CHAPTER – V
SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

Like all crucial institution in a democratic set up in a university or colleges library is a place where social justice has to be established and excluded to users. The library is heart of any academic institution and is the centre of solemnity to the user for gaining knowledge and pursuing other academic activities. Information is essential for the progress of the individual as well as national development. Wilson argues; “It is clear that question of the distribution of knowledge in society touches immediately on profound questions of the whole social, political and economic activity of society. Stratification of societies is a direct result of class struggle and class exploitation. As education is being the most effective instrument for empowering these special groups, high priority continues to be accorded to improve the educational status of SCs, STs, OBCs and Minorities, especially that of the women and the girl child. Although, there has been an increase in the literacy rates amongst the SCs and STs, they continue to lag behind the general population.

In order to record strides and progress in shaping them in empowering their status through education, the library has to maintain its lead in providing of academic materials, and the librarian has to attempt to provide the best to these users.

It is very essential to study the satisfaction levels of the said library users and of course to understand and appreciate the services provided by the academic libraries to the said category of users because many programs and plans and policy have been initiated for the empowerment and to promote excellence in economic, social and education status of the socially disadvantaged and also for the disabled in the Five Year Plans. Simultaneously, these results can be used to justify to increases in necessary library facilities and services for the socially disadvantaged and physically and visually challenged.

The libraries have to encourage special needs readers to use the full range of services available to all readers. The libraries have to regularly evaluate and monitor
training given to library staff to ensure that skills are passed on to users as the disabled are largely dependent on help from the library staff.

5.1 Issues Studied and Analyzed in the Study

Library facilities and services are considered as vital amenities offered to library users. Especially it is a remarkable important facility and service in today’s situation for users from the disadvantaged and the differently able. Library is a tool for promoting awareness of using special service and facilities among special groups and to teach these differently able and train persons for utilizing the information resources. The study outlines, the background of the issues; objectives of the library in serving the disadvantaged, differently able, special budget provision, special equipment for special groups, special services for special groups and user’s opinion on measures to be taken for improving services and facilities for special groups like the socially disadvantaged and differently able.

Further, attempts have also been made to analyze the services and facilities made available to the socially disadvantaged and differently able in college libraries covered under study. It includes book borrowing facility, computer facility, special book loan facility, staff help to special groups etc.

5.2 Methodology Adopted in the Study

For the purpose of data collection, a well-structured questionnaire was designed and administered randomly to the 37 librarians and 1200 questionnaires were distributed and completed questionnaires from all the 37 librarians were taken and total 1040 were received. The user filled questionnaires received accounts for 86.66 response percentage. The random sampling technique (convenience sampling) was used in administering the same.

The collected questionnaires were organized, coded, analyzed and interpreted in the light of the objectives and hypotheses stated in the 1st chapter. In analyzing and interpreting the data, different statistical measures like frequency, percentage chi-square, t test and contingency co efficiency were used. Further for the clear understanding of the presentation tables. Charts and graphs were used.
5.3 Major Findings

The major findings, suggestions/recommendations and conclusions of the research study based on analysis and interpretation of data have been presented in the following sections.

5.3.0 Librarians Response

1. Though all libraries stated ‘to a great extent’ that they have policy for library services for the socially disadvantaged and the physically challenged, 16(43.24%) of the libraries executives’ policy in practical for library services for the socially disadvantaged and only 02(05.40%) of the library execute ‘to a great extent’ the facilities and information services for the physically challenged. (Table-4)

2. Nearly 50% of the librarians opined ‘to a great extent’ that the users of the library access information within the building and with a difference of 10% i.e. 14(37.83%) of the librarians opine ‘to a moderate extent’ that they deliver the resources to the house. 12(32.43%) of them opine ‘Cannot say’ for ‘coordination and cooperation with other agencies and organizations and 04(10.81%) of the librarian speak out ‘Not at all’ for ‘use and borrowing of special equipment’. (Table-5)

3. The table discovers that nearly 70% of the funds are from state government and only 40% of the fund is from central government. (Table-6)

4. Nearly 50% and 60% of the libraries are having budgetary provision within general budget and special allocation grant for the socially disadvantaged. Hardly 10(27.02%) and 08(21.62%) of the libraries has budgetary provision within general budget and special allocation grant for the socially disadvantaged. (Table-8)

5. The table ascertains that majority of the college libraries hold no well trained or not specially trained staff in the library for helping socially disadvantaged and physically challenged students in making optimal use of library facilities and services. (Table-10)
6. The table finds that the majority of the respondents are working as permanent staff. Only 2 of them trained to handle the special section for special services for special category (socially disadvantaged or physically challenged). (Table-11)

7. On a whole, majority of the libraries loaned 2 books for both the socially disadvantaged and the physically challenged. 06(16.21%) and 07(18.91%) of the libraries loaned more than 4 books for the socially disadvantaged and physically challenged respectively probably, books which are provided more than 4 books may be from book bank facility in the library for the socially disadvantaged and the physically challenged. (Table-13)

