CHAPTER VII

CONCLUSIONS AND SUGGESTIONS

The hypotheses tested, Objectives in retrospect, Conclusions: Administration, Organisation and functioning of college libraries; Utilisation of college libraries by students; Utilisation of college libraries by teachers.

Suggestions: Administrative set-up, Departmental libraries, Library Finance, Book selection and acquisition, Technical processing, Library collection, Library services, Library personnel, and Physical facilities
CONCLUSIONS AND SUGGESTIONS

The present study has been designed and executed as a descriptive-cum-assessment study of the functioning of libraries in the colleges affiliated to the University of Calicut. The study was designed with a set of hypotheses at the focus - a series of hypotheses relating to the organization, administration and functioning of college libraries and utilization of library resources and facilities by students and teachers in the select colleges covered by the study. The data required for testing the validity of the hypotheses were collected through the following sources:

(1) Questionnaires administered to the Librarians working in the colleges under study; (ii) questionnaires administered to a representative sample of students enrolled in the colleges under study; (iii) questionnaires administered to a representative sample of teachers drawn from the colleges under study; (iv) interview with a representative group of Librarians working in the colleges under study; (v) check lists which helped to assess the adequacy of book collection, used for recording the information
related to a representative group of libraries under study; (vi) relevant records, statistics, rules and registers relating to college libraries available in the concerned colleges, offices of the Accountant General, Trivandrum; Director of Collegiate Education, Trivandrum; Deputy Director of Collegiate Education, Calicut; and the University of Calicut, in addition to published literature on the subject of study; and (vii) personal observation of organizational and administrative practices, functioning, facilities and resources of the college libraries and utilisation of libraries by the students and teachers in the colleges under study.

The responses received from the persons holding charge of the 51 college libraries under study, and representative sample of 404 students and 123 teachers in select colleges were used for developing the present study. This was supplemented by interviews with 9 college Librarians and personal observation of the institutions.

The Hypotheses Tested

The following are the hypotheses tested by the study:

(1) The methods used for the organization and administration of the libraries in the colleges under
study have been conceived mostly within a traditional framework of operations and as such the accepted scientific procedures and principles of library science are not followed in their working.

(ii) The financial outlay provided for the functioning of college libraries under study is very inadequate to sustain its functioning on modern lines.

(iii) The resources and facilities currently available in the college libraries under study are totally inadequate to meet the expected requirements of higher education.

(iv) The quality and the quantity of the library personnel in the colleges under study is inadequate to provide the expected library services.

(v) Pupil utilization of the libraries under study is meagre when considered against the expected curricular requirements.

(vi) Teacher utilization of libraries under study is inadequate when considered against modern scientific instructional requirements.

The hypotheses listed above facilitated to pinpoint specific issues to be investigated and the methods to be
followed for obtaining data needed for resolving each of these issues. The analysis of the data described in detail in Chapters V and VI, helped to answer the basic questions raised in the study and test the tenability or otherwise of each of the hypotheses.

The study, on the whole, substantiated Hypothesis I. There is sufficient evidence to conclude that the methods used for the organisation and administration of the libraries in the colleges under study have been conceived mostly within a traditional framework of operations and as such the accepted scientific procedures and principles of library science are not followed in their working.

Hypothesis II is substantiated. We are justified in concluding that the finance provided at present through different sources is not at all adequate to maintain reasonable minimum standards in the libraries of the colleges under study. The percentage of the library expenditure to the total college expenditure, on an average, is just 2.2, which is far below the accepted norms.

Hypothesis III is substantiated. The study provides adequate evidence to substantiate the view that (i) the resources of the college libraries under study are inadequate both in quantity and quality; and (ii) the facilities that
exist in the college libraries are totally inadequate to meet the requirements of higher education. The reasons for this state of affairs have also been identified.

The study on the whole, substantiated Hypothesis IV. The study revealed that the college libraries are facing acute shortage of both professional and non-professional staff. And the qualifications, both general as well as professional, possessed by the librarians are inadequate to perform the library professional responsibilities and duties effectively. The study provides sufficient evidence to substantiate that in the absence of professionally qualified library professionals and adequate number of supporting staff the libraries are not able to function effectively and to provide modern library services.

Hypothesis V is substantiated. On the basis of the evidences collected we conclude that the utilisation of the college library resources and facilities for curricular requirements by students is meagre. The study revealed that the students mostly visit the college libraries for extra-curricular requirements or for purposes other than what is needed for their immediate learning requirements. The duration of the time spent in the college libraries by the students is far below what is desirable. Also the borrowing of subject as well as general books from the
college libraries is far from satisfactory.

Hypothesis VI is substantiated. The study showed beyond doubt that the utilisation of college library resources and facilities by the teachers for instructional requirements is significantly below what is desired. It is revealed that the duration of library use by the teachers is very low. Also the borrowing of subject books by the teachers is not upto what is expected.

Objectives in Retrospect

The study was conducted with the following objectives:

(i) To assess the existing state of libraries in the colleges under study with respect to their administrative set-up, organizational efficiency, mode of financing, method of book selection and acquisition, technical processing, servicing, personnel and physical facilities.

(ii) To assess the existing library facilities and resources in the colleges under study, in terms of its ability to cater to the varied requirements of modern higher education.

