Introduction

The constitution of India envisions that every citizen has the right to education. The paradigm shift in the democratization of education promoted the concept of equal opportunity to all, irrespective of race, age, status, and ability. Continuous life-long educational avenues must be provided in order to achieve this objective. An Academic library is an integral part of the institution complimenting classroom teaching and also non-formal mode of education. Therefore a library as an indispensable repository of knowledge supports the academic system of the country.

The first law of library science as enunciated by Ranganathan “Books are for use” gave a totally new outlook to the functioning of the libraries. Libraries have become a public institution rather than an institution for the benefit of a privileged few. Lot of public monies is being spent on developing the library resources, amenities, and infrastructure. A librarian has to persuade people to benefit by the knowledge treasured up in books (Ranganathan, 1988). This is absolutely true in a knowledge-driven society where knowledge is considered as an individual as-well-as institutional asset.

Though library is a relatively small organization, it operates in a complex, dynamic and uncertain environment. A library being a social organization has to take care of increasing government regulations, union activities and increasing community interest. A library is a growing organization and with passage of time some libraries grow into large and complex organizations. Government agencies, universities, colleges, and schools are non-profit making organizations and they have certain social responsibilities. As libraries attached to these organizations exist to serve their parent bodies, therefore, their libraries should support them to accomplish the objectives.
However, it is essential that the parent bodies should clearly lay down their social responsibilities.

1.1 Academic Libraries

A statistically significant correlation between library use and academic productivity has been found by several researchers. Barkey (1965) has found in his study conducted among college students correlation between the library use and grade point average. Kramer and Kramer (1968) found strong and statistically significant correlation between library use and student persistence. Mann (1974) studied the book borrowing records of university library and states “considerable difference between students in their use of university library facilities, and that a fair-sized minority seems to be able to pursue its studies quite happily with little help from libraries”. Another study also leads the researcher to conclude that undergraduate students who use the library also do well in their examinations (de Jager, 2002).

Recently our culture has undergone a transformation as a knowledge society. However, the saddening fact is the use of library and its rich modern resources by the academic community has become very thin. The Carnegie Foundation Report has raised concerns on the deteriorating reading habit of the pupils. The report says that “The quality of a college is measured by the resources for learning on the campus and the extent to which students become independent, self-directed learners. And yet we found that today, about one out of every four undergraduates spends no time in the library during a normal week, and 65 percent use the library four hours or less each week. The gap between the classroom and the library, reported on almost a half-century ago, still exists today” (ALA, 1989, p. 6)

Though the libraries are integral, important and core component of academic and research institutions they are not used to the optimum level. Hence library services should be marketed in such a way the potential users indentified and their information
need is also found out. The library ambience, library services, resource sharing modes, electronic networks, and customer relationship should be made attractive for the library user to visit the library and make use of its resources effectively.

1.2 College Libraries

In the higher education system, a college is considered as an academic institution of higher learning offering undergraduate courses, in some cases post graduate courses, pre-doctoral and even research programmes. Library occupies a prominent position in the higher education and it is an important and integral part of the teaching-learning programme and directs the students towards self and independent learning. It is not merely a depository of books, but an active workshop instrument in the production of knowledge and creative thinking. The aim of college education and college libraries are inter-related. College library extends opportunities for self-education to the deserving and enthusiastic students without any distinction. These libraries develop in each student a sense of responsibility in the pursuit of knowledge. College library stimulates the students to obtain, evaluate and recognize knowledge and to familiarize them with the trends of knowledge for further education and learning new disciplines.

The objectives of college libraries are based on the objectives of the parent institution itself. The college library must, therefore, reflect the purpose of the institution of which it is part. According to Indian Education Commission (1964-66), the objectives of the college library are:

1. To provide resources necessary for research in the field of interest to the college;
2. To help the teacher in keeping abreast of developments in his field;
3. To provide library facilities and services necessary for the success of all formal programmes of institution;
4. To open the door to the world wide of books that lie beyond the borders of one’s own field of specialization; and

5. To bring books, students and scholars together under conditions, which encourage reading for pleasure, self-discovery, personal growth and sharpening of intellectual curiosity.