8. The analysis of data finds that out of total 37 librarians 07(18.91%) of them opined that ‘Most Frequently’ the audio materials are provided for differently abled persons. 09(24.32%) of them opine that they provide inter library loan services ‘Occasionally’ as well as ‘Rarely’. The table also finds that 28 librarians said ‘Never’ regarding provide postal delivery service for differently abled persons. (Table-14)

9. On the whole it can be observed that only 02(05.40%) of the libraries are providing assistive technology facilities and services and 28(75.67%) libraries provides old traditional method of services like Louie Braille slate for the visually impaired, wheelchair and clutches for the physically challenged. (Table-15)

10. More than 50% of the librarians opine that they conduct a survey to get feedback from the users especially on the concept ‘service evaluation’ the viewpoint ‘Staffing’. (Table-16)

11. Majority of the respondents i.e. 64.86% opine that there exists a committee to make decision for purchasing print books and only 05.40% of the respondents say that there is a committee for decision making whether there should be staff training and user training programme. (Table-17)
5.3.1 Response for the Socially Disadvantaged

12. The findings for variables like rural and urban respondents in the present study show that more than 50% i.e. 175(59.72%) are females from the urban area and 301(55.02%) males from the rural area. With regard to social group the present study finds that more than 70% of the study population i.e., 215(73.37%) and 392(71.66%) are from the urban and the rural area belongs to Scheduled Caste (SC) respectively.

Above 25% of the present study population shows 155(28.33%) and 78(26.62%) are from rural and urban area belongs to Scheduled Tribe (ST) respectively.

The present study finds that large number of the study populations belonging to Scheduled Caste (SC) compared to Scheduled Tribes (ST).

The present study discovers that majority of the respondents from rural studies in government college of rural area accounting for 302(55.21%), and 158(53.92%) are from urban area. The study also specifies that 24(8.19%) are the least responses from university constituent colleges and they are from the urban area.

The analysis of relation between the qualification of the social groups and the geographic area are concerned the present study finds that more than 50% i.e., 312(57.03%) and 134(45.73%) are from the BA course from the rural and urban area respectively. Whereas the BBM course accounts for the least in the present study representing for 42(7.67) and 33(11.26%) are from rural and urban respectively.

The present study ascertained the monetary condition of the study population. The study finds that more than 80% i.e., 522(95.42%) and 246(83.95%) of the responses falls in the low income group and are from rural and urban area respectively besides this the least, percentage of 03(00.54%) and 03(01.03%) of the rural and the urban area fall in the high income group respectively. (Table-18)
13. The study came across that out of total 460 respondents only (43)09.34% of the respondents of government collages visit the library once in 15 days as against this (215)46.73% of the respondents visit library daily. The study finds that (148)50.34% and (55)63.95% of the respondents of private aided college and university constituent collages visit the library daily respectively and (52)17.68% and least (05)05.81% of the respondents visit the library once in a week respectively. (Table-19)

14. The table finds that out of overall 840 responses 607(72.26%) of the respondents belongs to Scheduled Castes (SC) and out of total 460(54.76%) are membership holders of government collages. Against this more than 60% of the social group are from the rural area, wherein 62(72.09%) are of membership holder of university constituent colleges. The study finds that a large population in the present study i.e., 301(71.84%) are rural males. (Table-20)

15. The table asserts that more than 80% i.e., 725(86.31%) say ‘Yes’ and the study also claims that more than 65% and nearly 70% of respondents from the rural area opine ‘Yes’ for all the indicators of purpose of use of library and besides more than 30% of respondents from urban opine ‘Yes’ for all the indicators of purpose of use of library. As against this out of overall 434(51.67%) wherein 406(48.33%) of respondents say ‘Yes’ and ‘No’ respectively. The critical finding is that the purpose of improving self confidence among the students is not effectively met as only 56% of the students are making use of self-help books to gain the self-confidence.(Table-21)

16. The table declares that out of total 840 respondents 64.52% accounting for 542 respondents opine that the library is providing book borrowing facility (circulation) and 35.47% accounting for 298 opine ‘No’ for the same. And more than 50% of the respondents assert that the book loan facility for the social disadvantaged 491(58.45%), newspaper clipping services 473(56.30%), reading room facility 470(55.59%), guidance for competitive examination 466(55.47%), Extension services(Library orientation programme) 438(52.14%) are provided by the library and as against this it is also noticed that out of total 840 respondents 468(55.71%), 481(57.26%) and 493(58.69%)
of the respondents opine ‘No’ for facilities like Referral service (Answer for specific question), Reprography (Xerox) facility, Internet browsing facility and E-resources accessing facility (N-LIST) respectively. (Table-22)