(iii) To study the service efficiency of the libraries under study with the help of indices like the rate of
use of library resources and facilities by both the students and the teachers in the institutions.

(iv) To work out solutions for some of the crucial problems so as to ensure a more efficient organization and operations.

Conclusions

Summary of the answers to the questions posed as the first three objectives of the study is presented below, under appropriate headings. The answer to the fourth objective is provided at the end of the present chapter.

I. Administration, Organization and Functioning of College Libraries

(1) The Administrative Set-up

In a good number (45 per cent) of the colleges under study the traditional practice of placing a teacher (most often a senior Professor) in charge of the library, as a control over the Librarian, is in evidence. This practice varies according to the type of management. This is evident in 65 per cent of the Government Colleges under study, its incidence is considerably less in the Private Colleges, where the percentage incidence is very close to 35. In the colleges where the libraries are headed by
teachers practically all the administrative planning and execution is carried out by the teacher. The librarian is not given any freedom to do things. He is reduced to the status of a clerk or an attendant. In most cases, the teacher-in-charge, instead of being a help to the librarian, proves to be a hindrance to the efficient functioning of the college library.

In a vast majority of the colleges under study, (75 per cent) there is no evidence of the existence of a library advisory committee with clearly defined objectives. Even in the case of colleges with library committees, not much business was found to have been transacted due to various reasons.

(2) Departmental Libraries

Nearly 75 per cent of the colleges covered by the study maintain Departmental Libraries besides the Central Library. The departmental book collections in these cases varied from 250 to 6000 volumes. The Departmental Libraries are managed by teachers of the concerned departments under the general supervision of the Head of the Department. The Departmental Libraries are on the whole, found to be less efficient and more expensive as compared with the Central Libraries.
Library Finance

The finances of the college libraries showed a considerable degree of variation. The main sources of finances for a college library are the special fee collected from the students, Government grants and the U.G.C. grants.

The present library fee of Rs.2 per student per year is very unrealistic. This rate was fixed years back when money value was 10-20 times more. As such the library fee collected is totally inadequate to procure essential reading materials. This amount is noted to be just sufficient for subscribing to popular journals and newspapers.

In the case of the Government Colleges, the grant from the State Government is the main source of library finances. In these colleges, the library fee collected is remitted to the Government fund. The Government gives back an adhoc grant to colleges which ranged from Rs.3000 to Rs.38,500, per college. The average grant received by a Government College per year was Rs.7,800. This amount is insufficient even for procuring essential textbooks and journals. But what is worse still is the fact that many of the Government colleges allow even this meagre amount to lapse.
The Private Colleges are eligible to a Government grant at the following rates:

- Pre-degree course : Rs. 2 per student
- Pre-degree course in Junior Colleges : Rs. 3 per student
- Degree course : Rs. 4 per student
- Post-graduate course : Rs. 8 per student

But a college will get only an amount equivalent to the amount spent by it for the purpose of reading materials in excess of the library fee collected by it, or the grant at the above rates, whichever is less. The colleges under study were found to be eligible to receive an annual grant under this scheme ranging from Rs.1,352 to Rs.9,789 during the period under study.

The Private Colleges were seen to be very lax in claiming the Government grants. As per the norms laid down, the different Private Colleges were eligible to a total library grant of Rs.1,55,738 on an average per year during 1977-80. But the amount actually claimed was only Rs.31,360; which is just one fifth of the eligible grant. This in itself shows that the Private Colleges are not very enthusiastic in utilising the available financial resources for the libraries.
The U.G.C. library grant received by the colleges per year during 1977-80 varied from Rs.5,000 to Rs.2,13,000. The average was Rs.54,860. Separate averages worked out for the Government and Private Colleges were Rs.32,500 and Rs.63,460 respectively. In general, the Private Colleges were seen to be getting the U.G.C. grants to a greater extent than the Government Colleges. Generally, the colleges did not have an organised programme of sending proposals for the U.G.C. library grants.

The average annual library expenditure for the Government and the Private Colleges as noticed during the period under study were Rs.48,000 and Rs.48,500 respectively. It was noticed that 60 per cent of the Government and 53 per cent of the Private Colleges spent less than the average amount. On the whole, the Private Colleges spent more on libraries than the Government Colleges.

The percentage of the annual library expenditure to the total college expenditure in the different institutions varied between 0.6 and 9. The average was just 2.2 per cent. This is far below the proportion recommended by the Education Commission (1964) which is 6.5 per cent to 10 per cent of the total expenditure of the institution depending on the stage of development of the library, and the norm prescribed by the U.G.C., which is 4 per cent.
of the total expenditure for the purchase of books, periodicals and binding alone.

The average amount spent for purchase of books and journals per year by the Government and Private Colleges were Rs.22,000 and Rs.24,000 respectively. This shows that in respect of the expenditure on reading materials also, the Private Colleges spend more than the Government Colleges.

The Government Colleges were seen to spend more for reading materials per student per year as compared with Private Colleges, their separate averages being Rs.15 and Rs.13 respectively. But both the averages are much less than Rs.20, the rate of annual appropriation for books and journals per student recommended by experts about 20 years back.

