/ services to this category of users.

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