17. More than 60% of the respondents of government colleges, private aided colleges and university constituent college libraries say ‘Yes’ regarding getting required books for their studies under book bank facility. Hardly 20% and above of the respondents from urban area of government college, private aided colleges and university constituent colleges opine ‘Yes’ regarding getting required books. Thus, the study shows that probably the socially disadvantaged with the economically weaker might have given preference in getting the required books from the book bank rather than the user from urban area. Hardly 78(09.29%) of the respondents of university constituent colleges opine they get required books from bank. (Table-23)

18. The table finds that more number of respondents from rural especially male respondents opine “Yes” for the question regarding free pre coaching class for competitive exam. And it can be observed that hardly 7 respondents from the rural area opine “Yes” and nil (zero) respondents from the urban area. (Table-24)

19. The table discovers that hardly only 44(05.24%) of respondents make statement that they think their opinion or involvement has to be considered for purchasing books under SC/ST grants; against this 328(39.05%) of respondents from government colleges opine the same as above. Further, only 149(17.74%) of ST respondents opine ‘Yes’ for the same. At the same time the study finds that more than 60% of the respondents from rural area (across the social group, gender and institutions) opine “Yes” respectively. (Table-25)

20. The table discovers that more than 60% of respondents from rural area opine ‘Yes” for all the variables given and only 30 and above percent of the respondents from the urban area say “Yes” for the same. (Table-26)

21. The table discovers that out of total more than 60% of the respondents opine ‘Yes’ where the highest response of 59(68.60%) of respondents of university constituent colleges approached the library staff after they came to know that
there is special provision for the socially disadvantaged section and besides the study finds that out of total, nearly 30% of respondents opine ‘No’ for the same where the study finds 226(37.23%) of SC social groups opine ‘No’. (Table-27)

22. The table finds that 47(74.60%) of the respondents from the rural area feel that members of the staff ill-treat them if they come to know that they belong to the socially disadvantaged category. Followed by 52(68.42%) and 73(66.97%) of them feels students ill-treat them. The table discovers that not much of respondents from urban area i.e., hardly 30% of respondents feel hesitant to approach the staff after they came to know that there is provision of special services for the socially disadvantaged provided in library.(Table-28)

23. The table discovers that as compared to urban respondents majority of SC, ST, government colleges, private aided colleges and university constituent college libraries from rural respondent borrow 2 books .( Table-29)

24. The table finds that least number of respondents 77(9.17% ) from university constituent colleges opine “Yes” regarding the statement that book bank facility specially provided for the socially disadvantaged has made them improve their performance in academic excises. (Table-30)

25. The table discovers that respondents of SC and ST from the rural area accounting for 299(49.25%) and 118(50.64%) say ’Yes’ and 237(51.52%) respondents of government colleges from the rural area say ‘Yes’. (Table-31)

26. The table affirms that the majority i.e., 548(65.23%), of respondents say ‘Yes’ that they acquire information regarding special services offered by the library is ‘through notice board’ as against 592(70.48%) who say ‘No’ for the variable ‘through orientation programme’. (Table-32)

27. The table discovers that there is not much difference between genders for being of having awareness of special services provided by the library. At the same time we can see that only 184(21.90%) of ST respondents are aware of special services provided by the library compared to 471(56.07%) SC respondents. And institution wise analysis finds that 385(45.83%) respondents
of government colleges are aware of special services provided by the library and 47(05.60%) of university constituent college libraries are aware of special services provided by the library. (Table-33)

28. The table finds that majority of respondents from rural area opine that they come across problems in the library 229(77.63%) say it in due to lack of training / user education(orientation program) and 227(69.63%) highlight the lack of seating arrangements, 280(69.17%) cite inconvenient timings, 191(68.21%) lack of lighting / ventilation and 251(68.77%) respondents complain of lack of guidance. The study also finds that more than 60% of respondents from rural area face the problem of 334(67.61%) lack of number of copies, 307 (66.74%) lack of drinking water facilities, 224(67.67%) lack of reprography (Xerox) facilities, and 117(21.38%) lack of computer terminals with internet facilities. (Table-37)

29. The table finds that when the percentage analysis response of the gender, social group done institutions wise across rural and urban responses are seen, the responses for ‘Yes’ is almost more than 50% and below 77%, besides the percentage of response for ‘No’ are almost above 20% and equal to 40%. As against to these, out of total 840 respondents, only 8.10% i.e. 68 responses are from university constituent colleges for ‘Yes’. (Table-38)

30. The table finds that overall more than 60% of socially disadvantaged especially SC category opine they need separate computer wing. (Table-49)

31. The table finds that more than 50% of the rural respondents opine ‘No’ and more than 35% and below 41% of the urban respondents opine ‘No’ for the various measures given in the table. (Table-40)

5.3.2 Physically Challenged Category of Users Response

32. The table finds that large number of male respondents especially from rural area are membership holders of the library. Under institution wise response, out of total responses large number of JSS Polytechnic institution 162(81.00%) are membership holder and are especially from rural i.e.,
117(78.52%). The least membership holders are from university constituent college. (Table-45)