The ratio of the expenditure for reading materials and salary expenditure was computed for different colleges. The ratio for the Government and the Private Colleges was 4 : 6 and 9 : 11 respectively.

The study showed that the finances available to the college libraries under study are far less than the norms recommended by the Education Commissions, subject experts and the U.G.C. The available finances are totally inadequate for providing effective library service to the
academic community.

(4) Book Selection and Acquisition

The study showed that the college libraries under study do not follow any of the scientific principles prescribed for book selection. The head of the teaching department usually makes selection of subject books to be bought. In this process, sometimes he may seek the cooperation of his colleagues. However, most of the teachers do not give due seriousness to book selection. Also, the requirements of the teachers are not considered at the time of book selection. As a result of such policies, there is lack of balance in the book collection in different subjects.

In the present context, teaching departments are compelled to go for comparatively inexpensive titles. Even very useful or essential books will have to be left out if they are costly.

The College Librarians have very little voice in selecting subject books. It is only in 53 per cent of the colleges under study that the librarians have roles in the process of selection of books, and this too only for procuring general books.

Catalogues supplied by the publishers and book sellers are the only two basic records used for book
selection in the college libraries under study. It is significant to note that authoritative 'book reviews' published in learned journals and reviewing periodicals are very rarely used for book selection.

Most of the colleges follow the very outmoded procedure of inviting competitive quotations from book sellers for purchase of books. This method besides being outdated is also a highly impracticable. The maximum rate of discount received for English, Malayalam and Hindi books are 17 per cent, 40 per cent and 25 per cent respectively. In 71 per cent of the colleges under study, the books are ordered only once in a year. Usually book procurements are hastily made towards the end of the financial year so as to utilize the amount which will otherwise lapse.

(5) Technical Processing

In 68 per cent of the Government and 59 per cent of the Private College Libraries, books are not properly classified or arranged according to a modern scheme of classification. The most popular scheme of classification followed by the colleges under study is the Ranganathan's 'Colon Classification'.

In 71 per cent of the colleges under study, there is no evidence of a proper library catalogue. The code of
cataloguing used by all the 19 colleges which have catalogued the whole collection is Ranganathan's 'Classified Catalogue Code'. Handwritten sheet catalogue is the most popular physical form of catalogue. We note that 53 per cent of the colleges follow this system of cataloguing. Only 22 per cent of the colleges maintain the card form of catalogue; nearly 18 per cent of the colleges maintain printed catalogues while 7 per cent of the college libraries do not have any catalogue at all.

The study showed that in large majority of the college libraries under study books are not properly classified and catalogued. It was also seen that the libraries in the Government Colleges are far inferior to the Private Colleges in the matter of technical processing of library collections. In nearly 88 per cent of the Government Colleges the collection is neither classified nor catalogued.

6) Library Collection

The availability of books in Government and Private Colleges was compared. It was seen that the average number of volumes available in the Government Colleges was 14,853 whereas the Private College Libraries had an average of 17,574 volumes. This indicates that the libraries in the Government Colleges possess fewer volumes as compared with Private Colleges.
The relation between the book collection and strength of students in the colleges under study was tested. It was noted that there was no correlation between these two variables. In other words, the strength of students did not have any significant influence on the book collection of the colleges under study.

The relation between the book collection and age of the colleges under study was also verified, which showed that there was no significant interaction between the two proportions. The age of a college did not influence the size of the book collection in the colleges under study.

The average number of volumes available per student in the colleges under study was just 13, which is far below the required minimum. However, the Government colleges possessed more volumes per student than the Private Colleges, their averages being 15 and 11 volumes respectively. The Government Colleges on an average procured more volumes per year than the Private Colleges.

The average number of volumes added to the libraries per 100 students was just 67. The Government Colleges were somewhat ahead of the Private Colleges in this regard, their separate averages being 71 and 65 volumes respectively.
Although the Government Colleges possess more volumes per student, the quality of their book collection seems to be weak in comparison to that of the Private Colleges. Nearly 63 per cent of the students and 60 per cent of the teachers in the Government Colleges reported that the book collections of their libraries are not adequate to meet their requirements as against 36 per cent of the students and 50 per cent of the teachers in the Private Colleges.

The study showed that the book collection in most of the college libraries is not adequate to meet the requirements of Post-graduate students as evidenced by the opinion of 68 per cent of the Post-graduate students, 79 per cent of the teachers, and 61 per cent of the Librarians. The book collection of a majority of the colleges is also not adequate to meet the teaching requirements. Nearly 58 per cent of the teachers and 57 per cent of the Librarians endorsed this view.

The availability of text-books prescribed for the various courses was investigated. It was found that this was very inadequate when viewed from different angles. However, in comparison, the Private Colleges possessed more text-books than the Government Colleges, their separate proportions being 70 per cent and 57 per cent respectively. The availability of text-books in Social Sciences, in general,
was found to be much less than the availability of text books in Literature and the Science subjects.

The above mentioned factors lead us to conclude that the college libraries, in general, are ill-equipped to meet the reading requirements of students and teachers of the higher educational institutions with respect to quantity and quality.