It clearly shows the functions of college libraries in the process of teaching and learning. According to Randall and Francis (1936), to meet the educational objectives of the college, the library:

1. Makes available to the students books and allied reading materials relevant to the courses offered in the colleges;

2. Makes available the books and documents required by faculty members in preparation of their instructional courses;

3. Provides supplementary books and other reading materials to help to study and teach at the college;

4. Provides comprehensive selection of authoritative books and documents needed by the faculty members to pursue their research programmes;

5. Promotes the proper use of the reading materials available in the stack; and

6. Trains the students in making use of the library properly and derive full advantage out of it, integrating the library with the education course.

Thus, the college library plays an important role in the present higher education system. A well-equipped and well-managed library is the foundation of modern educational structure. It is the responsibility of the library to collect, preserve, organize and disseminate all kinds of reading materials for the purpose of profound use by the readers of an educational institution to which it is concerned. Library is a mirror that reflects the culture and activity of the educational institution and it measures up the
standards of the institution. Therefore, the library is said to be the heart of the educational institution.

1.3 Impact of Information Literacy on Academic Libraries

Remarkable changes are taking place in the higher education system of our Nation. A great shift from ‘Education for All’ to ‘Information for All’, and then to ‘Information Literacy for All’ is seen now-a-days (Bruce, 2004). The main contributing factors for these changes are the societal needs, growth of technology particularly the Information and Communication Technology (ICT), cross and multidisciplinary research and the library centered learning. These changes are inevitable. Further, with advent of ICT various other consequential changes are taking place. One such is the Information Literacy.

“Information literacy is a natural extension of the concept of literacy in our information society, and information literacy education is the catalyst required to transform the information society of today into the learning society of tomorrow” (Bruce, 2004). “The quality of a college is measured by the resources for learning on the campus and the extent to which students become independent, self-directed learners. And yet we found that today, about one out of every four undergraduates spends no time in the library during a normal week, and 65 percent use the library four hours or less each week. The gap between the classroom and the library, reported on almost a half-century ago, still exists today” (ALA, 1989). Bruce (2004) defines “Information literacy is a natural extension of the concept of literacy in our information society, and information literacy education is the catalyst required to transform the information society of today into the learning society of tomorrow”.
The term ‘information literacy’, sometimes referred to as information competency is generally defined as the ability to identify an information need, locate and access the required information, evaluate, organize and apply it to address the need in question. IL encompasses knowledge of one’s information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the information society, and is part of the basic human right of life-long learning (USNCLIS, 2003).

Doyle (1992) mentioned that an information literate person is one who:

- recognizes that accurate and complete information is the basis for intelligent decision making;
- recognizes the need for information;
- formulates questions based on information needs;
- identifies potential sources of information;
- develops successful search strategies;
- accesses sources of information including computer-based and other technologies;
- evaluates information;
- organizes information for practical application, integrates new information into an existing body of knowledge; and
- uses information in critical thinking and problem solving.

The illustration on information literacy shows that it is a key component of life-long learning among the users. Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internship, first professional positions, and increasing
responsibilities in all arenas of life (Ojedokun, 2007). Gaining skills in information literacy multiplies the opportunities for students’ self-directed learning, as they become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions, and sharpen their critical thinking for further self-directed learning (Grassian, 2004).

1.4 Impact of ICT on Academic Libraries

Electronic information resources in the form of audio and visual materials, CD-ROMs, Online Journals, e-books, institutional repositories etc are being added to the academic libraries. The growth of such e-resources has great impact on the environment of institutions. The libraries have to adopt new services based on these resources. Libraries as the temple of knowledge have to acquire and create a good collection of these resources. The vast array of these heterogeneous resources is to be provided to the potential users. Further the librarian has to educate the potential users to make optimal utilization of all these resources. Therefore, to solve the problem of e-information overload, information literacy is needed. Information literacy can be defined as fluency or set of skills that are required to make use of the electronic information resources effectively. The librarian should motivate the users, students, researchers and staff, of the parent institution by educating them of impact of the e-resources on the learning process. The librarian should take a proactive role as a teacher librarian and educator and also take the responsibility of designing and delivering the Information Literacy Programmes.