33. The table finds that majority of the users of JSS polytechnic college visit library ‘daily’ and ‘twice in a week’. (Table-46)

34. The table finds that the response from the urban study population is less compared to rural study population from the rural area. The study also finds less than 50% of the study population from urban has opined ‘Yes’ for the query ‘purpose of visit’. This is perhaps the urban students can afford the required facilities at home or elsewhere. (Table-47)

35. The table finds that majority of respondents i.e. 132(74.57%) of the users from rural area never uses E-resources for academic purpose and out of total respondents only 55(27.50%) of respondents use Question banks/Question papers. The table also finds that there the least response for the use of journals and reference books. (Table-48)

36. More than 80% of the respondents from the rural area opine to ‘a great extent’ with regarding to internet browsing facility, guidance for competitive exam and extension service referral service. 21.50% of the respondents opine ‘to a great extent’ at out book borrowing facility. (Table-49)

37. The table finds that out of total 200 responses the majority of respondents opine ‘never’ about the use of all types of resources i.e. text books, reference book, journals, news papers/magazines, question bank/papers, e resources/n-list. The table finds that 55(27.50%) of respondents opine ‘most frequently’ for the use question bank/paper. (Table-50)

38. The table finds that 60(30.00%) of the physically/visually challenged of GM students are loaned with 2 books, where it can be found that within this special group 18(09.00%) and 15(07.50%) of social group SC and ST are loaned with 2 books. The table also finds that 09(04.50%) of OBC groups are loaned with more than 4 books wherein only 01(0.50%) of only SC students are loaned with more than 4 books. (Table-51)
39. The table finds that there is no special relaxation for the physically/visually challenged or the socially disadvantaged group. The rules and policy of borrowing system is as applied for the general category is also applied for SC and ST where it can be found that there is no reservation policy for the physically and visually challenged and the socially disadvantaged category. (Table-52)

40. The table finds that out of total 200 respondents only 07(03.50%) respondents speak out regarding relaxation of paying fine for late returning of borrowed books and under institution wise indicated only 02(01.00%) of the respondents opine that there is existence of relaxation of paying fine for late returning of borrowed books. (Table-53)

41. Majority of the respondents from JSS polytechnic institution are very satisfied with the overall services provided in the library. Among them only 04(02.00%) of ST and SC students are very satisfied. 15(07.50%) and 11(05.50%) of the SC and ST are satisfied with the overall service provided in the library. (Table-54)

42. The table discovers that out of total 200 respondents only 03((01.50%) respondents government college speak out regarding the availability of book bank facility in the library for the physically challenged/ the visually impaired and 09(04.50%) of the respondents of private aided college opine that there is availability of book bank facility in the library for the physically challenged/ the visually impaired students. (Table-55)

43. The table finds that out of total 200 respondents only 15(07.50%) and 13(06.50%) respondents belong SC and ST speak out that they get required books for studies under book bank facility in the library. Out of total responses only 07(03.50%) of the respondents of government college say that they get required books for studies under book bank facility in the library and 62(31.00%) of respondents of JSS polytechnic opine “Yes” for the same. (Table-56)
44. The table shows that out of total majority of male students 121(60.50%) and students of GM category 95(47.50%) respondents from JSS polytechnic 141(70.50%) agree that staff members help student in making use of library facilities and services. And at the same time it can be seen from the table that only 18(90.00%) and 17(08.50%) of SC and ST students agree for the same. (Table-57)

45. The table discovers that the respondents 198(99.00%) of them reply that they face problems due to ‘lack of training program’ and 168(84.00%) of the respondents opine that they face problem of ‘lack of knowledge among staff’. More than 80% of the respondents face all the problems that are listed in the (Table-58).

46. The table finds that more than 80% of respondents expect that if books are issued for the entire semester period the library service will be improved, at the same time the least number 34(17.00%) of respondents expect that if book exhibitions are conducted library services will be improved. (Table-59)

5.4 Recommendations

5.4.0 Librarians Response

1. The authority must see to that the stated policy is executed in a proper manner. In general library is for all, who want to get empowered through education. Library is a place to deliver a comprehensive and efficient service to all. It must first identify the needs and allocate appropriate resources. It should lay more emphasis on social inclusion policy, the needs of the socially excluded groups. More emphasis should be placed on partnerships with funding agencies, to conduct staff training programmes and on motivation factors.

2. There is a need for a policy in the library on library facilities and information services for the disabled, which should specifically state the objectives, services to be providing higher standards of service and legally compel libraries to provide quality library services to the differently able individuals.
The special category groups of users face major problems. These students are widely scattered in very small numbers across universities, college and polytechnics. The authority has to take initiative to have an official institute policy towards the physically challenged and the socially disadvantaged students, which may need to have effective inter library cooperation and further complement access to print equivalent materials (e.g. in Braille or on tape). Students also need to have material read to them by organized users. This will make up for the special groups inability to make full use of all library facilities. The policy should state that the libraries should adapt lending policy where possible.