The scholarly journals subscribed to by the colleges under study were also seen to be totally inadequate to meet the requirements of Post-graduate students. This view is endorsed by 80 per cent of the teachers of the study. Also 66 per cent of teachers hold the view that the scholarly journals subscribed to by the college libraries are not adequate to meet their minimal requirements. There are colleges which run Post-graduate courses and at the same time do not subscribe even to a single standard periodical in the area. Collection of back volumes of standard periodicals is a rare entity in most of the colleges studied.

The college library collection is limited mainly to books and periodicals. The modern media such as tapes, slides, films etc., are not available in many of the college libraries. The only non-book material found available in all the colleges is maps.
Annual verification of the collection is being conducted in all the college libraries. And in almost all the colleges under study, the library staff, particularly the librarian, is held responsible for the loss of books.

There is no regular system of weeding out obsolete and out-moded reading materials in libraries despite the fact that a good portion of their collection is in such a state that it is no longer usable. It is found that a lot of shelf space of the libraries is wasted by retaining such non-usable materials.

(7) Library Services

All the libraries in the colleges under study are kept open on all days except on Sundays and Public Holidays. However, there is lack of uniformity of the working hours fixed. The library hours of most of the colleges are the same as their office hours. This prevents the majority of students from making use of the libraries as they would be attending the classes during the library working hours. The only library service rendered by all the colleges studied is book lending. The students are normally permitted to borrow books only twice, a week. However, the Post-graduate students studying in the Private
Colleges are usually allowed to borrow books on all working days.

In 79 per cent of the colleges, students are entitled to borrow two books at a time. Post-graduate students however, are eligible to borrow 7 books on an average at a time. Normally the loan period prescribed for students is 14 days.

Teachers often violate the rules regarding the use of books, number of books to be issued on loan and the period of loan. They are allowed to borrow unlimited number of books for an indefinite period in 61 per cent of the colleges under study.

In 69 per cent of the colleges, the ledger system is still used for issuing books, though it is time consuming and cumbersome. The modern card system is in vogue only in 46 per cent of the Private Colleges.

Open-access is a very rare phenomenon in the College libraries under study. Only in 10 per cent of the colleges under study this system is followed. Nevertheless, in most of the colleges the Post-graduate students are permitted to choose books themselves.

The U.G.C. assisted text-book bank is in operation in 71 per cent of the Government and 50 per cent of the Private Colleges.
The library services like reference service, library orientation to fresh students, interlibrary loans etc., are not attempted in any of the colleges under study. Also, no efforts are being made for publicizing library resources and services such as display of lists of additions, display of new books acquired and other such extension activities. This being the case, the college libraries are not able to play any effective role in supplementing learning or in helping the process of instruction.

(8) Library Personnel

There are 15 first-grade, 4 second-grade, 11 third-grade and 19 fourth-grade librarians working in the colleges under study. In two Private Colleges the posts of librarians are kept vacant for the past several years.

The present salary of librarians is not commensurate with the responsibility they shoulder. Nearly 41 per cent of the librarians are receiving a salary as low as that of a Lower Division Clerk in the office. Even the salary of the First Grade Librarian is less than that of a Lecturer in the College.

The general qualifications possessed by the Librarians vary very widely. In all, 39 per cent of the
librarians possess only matriculation, 55 per cent are graduates of Universities and 6 per cent have post-graduate degrees. The percentage of Librarians who possess post-graduate degrees in the Government Colleges is just double that in Private Colleges. The proportion of librarians who possess graduation is considerably less in the Government Colleges as compared with Private Colleges. The percentage of librarians, who possess matriculation (completion of school education) in the Government Colleges under study is more than double the number in Private Colleges. Thus the general qualifications possessed by a significant number of librarians are found to be inadequate to perform the specialised duties of a Librarian.

With respect to professional qualifications, a little more than half (55 per cent) of the Librarians possess Bachelor's Degree in Library Science. A considerable number of Librarians have attended only a Certificate Course in Library Science. No Librarian possesses a Master's Degree in Library Science. Six librarians in the colleges under study do not possess any professional qualification at all. In the matter of professional qualifications also the librarians of the Private Colleges have an edge over that of the Government Colleges. Here, 60 per cent of the Librarians of the Private Colleges as against 41 per cent of the Librarians in Government
Colleges, possess Degree in Library Science. These factors show that the professional qualifications possessed by a good number of librarians under study are inadequate to perform the specialised professional responsibilities. Nevertheless, the qualifications, both academic and professional possessed by the librarians of the Private Colleges are somewhat better than those of the Government Colleges.

Another interesting finding of the study is that College Librarianship is predominantly a male profession in the colleges under study. Out of the 49 Librarians covered by the study, 33 are males 16 are females.

The study revealed that the college libraries are facing acute shortage of supporting staff. The post of an Assistant Librarian, which is justified in most of the institutions, is non existent. More than half of the colleges have only one library attendant while 30 per cent of the colleges have two additional staff in the library. In 10 per cent of the colleges, there is no evidence of the existence of any supporting staff.

It is noted that 52 per cent of the students and 30 per cent of the teachers are of the view that the Librarians of their colleges are not very helpful in their dealings towards them. In Private Colleges, 47 per cent of the students and 28 per cent of the teachers hold this
view. The corresponding proportions for Government Colleges are 62 per cent and 57 per cent respectively.