1.5 Types of Library Users

Whittaker defines a user as, “a person who uses one or more library’s services at least once in a year”. Users are individuals who can be divided into different categories on the basis of tasks assigned to them in a library organization (Devarajan, 1989).
According to Kumar and Phil (2009) users can be categorized mainly into four types, based on their approach to information services of a library. They are:

a. **Potential user**: One who needs information which can be provided by a specific service.

b. **Expected user**: One who is known to have the intention of using a certain information service.

c. **Actual user**: One who has actually used an information service regardless of whether he derived advantages from it or not.

d. **Beneficiary user**: One who derives measurable advantages from a information service.

They further classify the users as follows

a. **General readers**: This type of user group, for example associated with public libraries, generally use light lending materials.

b. **Subject readers**: This type of user concentrates their use of library materials on subject field they are working or specializing.

c. **Special readers**: The users placed in this group are those with special needs, the result of disabilities of one kind or another physical or mental disability may be distinguished.

d. **Non-reader users**: These are made up of sub groups who make use of library materials, but not reading materials. A user coming into the library just to borrow a video or audiocassette is the best example of non-reading user.

Based on the use and non use of library or its services, Sridhar (1994) classifies the users / non users into:

- **Absolute non users**: Those who do not use the library or its collection or services at all are called absolute non users.
**Marginal Users**: A substantial number of users make of a library marginally and hence they are called marginal users.

In the same study he states about delegated or spillover user, malnourished user, under privileged user, unserved user, undeserved user, and also deprived user.

However, Kunz, Horst and Schwuchow (1977) has differentiated users into the following categories namely onsite users, and remote users. **Onsite users** are those who personally visit the library and information center to collect the required information; and **remote users** are those who collect the required information without being present in the library or information centers. These two categories are otherwise called **Active Users** and **Passive Users**. Other categorization of library users is **Actual Users** and **Potential Users**. **Actual users** are those who actually take information or information sources from a library or information centers and **Potential users** are those who do not actually use information or information sources due to some reason, but they have the potentiality to become actual users. This is otherwise called users and non-users of library. Extent of non-usage and classification of users of college libraries are based on this definition.

Slater (1984) states that **involuntary non users** as those who unfortunately do not have a library. Those who have access to library resources but do not use them are called **voluntary or willful non users**. Deprived users usually are considered as involuntary non users.

In the digital environment, users of libraries can be categorized on the basis of their technical skills as unskilled or computer illiterate users; semi-skilled or semi-computer literate users; skilled or computer literate and Ab users.

- **Unskilled or Computer Illiterate Users** – users of this category need help of third party to access information as they themselves do not have ICT skill to access digital resources.
• Semi-skilled or Semi-computer literate users – users of this category can use ICT to access information with or no support. But they are able to use basic search facilities such as basic search engine; they are not capable to use advanced search features.

• Skilled or Computer literate users – users of this category can analyze their information needs, use basic and advanced search engine effectively and able to frame queries and keywords effectively.

• Ab Users – these are unauthorized users who obtain illegitimate access to library resources online. They are often called hackers who use illegal software to carry out their illegal actions.

1.6 User Studies

An equipment cannot be designed unless the need for the equipment is well known. Similarly, a library which serves as the heart of the higher education system cannot provide cost-effective services unless the needs are assessed. The higher education system is undergoing remarkable changes at a rapid pace. The economically downtrodden, underprivileged and the challenged people are being encouraged to enrol and acquire higher educational degrees. Advances in technology have made possible virtual classrooms, online courses, and distance learning. This coupled with the growth in society’s access to information via ICT has altered student perceptions of what the library has to offer. If libraries are to maintain their relevance in the cycle of student needs, then they must adopt and change. Listening to the needs of those who choose not use our services is one way of being responsive to that change (Toner, 2008).