3. Libraries are modernizing their services. This modernization should also focus on excluded community and social groups. The library needs to transform itself into a far more proactive, educative and interventionist institution.

The librarians or the authority of the institution should have a mandatory policy to lend the assistive technology equipment like Daisy, Magic keyboard, Braille keyboard etc. so that differently able students and the socially disadvantaged students will have access to information by using these assistive technology tools at home outside their college hours to use at home.

4. There are funds available from international organizations and also there is higher International coordination of library services for the blind and the physically handicapped individuals. IFLA is one among them and contents activities for the blind and the physically handicapped individuals. The activities include consideration of copyright exemption for materials for handicapped individuals, international standards for talking-book formats, bibliographic standards, favorable world-wide postage rate and passage through customs for materials for the handicapped, and cooperation with the welfare of the blind.

The library authority has to take initiative to train professional librarians to work with the handicapped and also the authorities must ensure a steady flow of funds for library facilities for the disabled.
5. There are special funds from UNESCO. Funds are available for a guidebook outlining a national library programme for the blind, a feasibility study for a central Braille production facility, and a series of seminars and workshops. The persons with visually impaired, physically challenged and socially disadvantaged are to be treated as special individuals in every aspects, to provide special care and services that are needed to developed among library facilities, services and resources.

6. Because of budget reductions for libraries, existing services particularly to minority groups such as the disabled gets affected, though libraries are the heart of an educational institution, there is not enough allocated budget for libraries. It is recommended that library managers should first allocate budget for the best indicators that help user satisfaction especially to the disabled users like the socially disadvantaged and the physically challenged and add freshness to the approach to service quality.

7. Government should enact a law or strict policy regarding budget allocation with huge funds for procurement of special equipment as most of the assistive technology is of foreign origin and may cost huge amounts to purchase. In the digital era these special users are in no way ignorable as they are considered as differently able persons. So the authorities of the institution or library should approach proper channels to accommodate funding to procure these assistive technologies.

8. The study’s focus is on the population of differently able and the socially disadvantaged. The expectations by the users of staff help and cooperation will be at an enormous level. Consequently the libraries in academic institutions are expected to equip with the adequate infrastructure facilities, and latest technology devices, well trained staff structure.

9. The library is the hub of academic environment. It is the duty of the administration is to supply service which most suits the need of any type of user especially the differently able and the socially disadvantaged, the physically challenged and the visually impaired.
10. The authority should make provision for specially trained staff to serve the socially disadvantaged and the physically challenged which in turn will determine the extent to which the libraries have responded to the educationally disadvantaged students in general and also in particular to education of socially disadvantaged and the physically challenged. For this the library can enhance special collections, provision of special services, a wide range service program can be introduced and the factors effecting this variation would be trained and put into action.

11. Libraries should have adaptive learning programs/ centre for the visually impaired, which will provide facilities that can replace some of the print books and it enables quick access to support learning by the disabled and the physically disabled students convert their printed textbooks into recordings, DAISY consortium place the traditional cassette books with more technically sophisticated talking books that overcome the drawbacks of the earlier media. DAISY talking books enable users to move directly to the specific paragraph, section and page from the contents, just like an ordinary book and also describes the DAISY implementation and it is DAISY is as information technology (IT) for people with print disabilities.

12. Library has to conduct survey or research and take regular feedback or suggestions especially from special users, this in turn will help the library to monitor the progress services and make library a place with particular emphasis upon measuring services to users.

13. The study recommends that library functions must include publishing and printing books in alternative formats; Braille, audio and large print format and the study library should be easily accessible, library should take more prominently initiation to know information needs of special users, and the adaptive technology they prefer.

14. The study recommends that the library should make a special survey periodically to know what prominent facility given to the differently able. Librarian should know who needs to use which part of the section in the
library and whose need must be anticipated. This kind of study will be of great value in management aspect and library practice in general.

15. The study recommends that library should adopt number of software and hardware remedies to address the sensory, physical, and cognitive limitations that prevent people from accessing and using information on the Internet.

5.4.1 Users Response for Socially Disadvantaged

16. The concerned authority should design a library membership drive among social groups especially for rural females and for Scheduled Tribes and also in different colleges with more emphasis given to government colleges.

17. The authority should conduct an awareness programme or orientation programme or user education programme to make use of library and its resources by students. Today’s library is a centre of information as well as knowledge where it should be made accessible to users by its manager and creates awareness among users in effective use of it.

18. The student from rural area has to be motivated to use of digital resource by conducting training programme from computer basics to digital access and also regular awareness programme has to be organized in the library especially for the students of socially disadvantaged and among them for students of rural area.

19. The librarians have to put forward proper strategy to eliminate of factors like poor funding for special service and to alleviate the library and information services for the socially disadvantaged by developing required collection of books.