The broad conclusion which emerged from the study is that the library personnel provided to the colleges is inadequate from the point of view of both quantity and quality. In the absence of professionally qualified library professionals and adequate number of supporting staff, technical processing and organisation of the library collection are hardly attempted in a vast majority of the institutions. The strength of the staff is so poor that it becomes impossible to cater even to the basic requirements of the academic community.

(9) Physical Facilities

A relatively small proportion (24 per cent) of the institutions under study have separate buildings for libraries. Nearly 12 per cent of the colleges received the U.G.C. grants available for the construction of library buildings. It is of interest to note that not even a single Government College has so far availed of this grant. In 76 per cent of the colleges, the space provided for libraries is totally inadequate. Most of the College Libraries are housed in improvised halls, poorly designed and ill-equipped to serve the needs of a modern library.
The average number of seats provided for students in the libraries is just 30 which is far below the accepted norm. In some colleges not even a single seat is provided for students, due to shortage of space and furniture. The furniture provided in most of the college libraries are inadequate, outmoded, unattractive and uncomfortable. Proper ventilation and sufficient natural and artificial lighting arrangements are not provided in many of them. Fans, toilets, drinking water etc. are very rarely provided in the libraries under study. Thus the existing physical facilities are far from satisfactory and do not in any way facilitate fruitful use of the libraries.

These findings have been confirmed by both the students and the teachers covered by the study. In general, 56 per cent of the students and 61 per cent of the teachers reported that the college libraries are not comfortable for study. Similarly 60 per cent of the students and 71 per cent of the teachers are of the view that the library environment is not conducive to serious reading and study. The physical facilities of the libraries in the Private Colleges are slightly better than that in Government Colleges.

Only 25 per cent of the teachers and 22 per cent of the librarians are of the view that the library resources
and facilities available in the colleges are satisfactory. On the other hand, 61 per cent of the teachers and 58 per cent of the librarians reported that the college library resources and facilities are 'bad' or 'not satisfactory'. Nevertheless, the Private Colleges are somewhat better than Government Colleges in this respect.

According to the teachers and the librarians, the major factors contributing to inadequate library resources and facilities are:

(1) Neglect of the libraries by the authorities
(2) Lack of correlation between class teaching and library materials.
(3) Lack of knowledge on the part of the students in properly utilizing the libraries and library materials.
(4) Textbook-centred teaching.

II. Utilisation of College Libraries by Students

(1) Frequency of Library Use

The study revealed that the students, on the whole, make reasonable number of visits to the college libraries. However, the frequency of visits by the students of the Government Colleges is significantly less than that by the
students of Private Colleges.

There is no significant difference in the frequency of library visits by the Post-graduate and Degree students, as well as of Post-graduate and Pre-degree students. The Degree students make more visits to the libraries as compared with Pre-degree students. Also, there is no significant difference between the frequency of library visits by students of Arts and Science subjects.

Male and Female students are almost identical with respect to the frequency of their library visits. The study showed that students belonging to the socially and educationally Backward Communities make more visits to the college libraries as against the students of Forward Communities.

(2) Incentives for Library Use

The students primarily use the college libraries for extra-curricular requirements rather than for the curricular requirements or for study purposes directly related to their courses. However, there is significant difference in the purpose of library use by the students of the Government and the Private Colleges. While students of the Government colleges mainly use the college libraries for extra-curricular purposes, students of the Private
Colleges use primarily for curricular requirements or for purposes directly related to their course requirements.

The use of the college libraries by the Post-graduate and Degree students is primarily for curricular requirements. The Pre-degree students, on the other hand, use the libraries for extra-curricular purposes like general reading, scanning newspapers and popular journals etc. The students specialising in Arts subjects mainly use the college libraries for course requirements, whereas the students of the Science subjects were seen to use the libraries for purposes not related to their courses and studies. The purpose of library use by the Male and the Female students are almost the same, not directly related to their course requirements.

(3) Duration of Library Use

The duration of time spent in the college libraries by the students, as a whole, is not considerable. The study showed that the duration of library use by the students in the Government Colleges is significantly less than that of the students of the Private Colleges.

The Post-graduate students were seen to spend significantly longer time in the college libraries than the Degree and the Pre-degree students. However, the Degree and Pre-degree students do not differ significantly with
respect to the duration of their library use. Students of Arts and Science subjects do not differ significantly in the duration of their library use. It was noted that there is not much difference between the Male and the Female students in the duration of time spent in the college libraries. Also, the students of Forward and Backward Communities do not differ significantly in the duration of their library use.

(4) **Borrowing of Subject Books**

The borrowing of subject books from the college libraries by the students, as a whole, is not satisfactory. In other words, the practice of reading subject books beyond the prescribed ones in the syllabi is not very much in existence. However, the students of the Private Colleges tend to borrow significantly more number of subject books from the college libraries as compared with the students of the Government Colleges.

The Post-graduate students tend to borrow more number of subject books than the Degree and Pre-degree students. Also, Degree students were seen to borrow more subject books when compared with Pre-degree students. A gradual increase in the number of subject books borrowed is noticed as one goes to higher levels of education.
The number of subject books borrowed by the students of Arts subjects was significantly more than the students of the Science subjects. The Male students, in general, borrowed more subject books from the college libraries than the Female students. Again, the students of Forward and Backward Communities do not differ significantly with respect to the number of subject books borrowed from the college libraries.