Critically evaluating and assessing the library services on how they impact the library user are imperative to introduce new services and also improvise the already existing ones. Library staffs are effectively trained to survey the needs of their clientele.
Various methodologies have been in use to conduct these studies; the most commonly used ones are exit survey and questionnaire method. They are used primarily to establish student satisfaction levels and to determine improvements they would like to see to services and facilities (Toner, 2008). Users Study may be defined as a “systematic study of information requirements of users in order to facilitate meaningful exchanges between information systems and users”.

The reasons for conducting various user studies are

1. To identify the actual strengths and weakness of Library resources and services.
2. To identify the levels and kinds of user needs.
3. To identify the limitations or problems which seem to discourage the use of the Library.
4. To identify the level of involvement or participation of faculty and students in the Library programme.
5. To improve the organization and planning for Library services at both the local and national levels.
6. For evaluating Information Systems and Networks.

User studies are being conducted all over the world to assess the needs and information seeking behaviour of the library users. However a single and unified measure to study this need is lacking and hampering the evaluation of library services. The librarian is posed with the challenge to take decisions on evolving new and innovative services to the readers. These decisions are to be in consonance and consistent with the user needs. The important techniques that are helpful in carrying user studies are – Questionnaire and interview; Observation; Case study; Query analysis, Profile analysis; Delphi technique and Critical incident technique.
1.7 Non-User Studies

Most of the user studies conducted so far has neglected the non-users. The so-called user research has totally ignored the study of non-users leading to unbalanced ratio of user to non-user research due to extremely difficult nature of non-user studies (Slater, 1984). A study by Huddersfield University library staff found that some student groups do not use library facilities and resources as much as could be expected and they are named as non/low users. In the forty seventh ASLIB Annual Conference, Line (1974) stated the need for “exploration of the un-served and underserved”. Grose (1974) highlighted the needs of these deprived users and called this phenomenon as information malnutrition.

Sridhar (1994) attempted to define and classify the terms ‘non-use’ and ‘non-user’. He defines “a non-user of a library is one who has a right to use the library but he does not do so over a specific period and/or for a specific sample of collection are transactions”. According to Slater (1984) non-users are not the ones who do not have a library to use, but the ones who are voluntary and wilful non-user of the library facilities. Grose (1974) defines “non-users are the group of people in an affluent society who are never given the means to satisfy their needs, or are geographically cut-off from centres of provision which are theoretically open to them or are so occupied that even while surrounded by all the need never stop to enjoy it and suffer a form of (information) malnutrition.

Low use is define as less than five visits to the library or borrowing less than five books, or logging in to the University’s electronic resources collection less than five times (Goodall and Pattern, 2011). A study conducted among the students of St. Martin’s College, UK revealed that twenty one percent of total students numbers as low are non-users (Toner, 2008).
Non use or information malnutrition in an academic library is a complex issue, which needs the attention of governmental agencies, academicians, institutional authorities, teaching faculty, library staff and students to be resolved. Unless fire-fighting measures are taken educational standards are set to fall and the productivity of the nation reduces drastically.

1.8 Information Seeking Behaviour

The term ‘information behaviour’ is used ‘to determine the many ways in which human interact with information, in particular, the ways in which people seek and utilise information (Bates, 2010). Information seeking is a major aspects of information behaviour and the term information seeking behaviour is interchange with information behaviour.

Information seeking is the process of searching or finding out required information from information sources. The way information is sought varies from user to user. The strategies adopted by different users for finding relevant information may be termed as information seeking strategy or information seeking behaviour. According to Wilson(2000), information seeking behaviour is purposive seeking of information as a consequences of a user to satisfy some goal, while Marchionini (1995), it is the process of acquiring knowledge; it is a problem oriented approach and the solution may or may not be found. More precisely, information seeking is a conscious effort to acquire information in response to a need or gap in one’s knowledge (Case, 2007).