20. The library authority have to take initiative to focus on the context of providing social justice in terms of building an environment of that kind where the socially excluded should not be felt social stigma and the library authority has to try to tackle the weakness and strength of excluded communities and social exclusion through access to resources. The library authority should also
focus on providing library services and facilities to social group through a proactive, educative organization with a concern for social justice at its core.

21. Librarians have to look into that book loan section when would contribute to social exclusion class. He should provide extra borrowing facilities and he should also see that book borrowing is spread fairly and evenly across the population. This will lead to both value addition in services and social inclusion. Libraries and library should be spread widely.

22. The library should have a policy for conducting orientation programmes to bring awareness among students in general that library is a place for all and it is for all who want to empower themselves in respect of education. It has no barrier of caste, creed and gender etc. this will help students of the socially disadvantaged, differently abled category to feel that they are not relegated. These also help them to increase their educational asset and also make them able to come out of assigned places and lose their fondness for stigmatizing images.

23. The authority have to take keen interest and responsibility to develop collection with recent and syllabus oriented resources and also have to see that students are aware of detail list of new arrivals. This may help the student to utilize book bank facility at the most and also will promote the main objective of library to serve the socially disadvantaged category.

24. There is a least percentage of response by the socially disadvantaged from urban area expressing their opinion about that they get intimation “through orientation program” on providing special services by the library. The authority has to look into that there is regular orientation program conducted and there is a theme in the program on current special services provided by the concerned library.

25. The concerned authority has to take initiative in providing appropriate infrastructure facilities to render services to the socially disadvantaged. There has to exist a separate relevant centre apart from library which is most vital for socio-economic especial in developing country like India. The policies for information infrastructure development of information centre have to be at
national level to facilitate the use of ICTs. The library has to conduct awareness programme, training programme, initiative programme, that courseslines the new ICTs efforts.

26. The authority should conduct regular research on the information seeking attitudes and psychological feelings of the socially disadvantaged (SC/ST) students and see that necessary requirement and the services provided to them.

27. Government college libraries have to take many initiatives like organizing user education programme, information literacy programme, orientation programme etc., to bring awareness about library facilities and services for the socially disadvantaged and the physically challenged and also should see that the library is opened for users smiting their convenience.

28. There has to be a special training programme to the library staff that enables them to get keep informed in ICT skills and also preparation on how they can help disadvantaged children integrate into society and also on the sensitive behavioral aspects as the socially disadvantaged as well as the disabled user groups need sensitive approach and cooperation from the staffs.

29. The authority of university constituent college library has to take a serious step of providing required services to the socially disadvantaged by upholding the concept ‘right information at right time to right person’. And also they should see that it meets overall satisfaction and rates of the social justice in society.

30. The university authority has to provide those kinds of books which will help the students improve their academic performance.

5.4.2 Users Response for Physically Challenged

31. The authority should take responsibility to bring out a policy that the student should have compulsory membership of the library, so that all the students will utilize the facilities and services of the library in a legitimate manner.
32. The authority has to take keen responsibility to bring awareness among differently abled students of rural or urban area, that the library is the place for social justice and it is a place for enhancing knowledge, developing social network and develop confidence for self help and improve creativity.

33. There are varieties of IT tools as assistive technology which help the physically and the visually challenged persons to make use of e-resources, which is an utmost resources used in these digital world. The study recommends that it is the responsibility of library and the library professional to see that service and facilities and also resources to make it reachable for the unreached by conducting training programmes periodically for users as well as for staff on the use of assistive technology and modern gadgets.

34. Much of the resources of the library are not properly, effectively utilized by the physically challenged/ the visually impaired students, probably the facilities and services provided by the library to make use of these resources is not up to the mark. There should be well trained staff to handle stereotyped users and satisfy them by providing needy information for special category of users.

35. Today is a world where information is getting to the tips of fingers for any type of individual whether he/ she is graduate, professional/ student etc., at the same time whether he / she is literate or illiterate. Individuals are getting access to information from the internet to cell phones. It is said that a man many not have a bank account but he will having a cell phone. So it is an era of information, information centre like library has to assure itself that services and facilities will be so effective that the resources in the library with the help of facilities and services will reach the unreached efficiently and effectively.

36. The present study has attempted to study the library facilities and services for special group like the physically and the visually challenged wherein within this group the socially disadvantaged like SC and ST is considered. The study recommends that the library facilities and services provided to the disabled have to be specially unique and innovative and comfortable. Within this group the social and economic aspects of the users are also to be considered to make
them avail of the facilities and services. As government has initiated many plans and projects (five year plan) for the empowerment of these special groups in all the aspects like education, socio-economic status etc, education institution and libraries have to adopt these plans and projects for the benefits of these groups and this will help in reaching the unreached.

37. The authority is the responsible to take care of these differently abled, the socially disadvantaged in providing particular services to them, now the government is in need to honour is category and certainly is making plans and projects to make these category in no way inferior in any aspect. So the librarians or any concerned authority has to take this opportunity and make this privilege to touch these differently abled communities and satisfy their information needs services, facilities with the aim of reaching the unreached.