(5) Borrowing of General Books

On the whole, the extent of borrowing of general books from the college libraries by the students is not considerable and hence not satisfactory. There is no significant difference between the students of the Government and the Private Colleges in the degree of borrowing general books.

The level of education, viz., Post-graduate, Degree, and Pre-degree, does not influence the borrowing habit of students with respect to general books. The students of Arts and Science subjects do not differ significantly in the extent of borrowing of general books. It was noted that there is not much difference between the Male and the Female students in the degree of borrowing of general books from the college libraries. Again, the
students of the Forward and the Backward communities do not differ significantly with respect to their extent of borrowing of general books.

III. Utilization of College Libraries by Teachers

(1) Frequency of Library Use

Teachers, on the whole, make reasonable number of visits to the college libraries. The study showed that there is not much difference between the teachers in the Government and the Private Colleges in their library visiting habits. Also, teachers specialised in Arts, Language and Science subjects do not differ significantly in the extent of their library visits.

The Male and Female teachers are almost identical with respect to the frequency of library visits. It was revealed that the length of teaching experience is not a major factor influencing the frequency of the library visits of teachers.

(2) Incentives for Library Use

The main purpose of library visits by the teachers is for curricular and instructional requirements. The study showed that the teachers in Government and Private Colleges
do not differ significantly in the purpose of their library use. Teachers in Arts and Language subjects primarily use the college libraries for curricular purposes. Teachers in Science subjects, on the other hand, use the libraries mainly for extra-curricular or extra-instructional requirements. While use of the college libraries by the Male teachers are mainly of instructional purposes, the Female teachers more often use the libraries for extra-curricular and extra-instructional purposes.

(3) Duration of Library Use

The duration of the time spent in the college libraries by teachers is not considerable and hence not satisfactory. Teachers in the Government and the Private Colleges do not differ significantly in the duration of time spent in the college libraries. Also, there is no significant difference in the duration of library use by the teachers according to their broad subjects of specialisation viz., Arts, Languages and Science.

The Male and the Female teachers do not differ significantly in the duration of time spent in the college libraries. The study showed that the length of teaching experience is not a major determinant of the time spent in the college libraries by the teachers.
(4) Borrowing of Subject Books

The practice of borrowing of subject books by teachers outside those prescribed for the courses is almost non-existent. Teachers in the Government and the Private Colleges do not differ significantly in their degree of borrowing of subject books from the college libraries. There is no significant difference in the extent of borrowing of subject books between teachers belong to different areas of specialization.

The Male and the Female students do not differ significantly in the degree of borrowing of subject books from the college libraries. It was revealed that the length of teaching experience is not a major determinant of one's borrowing habits with respect to subject books.

(5) Borrowing of General Books

The trend in the borrowing of general books from the college libraries by the teachers as a whole is satisfactory. The teachers of the Government and the Private Colleges do not differ significantly in the extent of their borrowing of general books from the college libraries.

There is no significant difference in the degree of borrowing of general books by the teachers in Arts and
Language subjects as well as between teachers of Science and Arts subjects. However, teachers in Languages tend to borrow significantly more number of general books from the college libraries than teachers of the Science subjects.

Male and Female teachers do not differ significantly in the extent of their borrowing of general books from the college libraries. The study showed that the length of teaching experience does not affect the degree of borrowing of general books by teachers.

Suggestions

The present study of the working of the libraries in the colleges helped to obtain a total perspective of the field under investigation. This brought to light many of the inadequacies and drawbacks in the different aspects of their functioning. The findings naturally helped to identify areas for improvement. It is in this background that an earnest attempt was made to suggest a set of methods, procedures and programmes which will help to ensure proper functioning, utilisation and development of the college libraries. The suggestions given by subject experts, teachers and college librarians, further helped the investigator to evolve possible procedures for improving the college library set up. The major suggestions are presented below:
1. Administrative Set-up

The administration of a college library is a highly specialised task requiring both experience and expertise which can be acquired only through specialised professional training. So the general administration of the college library should rest with the College Librarian who should be made directly responsible to the Principal. It is also desirable that a Library Advisory Committee be constituted with the Principal as the Chairman, the Librarian as the Convener with representatives of teachers and students as members. The Committee will advise the Librarian on major policy matters, but the Librarian be given full freedom to decide the modes of execution.

The College Library must be given status of a teaching department and recognised as an academic unit of the college, rather than as an adjunct of the administrative set-up. This will automatically confer on the college Librarians the status of the Head of an academic department.

2. Departmental Libraries

Departmental libraries are not economical. They will unnecessarily add to the load of responsibility of the Heads of the Departments and at the same time will function
with the lowest level of efficiency. In the place of the Departmental Libraries, each teaching department may be allowed a permanent loan from the College Library up to a maximum of 250 volumes which are expected to be in steady use in the Department, for its day-to-day functioning. These books may be duplicated, if necessary in the Central Library.