Information seeking pattern of an individual are a determinant of that individual’s information environment, which consists of (Chen and Hernon, 1981)

1. Background and characteristics of the individual;
2. The nature and type of information need which he/she is confronted;
3. The type and availability of information providers;
4. Information providers capability in responding to a request;

5. Existence of barriers that serve to diminish or deter the effective linkage between the information provider and the information seeker; and

6. The degree of satisfaction perceived by an individual with the ability of one or more information providers to respond to the information needs.

1.8 Factors Affecting Information Seeking Behaviour

There are different factors which may affect the user’s information seeking behaviour. They are:

a. Availability of information sources in the library.

b. Out datedness of information sources.

c. Lack of awareness about the available information sources.

d. Search strategies.

e. Information scattering in too many sources.

f. Lack of knowledge about information retrieval techniques.

g. Non-supportive behaviour of library professionals.

h. Lack of infrastructure like computers, internet connectivity and related items;

i. Negative outcome of information seeking process.

j. Time available to conduct research; and

k. The task or objectives for which information is required.

1.10 Reasons for Non Use of Library Resources and Services

There are several barriers hindering the library being used effectively. The library of any institution ought to be located in a central place easily accessible to all the users. Unless easy physical access is not available, the physically challenged may not get an equal opportunity. The appearance of library building itself may be pleasing and appealing to attract readers or may dispel them from visiting the library. If the collection
is outdated and does not satisfy information need of the user, he or she may not visit the
library again. In many institutions the library exists because of the traditional reputation
and concept that it is the heart of the institution. It must adopt itself to the changing
 technological innovations in information and communication.

The library staff should be sensitive to the needs of the user and also be helpful in
locating the right resource at the right time. Inconvenient library hours also contribute to
the non use of libraries. Unhelpful library staff, difficulty in finding the right information
resource, user’s perception about the library, library anxiety, etc too causes low or non-
use of libraries.

1.11 Need and Significance of the Study

Academic libraries at the undergraduate level play a vital role in the higher
education system of the country. They promote the reading habits among the student
community to acquire life-long shelf-learning skills. The transition from the school
education system to collegiate system has many kinds of constraints in utilizing the
libraries and their resources. User studies are being done at various levels. These studies
are, however, mainly centered on the extent of usage of college libraries and its services
by the user communities. In an academic system, all those who are enrolled for any
course shall be eligible to borrow books, access all kind of library resources and use all
other facilities of the college library. In an academic setting it is taken for granted that the
students will use the library of their institution (Toner, 2008). Unfortunately, in reality
only very few undergraduate students are found to be using the libraries for their
academic pursuits and a reasonably large section of the users are non users. They keep
themselves away from using library due to various reasons.

User studies are to be conducted periodically to critically evaluate and assess the
changing information seeking behaviour and needs of the users. In the higher education
system basic information literacy skills are acquired by the undergraduate students through the institutional libraries. Since user studies are mainly concentrated on users and their access behavior, the non-usage of college libraries, their characteristics and non-use of library and its services are not systematically studied. Non user studies conducted in the academic library set-up are very rare. Various factors are involved in the non use of the library resources. Several studies have been conducted to assess the use of academic libraries. Nevertheless, the available literature shows that the studies on non use of college libraries are scanty. Hence the present investigator is motivated to fill this gap by undertaking a research on non use of college libraries by the undergraduate students.

1.12 Statement of the Problem

Any institution which spends public monies is to be accounted, audited, and assessed for its utility because public resources should not be wasted but spent in a meaningful and constructive way. An academic library by and large is a public institution. In an academic setting it is taken for granted that the students will use the library of their institution (Toner, 2008). In reality, however, non use of academic libraries is a very serious issue which affects the higher education system of the nation. The present study is intended to evaluate and analyse the non use of academic libraries by the undergraduate students and hence it is entitled as “A Study on Non-use of College Libraries by the Undergraduate Students of Arts and Science Colleges in Kanyakumari District”.

1.12 Definition of Terms and Operational Definitions

Terms used in the title of study and its operational definitions are as follows:

**Academic Libraries**

Academic libraries are generally the libraries which are attached to academic institution, especially in the higher educational institutions such as colleges and universities.
**College Libraries**

College libraries are libraries which are attached to the higher education institutions namely at college level to cater to the information requirements of academic community consisting of students and faculty.