38. There are many plans and projects initiated by government for these physically and visually impaired and also for the socially disadvantaged for empowerment of these groups in socioeconomic and education, IFLA take initiatives which emphases these categories in the field of education. It can be observed from the present study that only least number of responses agree to say that they get required books for study purpose under book bank facility. The government is providing funds from Social Welfare Department for purchasing library resources for the socially disadvantaged and also for the different abled persons. University constituent college libraries and Government College libraries and even private aided college libraries must make of these opportunities and plan to make procurement of good required books by consulting recommendations from students representative also, so that the students may be provided with books that are in needed for academic purposes.

39. It is obligatory as per the policy that a special well trained person has to be recruited to help in making use of library resources and service by the physically challenged and the visually impaired and the socially disadvantaged. Therefore library authority should make use of policy and follow it to see that a special well trained staff who can handle stereotype
individual with mild care and help them to make use of library resources and services.

40. Today the government is indeed to serve differently able category and it is certainly is making well plans and projects to make their category is no way is fewer in any aspect and concepts among able people. So forever and a day librarians must be responsible person to take care of these differently able category people with respect to information service and librarians also has to take this opportunity to make this privilege to touch these differently able communities by rendering need based information services.

41. The librarians have to take firm decision for lending books for these special groups in the semester scheme. In addition be having the provision of loaning books to them on par with general category. So that this will unnecessarily avoid the physically disabled and the visually impaired again and again coming to the library.

5.5 Areas of Further Research

In the process of investigation, the following areas were found suitable for further improvement

1. A comparative study of library facilities and services for socially disadvantaged and physically challenged categories in academic institutions of Karnataka and in India.

2. A citation analysis of use pattern of library facilities and services for socially disadvantaged and physically challenged.

3. Awareness and Use of information resources and facilities in academic libraries by physically challenged in India

4. The usage of print vs e resources for academic purpose by socially disadvantaged and physically challenged : A comparative study in India

5. Library facilities and services exclusively for the socially disadvantaged like women, children in Public libraries in Karnataka
5.6 Summary

5.6.0 Librarians Response

Policy is a guiding principle and it is more important for any work or job to run without obstacles or barriers and to run smoothly without ambiguity. There are many IFLA guidelines and standards for libraries to follow certain course to serve the special groups like the socially disadvantaged and the differently abled and the visually impaired. The head of the institution has to make it mandatory and make all the departments including library to put into practice certain policy and rules. A good number of the librarians opine ‘Cannot say’ for ‘Relations with other agencies for the physically challenged and socially disadvantaged (SC/ST) probably they may have relations as and when it is necessary. And some librarians do not want to loan special equipments like daisy, hearing aids, etc., To maintain the concept information for right persons (most important philosophy of library science and information science) which says that the right person should be provided with right information, here this concept applies for the differently abled category where he/she should be provided with information exactly the way he/she needs. For this it is most important to develop a separate fund exclusively in addition to general grant. Differently abled users are supposed to be served with special services like providing audio materials, ILL, and if necessary postal delivery also. The library has to take this as a special mandatory policy to serve and provide them with necessary special services.

5.6.1 Socially Disadvantaged

The study outlines the detailed analyses of various variables like gender, social group, colleges, education and income group that the respondents belong. More than 70% of the responses are from rural and urban scheduled caste, wherein more than 50% of the respondents study in government colleges for BA course in rural areas. The study summarizes that majority of the respondents fall in the low income group representing 522(95.42%) of rural area and the least respondents are in the high income group representing 03(00.54%) and 03(01.03%) of rural and urban area respectively. the study shows that 43(09.34%) of the respondents visit the library once in 15 days. Thus, the study indicates that more number of the respondents are from the rural area and they study in government colleges and use the library facility.
Rural social group females have to be given priority for having membership of library and also government college libraries have to take initiative in attracting the rural social groups for having membership of government college libraries and obviously the facilities that they provide for the socially disadvantage group are crucial. There should be an initiative programme for the socially disadvantaged group like Scheduled Tribe (ST) for giving them awareness about the importance and use of library by having membership of the library. Table study examines the details of membership holders of the three types of college libraries. It finds that more than 70% of the study population are rural males and above 70% are membership holders of university constituent college libraries and above 60% are from government college libraries. The study also reveals that out of overall 840 study sample only 233(27.74%) are membership holder of libraries.