The current issues of scholarly journals must be displayed in a prominent place, in the Central Library for a week or two at least, in order to give every interested reader a chance of acquainting himself with the coverage. At the second stage, these journals should be sent to the concerned Departments where again it should be displayed.

3. **Library Finance**

An adequate book fund is indispensable for the building up and running of a standard and worthwhile college library. Whenever a new college is established, the University which gives affiliations to the college should stipulate that at least 10 per cent of the total budget of the college be earmarked for the library at least for the first ten years of its existence. The library budget may be reduced to 5 per cent afterwards. Further, adhoc allocations should be made for constructing library building and purchase of furniture, equipments etc.
The rate of library fee should be raised to Rs.25 for Post-graduate students, Rs.15 for Degree students and Rs.10 for Pre-degree students, so that the fee collected and the matching grants received from the Government could be augmented. The Library Fee and Library Grants from the Government and the U.G.C. should together form about 10 per cent of the total budget of the college. A ratio of 4:5:1 may be followed for library expenditure on reading materials, staff and other expenditure including binding.

4. Book Selection and Acquisition

The book selection for the college library should be specifically oriented towards supporting instructional requirements and towards helping the teachers to be abreast of modern developments in their subjects. This end can be achieved only through careful planning and execution of book selection policies. The use of authoritative book selection sources such as book reviews, subject bibliographies etc. should be encouraged and insisted to the maximum extent possible.

All the teachers of a department should be encouraged to participate actively in book selection. Each teacher should be encouraged to submit a special list of books that required for teaching his subject, and the utmost case should be taken to see that all these books are made
available in the college library within the shortest possible span of time. But the selection of general and reference books, books on subjects for which the college is not offering instruction, books of cultural and recreational value etc. must be made the responsibility of the Librarian. He must exercise this function with the greatest caution, securing the co-operation of the whole academic community of the college.

It is desirable that the Boards of studies of different subjects constituted by the University are required to prepare lists of standard books to be procured by a college library. This must be treated as constituting the basic collection to be possessed by any college library. However the colleges may be given full freedom to add any book outside the list. The list must be revised fully in every five years and supplementary lists of standard books on various subjects may be sent to all colleges each year. The approval for starting of a new college or a new course in an existing college must be accorded by the University only after examining the availability of the prescribed standard books by the University Inspection Commission who are entrusted with the task of assuring the facilities in the new college. It is desirable that University Librarian is made a member of all such Inspection Commissions.
The U.G.C. directive of 10 per cent discount must be followed for all book purchases. Even this needs to be relaxed in the case of rare publications. Steps should be taken to see that book selection and ordering be spread out evenly throughout the year, so as to facilitate the proper spending of the book budget, and avoid its being dissipated in the rush purchase at the end of the financial year.

5. Technical Processing

The library collection must be properly classified and catalogued according to some modern scheme of classification and code of cataloguing. The catalogue must be in the card form as it is versatile and will lend itself to be kept up to date.

6. Library Collection

Every college library must have a number of books and other reading materials so as to give effective strength and support to the educational programmes of the college and to serve the extra-instructional and recreational requirements of the academic community. A special book collection of advanced areas in a discipline for the exclusive use of the teachers is desirable since this will help them
to be abreast of the latest developments in their subjects.

A college library should also have text-book collection consisting of multiple copies of important text-books of the right standard on every subject taught. It should definitely cover the requirements of text-books recommended for each of the courses, and in addition, further reading materials which will help to improve on the prescribed text.

There should be a collection of reference books of all kinds in each of the colleges under a University. Colleges of the same locality can co-operate with one another in the procurement of costly reference books. For the costly, advanced and occasionally needed reading materials required by the teachers and exceptional post-graduate students, it is desirable that the college library will make some permanent arrangement with the University Library, to lend the necessary books for a specified period of time.

It is desirable that at least ten standard journals in each of the subjects in which the college has a Degree or a post-graduate course should be subscribed for by each college library. The library should also
subscribe to a set of well-chosen general periodicals which will provide the students current informations on various aspects.

Every college library should have an audio-visual section consisting of microfilms, microfiches, films cassettes, gramophone records, slides etc. and equipments like cassette recorder, microfilm reader, film projector, slide projector, overhead projector etc.

**Stock Verification**

The usual practice of annual stock verification should be replaced by a survey system conducted annually. Such a survey should be conducted in a manner that does not adversely affect the day-to-day functioning of the library and its services to the users. The library staff should not be held responsible for the loss of books unless there is evidence of malpractice on the part of the staff. It is reasonable that a loss or mutilation of 3 items per 1000 circulation and/or consultation is to be considered as reasonable for being written off.

In consultation with the heads of teaching departments, outmoded and obsolete reading materials must be weeded out on a regular basis.
7. **Library Services**

The objective of a college library is to make available its services as an effective supplement to the instructional programmes undertaken by the college. Reading materials such as books and periodicals should be made available to the whole academic community. A college library should satisfy the following conditions:

(i) A college library should be kept open at least 12 hours a day, so as to help the students to make full use of it even after class hours.

(ii) Open access system must be followed in all college libraries. All the students must be allowed to borrow books on all the days.

(iii) Sufficient and comfortable reading facilities be available for a reasonable number of students and teachers.

(iv) Book Banks and Text book sections be developed in all the college libraries.