College libraries here refer to libraries attached to Arts and Science colleges of the district.

**User**

User is one who regularly uses library resources to fulfil their information requirements. Here user refer to regular user or active users of college libraries.

**Non-Use**

Non-use here refers to the extent of non-utilization of libraries and their services by the undergraduate students of Arts and Science colleges.

**Non-User**

A ‘non-user’ is a person who might need information in the course of his/her work, and also has library resources available to him/her, but does not use it (Brick, 1999).

A ‘non-user’ here refers to those undergraduate students who are not using the college libraries and its services for their day-to-day information needs even though information access facilities and services available in their college libraries.

**Non-use of College Libraries**

Non-use of college libraries means the extent on non-usage of its services and facilities by its users for varied reasons during their study period.

Non-use of college libraries here stands for the extent of non-usage of college libraries by the undergraduate students of Arts and Science colleges in Kanyakumari District.
Undergraduate Students

In the higher education system, undergraduate students are those students who doing undergraduate course in any discipline for the award of Bachelors Degree in Science, Arts, and Humanities.

Undergraduate students here refer to students who enrolled for undergraduate programmes in Arts, Science and Social Science of three year duration in Arts and Science Colleges of Kanyakumari district.

Arts and Science Colleges

Arts and Science colleges are colleges which are affiliated to and recognised by an university, offering three year undergraduate and two year postgraduate programme in Arts, Science and Humanities in the higher education system. Some of these colleges also offer pre-doctoral and doctoral programme in various discipline similar to university departments.

Arts and Science colleges here refers to Arts and Science colleges in Kanyakumari district which are affiliated to the Manonmaniam Sundaranar University, Tirunelveli.

Kanyakumari District

Kanyakumari district is the southernmost revenue district of the State of Tamilnadu. Kanyakumari here refers to geographical area covered by the present study.

1.14 Objectives of the Study

Objectives framed for the present study are:

1. To analyse the information needs and information seeking behaviour of undergraduate students of Arts and Science colleges.

2. To identify the users and non-users of college libraries among the undergraduate students.

3. To analyse the information seeking behaviour of non-users of college libraries at
undergraduate level.

4. To identify major reasons for the non-use college libraries and its services by the undergraduate students.

5. To identify the relationship between the socio-economic status and non-use of college libraries by undergraduate students.

6. To determine information literacy, barriers in use of library resources, perceptions of users towards libraries and attitude of users towards uses of internet among undergraduate students.

7. To compare information literacy, barriers in use of library resources, perception of users towards libraries and attitude of undergraduate students towards uses of internet based on user category.

8. To compare information literacy, barriers in use of library resources, perception of users towards libraries and attitude towards uses of internet among the non-users with respect to gender, locality, age, discipline, type of college, student category, membership in public libraries and marks scored in previous examinations.

9. To suggest measures to minimize the non-usage of college libraries among undergraduate students.

1.15 Hypotheses of the Study

By keeping the objectives and purpose of the study, the researcher has framed the following hypotheses:

1. Non-use and non-users are only at minimum among the undergraduate students of Arts and Science colleges.

2. There is no significant difference in perceived barriers in accessing library resources, information literacy, perception towards library and attitude towards
use of internet among the undergraduate students based on user and non-user of college libraries.

3. There is no significant difference in perceived barriers in accessing library resources among the non-users of college libraries at undergraduate level based on gender, age, locality, discipline, type of college, nature of college, category of student, accessibility to public libraries, membership in public libraries and marks scored in previous examinations.

4. There is no significant difference in information literacy among the non-users of college libraries at undergraduate level based on gender, age, locality, discipline, type of college, nature of college, category of student, accessibility to public libraries, membership in public libraries and marks scored in previous examinations.

5. There is no significant difference in perception towards college library and its services among the non-users of college libraries at undergraduate level based on gender, age, locality, discipline, type of college, nature of college, category of student, accessibility to public libraries, and membership in public libraries.