Table summarizes that the major purpose i.e., 725(86.31%) of them use library for the purpose of academic work i.e., for examination preparation. Above 385(82.26%) of the respondents from rural area utter that the library is not providing referral services, in addition 388(82.91%) reprographic services, 391(81.29%) internet browsing facility and 389(78.90%) E-resources accessing facility (N-LIST) opine that the above services are not provided in the library. And there is not much difference in response rate for the same from urban area also. This study declares that library is not providing the above mentioned service to students. It is the university which is considered as the sole of education that has to take responsibility of giving social justice. University authorities have to take serious responsibility of getting information. Government institutions and private aided institutions conduct a free pre coaching class for SC and ST students and this practice is not observed in the university constituent colleges. It may be due to ignorance nature urban users that they don’t even want to think or bother to participate in recommending what books they want for their academic work. The means of active participation of student representatives to strengthen the collection development of resources will enhance library services provided to SC/ST students. The participation of students to recommend books through the faculty, suggestion box, selecting book at book exhibition event organized in college campus in order to purchase books under SC/ST grants will also enhance the collection and services. The SC/ST students from the urban area probably might have well equipped with personal academic books.
compared SC/ST students from rural. The respondents from the rural area need exposure to society in terms of social literacy and contact.

The study concludes that majority of respondents prefer to borrow 2 books only. Probably the collection development at book bank facility might not have books prescribed in the syllabus that is in need by students and the collection may not have been updated. From the percentage values of table one we can see that intimation on regular intervals of special services offered by libraries for socially disadvantaged is better disseminated or communicated in case of government colleges.

Probably students of the SC category feels hesitant to learn or use computer mingling with other category and they may feel as use of shame and they don’t want to disclose, that they belong to the socially disadvantaged class and are still illiterate in computer knowledge.

5.6.2 Physically Challenged Category

There are fewer users who visit university constituent college libraries. Probably the users might not have much of awareness of the facilities that the libraries of Government College, private aided college and especially university constituent college are providing. The study finds that out of total response percentage of response as ‘never’ for the use of resources for academic sources. Certainly there is relaxation of paying fine for late returning of borrowed books for the physically challenged and the visually impaired, at the same time perhaps there is no relaxation of paying fine for late returning of borrowed books for those from the socially disadvantaged who are among the physically challenged and the visually impairment. The service provided in the library are very satisfied by overall respondents, and among these respondents there is no relaxation for socially disadvantaged, therefore the study shows that least number of SC and ST students opine that they are satisfied and not very satisfied. There are many plans and projects initiated by government for these physically and visually impaired and also for the socially disadvantaged for empowerment in socio-economic and education, and there are IFLA initiatives which emphasis these categories in the field of education. It can be observed from the present study that only the least number of responses agree to say that libraries are providing book bank facility in the library for these special groups. The Library
authority should make use of these plans and projects up to the mark to make the services and facilities to reach the unreached. The study reveals that staff members help SC and ST students in making use of library facilities and service is not up to the mark. Thus the study would like to say that almost all the respondents opine that they are facing several problems.

5.7 Summary and Conclusion

The growth of any nation in measured quality and quantity of education people in nation. India is home to the largest number of ill-treated people in the world. According to UNESCO’s global monitory reports 2006, out of 771 million ill-treated people in world. 268 million where estimated to be in India. Education is universally recognized as an investment in human capital. It is the basic requirement and most effective instrument of social empowerment and can contribute to socio-economic development by endowing individual with the means of improve health, skill, knowledge and capability for productive work.

In India the sphere of education is still not to be seen with concerned efforts for improvement in its equal access or quality. In India significant proportion of the relevant population still remains deprived of the benefit of education. Scheduled caste and scheduled tribe the so called socially disadvantaged, and the disabled deprived groups so called physically challenged/differently able are still compressed in terms of education by the upper class peoples. Hence, ensuring equal access, quality access of education for this marginalized section has the greatest challenge for the government.

In general any type of libraries contribute to significant improvement of the educational, social, economic and all round progress of the user community. Library is only force capable of enriching human personality and of representing the degradation of the individual in to the functional unit; library is a potent force for any individual development. Today, in the information exposition and knowledge orientated world the library has a very prominent role in bringing about social awakening among people. Library has a responsibility of serving the individual by providing hester quality and quantity access to information by user community.

There is a usage dimension to the issue of the relationship between education, institutions, library, library professionals and user community. It is said that university
is the sole of education and library is the heart of any academic institutions. It is certain that libraries has to play in providing the users with full range of library services and it is the duty of librarians to add their evils, which bet set society the evils of poverty, discrimination, in equality. This is where the professional librarians and not only have the opportunity to serve disadvantaged but also the ability to lies between the causalities of society and any likely source said, all most as a corollary one must accept they have duty to do so.

There are various plans and projects both in the state and the central government for the uplift of the marginalized section (the socially disadvantaged and physically challenged etc.) through several innovative programs especially for empowerment in the area of education like positive after malice action through reservation.

Against this background the core rationale proposed research is an attempt to have a soiled discourse on the various library facilities and services the for socially disadvantaged and physically challenged information needs, various channels of information, satisfaction level of the said library users, various problems being faced by them etc are discussed. Beside this a bunch of recommendations are also given which will form the basis for necessary reorientation to the library facilities and services for the socially disadvantaged and the physically challenged with established recommendation.