(v) Conduct of orientation courses in the use of the library and library resources to the fresh students.

(vi) Provision of reference and bibliographical
services to all intending users.

(vii) Promotion of library use with the help of devices like displaying of new additions, circulation and display of the lists of new additions, conduct of book exhibitions etc.

(viii) Provision of inter-library loan facilities from nearby colleges and/or the University Library.

(ix) Displaying of important newspaper cuttings on library notice boards every day, which should be filed for reference.

(x) A college library must employ modern library techniques and devices in library operations and services so as to save the time of the library users and the staff.

8. **Library Personnel**

A college library requires academically and professionally well-qualified staff in adequate numbers. As the 'library is a growing organism', the number of library staff should be increased in relation to growth in book collection, library budget and users. When a library works in two shifts for 12 hours, the operation will have to be treated as not the working of one library, but of two libraries for the purpose of staffing. There
must be provision for adequate leave reserves as the library is to be kept open even on holidays.

The proportion of professional library staff to the student population of a college should be about 1 to 100 at a minimum and 1 to 50 if the library is to function with maximal efficiency on all days of the year.

There must be at least two library professionals with Bachelor’s Degree in Library Science and two semi-professionals with Certificates in Library Science, for attending to the work behind screen such as acquisition, technical processing etc. There must be a minimum of five library professionals with good Bachelor’s Degrees in Library Science in a college with 1000 students so that the reference and other services can be provided. There must be five semi-professionals at the circulation counter and three semi-professionals in such libraries to look after the Book Bank and Text Book Section. There must also be a well-qualified Librarian and a Deputy Librarian. Thus the total staff of a college library with 1000 enrolment must be 9 professionals and 10 semi-professionals besides the peons and sweepers, for functioning 12 hours, in two shifts a day. For an increase of every 500 students in enrolment, one semi-professional must be added. When the strength of students exceeds 2000 an additional staff of one library professional and one semi-professional must
be appointed. Also for an addition of every 25,000 volumes, one semi-professional must be appointed.

The Librarian and the Deputy Librarian must have a good Master's Degree in Library Science. They must be men of scholarship who should be in a position to guide students and teachers in the proper and effective use of the college library.

Considering the nature and quality of the work and the responsibilities they shoulder and the academic-cum-professional qualifications they possess, the library professional staff should be given the status of senior teaching staff in all respects. They should be entitled to study leave with all service benefits for higher studies and should be given the same facilities for attending conferences, seminars etc. as are given to the regular teaching staff.

9. Physical Facilities

A college library must have a spacious building. It should be centrally located and functionally designed. What is of utmost importance is that the building should create a sense of academic awareness among library users.

A college should have seats to accommodate one fifth of the student population and one tenth of teachers
in the college at a time. The minimum space required for a reader is 15 sq. ft. If the college library limits its stack to 50,000 volumes, the stack room space required is 2,500 sq. ft. Sufficient space must also be provided for staff work area, librarian's office, circulation counter etc. On the basis of this calculation, a standard college library building requires a minimum space of 7500 sq.ft. This has to be ensured in all the colleges.

The physical amenities in the library should be good enough in all respects to attract the users to sit in the library for reasonably long hours. The library should be well lighted, both artificially and naturally, and well ventilated. The equipments and furniture of the library should be attractive and aesthetically designed. They should always be kept clean and in top condition. There must be provision for drinking water, fans, toilets etc. so that users who have to spend long periods in the library should not be inconvenienced at all.

Inter-college library co-operation must be arranged with the University Library at the apex to standardise technical organisation, to avoid unnecessary duplication of reading materials, co-operative subscription of advanced journals, and preservation of periodical holdings
and also to bring together all the libraries of the colleges affiliated to the Calicut University in a common pool through a union catalogue of periodicals, reference books, advanced treatises and handbooks etc., with a view to making available with the shortest possible time any reading material that a Post-graduate student, a research scholar or a teacher needs.

Suggestions for Further Research

The present study, as indicated in earlier contexts, is of an exploratory nature, intended to make a first-level survey of the present state of the college libraries with regard to their administrative and organizational set up, finances, resources, services, personnel and physical facilities. In view of the special nature of the study, which touched upon only the broad aspects of the working of the libraries, a large number of the more focused problems which need to be studied, came to be highlighted. The areas which require more detailed and focussed study are listed below:

(1) The relation between the range and rate of the use of library by the students and teachers and the academic performance of institutions of higher education.
(ii) Attitude of students and teachers towards introduction of modern concepts and methods in library organisations and operations.

(iii) Effectiveness of library orientation programmes for enabling the students in fully exploring the library resources and facilities.

(iv) The utilisation and adequacy of U.G.C. grants in the development of libraries in affiliated colleges of Kerala.

(v) Personal and sociological factors influencing the attitudinal differences among library professionals.

(vi) Correlation between library resources and facilities in the colleges and academic performance of colleges.

(vii) Reading habits of students and teachers of the colleges in Kerala.

(viii) Comparative study of administrative and organisational set-up, functioning of college libraries, and utilization of library resources and facilities by students and teachers of: (a) the Kerala University and the Calicut University and (b) professional colleges and non-professional colleges in the State.