6. There is no significant difference in attitude towards uses of internet among the non-users of college libraries at undergraduate level based on gender, age, locality, discipline, type of college, nature of college, category of student, accessibility to public libraries, membership in public libraries and marks scored in previous examinations.

1.16 Scope and Limitations of the Study

The present study is intended to measure the extent of non-usage of college libraries by the undergraduate students of Arts and Science colleges in Kanyakumari district. Hence, the scope of the present study is limited to Kanyakumari district. Further,
the extent of non-usage of college libraries is studied only through its usage analysis. The mechanism for evaluating the usage of academic libraries by its users are based on gate register maintained in the college libraries, usage reports from the e-resources providers, face to face interviews with users of college libraries and records of library issue registers. The present study has followed survey method to identify the non-users of college libraries using questionnaire on the basis of frequency of visiting college libraries to fulfil day-to-day information requirements of undergraduate students of Arts and Science colleges. Moreover, in a three year undergraduate programme, the usage of college libraries by the undergraduate students are determined based on their usage of libraries up to final semester of their undergraduate programme. Thus the respondents for the present study are final year undergraduate students.

1.17 Delimitations of the Study

The delimitations of the present study are:

1. The present study is confined only to undergraduate students of Arts and Science colleges in Kanyakumari district, undergraduate students of professional colleges namely Engineering Colleges, Medical Colleges and Teacher Education colleges are excluded from the study.

2. The present study is based on the responses of 1069 undergraduate students selected from stratified random sampling techniques.

3. The respondent of the study is limited to the final year undergraduate students of Arts and Science colleges only.

4. The sample size for the present study is determined on the basis of strength of students in final year undergraduate programmes during 2016-17.
1.18 Chapterisation

The chapter scheme of the present study is briefed under this heading. The thesis is organised in six chapters as follows:

Chapter – I: Introduction

This chapter deals with the introduction on importance of libraries to academic institution, academic libraries, college libraries, libraries and higher education, information literacy, information literacy and higher education, User studies, Type of Users, Non-user studies, barriers in use of library services, need and significance of the study, statement of the problem, operational definition of terms, objectives and hypotheses of the study, scope and limitations, delimitations of the study and chapterisation of thesis.

Chapter – II: Review of Related Literature

Second chapter deals with related literature, previous studies on non-use of libraries namely academic libraries, public libraries and special libraries are reviewed. Similarly, earlier studies related to usage of college libraries by the undergraduate students, barriers in use of library services, information literacy of undergraduate students, perception towards library and its services and attitude of undergraduate students towards uses of internet are also reviewed and arranged on conceptual basis.

Chapter – III: Area Profile and Arts and Science Colleges in Kanyakumari District

The third chapter deals with the socio-economic conditions of Tamilnadu in general and Kanykumari district in particular. The educational profile of Kanyakumari district and details of Arts and Science colleges are also presented in this chapter.

Chapter – IV: Research Design and Methodology

Chapter four deals with the research design and methodology employed for the study. It includes method adopted for the study, theoretical framework, population of the
study, sampling design, samples for the study, tools used for the study, description of measuring tools, procedure adopted for data collection, and statistical techniques employed for analysis and interpretation of data.

Chapter – V: Analysis and Interpretation of Data

The fifth chapter deals with analysis and interpretation of data pertaining to the reading habits of undergraduate students, extent of usage of library resources, non-usage and non-users of college libraries by the undergraduate students of Arts and Science colleges. The barriers perceived while accessing the library resources, information literacy, perception towards library and its services and attitude towards uses of internet by the users and non-users of college libraries and suggestions to maximize the usage of college libraries are also included in this chapter.

Chapter – VI: Findings, Suggestions and Conclusions

The final chapter consists of summary of the study, findings of the study, tenability of the hypotheses, discussion on findings, suggestions of the study to minimize the non-usage of college libraries, suggestions for further research and conclusion.

The final chapter is followed by a list of Bibliography and series of Annexure pertaining to the study. Corresponding references are also provided at the end of each chapter.

The American Psychological Association (APA) style manual is used for citations in the body of text and references.
References


