6.1. Introduction:

The National Council for Teacher Education (NCTE) is the apex body for regulating teacher education programmes in India. It came into existence in 1973 as an advisory body to the Centre and State Governments on all matters relating to teacher education. The National Policy on Education (NPE) – 1986 laid considerable emphasis on teacher education and recommended to give statuary status to NCTE as first step for overhauling the system of teacher education.

The policy prescribed that “The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods”. In 1993, the proposal got approval of government through the Act of Parliament and it was on 17th August, 1995 that NCTE came into existence as a statuary body in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993). The objective of NCTE is, “to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.”

The area of operation of NCTE is very vast, including the research and training of personnel for teaching at different levels of education. By formulating and implementing norms and standards, it has to ensure the provision and maintenance of required facilities to supplement the quality education of future teachers. But, NCTE has not paid desired attention towards the libraries of colleges of education. Its norms and standards about libraries are not detailed, though these have been revised from
time to time. For a college offering B.Ed. course (with an intake of 100) the librarian is placed as technical support staff. Moreover, in revised norms NCTE (2009) has prescribed the qualification of librarians as “Bachelor’s Degree in Library and Information Science (with fifty five percent marks.” NCTE is facing criticism for multiplying the number of B. Ed. Colleges in the country without establishing quality control.

The present study has been conducted to ascertain the growth and development of libraries of eight B. Ed. Colleges in Rayalaseema Region of Andhra Pradesh. It is based on the responses received from 40 permanent teachers and 80 B. Ed. students using the services of libraries in eight B. Ed. Colleges under study. Data was collected from students and teachers during January to March 2010. Information was also collected from library staff to know about the organization, administration, resources and services of libraries, before conducting survey of users. The analysis and discussion of responses received from library staff brought forward that organization and administration of libraries was far from satisfactory when compared to the revised NCTE norms of 2009. The following paragraphs conclude that B. Ed. College Libraries lacked basic infrastructure and adequate personnel to serve the users.

6.2. Revised NCTE norms of 2009 for B. Ed. Colleges

The NCTE (2009) requires a B. Ed. College to have a full time librarian, but it has not provided any norms about semi-professional and non professional staff for libraries. The minimum qualification for the librarian is Bachelor’s Degree in Library and Information Science (with fifty five percent marks). There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with
minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, yearbooks, electronic publications (CD-ROMs) and minimum five journals of education and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals published and recommended by NCTE. The library shall have photocopying facility and computer with internet facility for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not be more than there multiple copies of each title.

6.3. Findings of the Study

The following paragraphs summarize the findings of the study based on its objective and the corresponding hypothesis.

6.3.1. The first objective of the study is to review the growth of B. Ed. College Libraries in the Rayalaseema Region of Andhra Pradesh and the corresponding hypothesis is that there is no significant growth in the B.Ed. College Libraries in the Rayalaseema Region.

The study found that there were only 17 B. Ed. College Libraries in Rayalaseema Region at the beginning of the 21st century, i.e., in 2000-01 and there were 115 B. Ed. College Libraries in Rayalaseema Region at the ending of the first decade of 21st century, i.e., in 2009-10. The annual average growth in the number of B. Ed. College Libraries in Rayalaseema Region during the period of first decade of the 21st century is 57.6 percent. The study also found that there were only 2218 students enrolled as users in B. Ed. College Libraries in Rayalaseema Region in 2000-
01 and there were 12298 students enrolled as users in B. Ed. College Libraries in Rayalaseema Region in 2009-10. The annual average growth in the number of students enrolled as users in the B. Ed. College Libraries in Rayalaseema Region during the period of first decade of the 21st century is 45.4 percent. The study further found that there were only 251 teachers enrolled as users in B. Ed. College Libraries in Rayalaseema Region in 2000-01 and there were 920 teachers enrolled as users in B. Ed. College Libraries in Rayalaseema Region in 2009-10. The annual average growth in the number of teachers enrolled as users in B. Ed. College Libraries in Rayalaseema Region during the period of first decade of the 21st century is 26.7 percent. Therefore, it is inferred that the first objective is fulfilled as there is significant growth in terms of both the number of B. Ed. College Libraries and their users (teachers and students) in the Rayalaseema Region of Andhra Pradesh. The first hypothesis of the study that there is no significant growth in the B.Ed. College Libraries in the Rayalaseema Region is tested with the help of paired difference test (paired t-test) and found that the null hypothesis is rejected. Hence, it is inferred that there is statistically a significant growth in terms of both the number of B. Ed. College Libraries and their users (teachers and students) in the Rayalaseema Region of Andhra Pradesh.

6.3.2. The second objective of the study is to assess the development of B. Ed. College Libraries in the Rayalaseema Region of Andhra Pradesh and the corresponding hypothesis is that there is no significant development in the B.Ed. College Libraries the Rayalaseema Region.

The study assessed the development of B.Ed. College Libraries in terms of Library Staff, Physical Facilities and Study Materials available in the B.Ed. College...
Libraries and in comparison with the revised norms of NCTE, 2009. The findings of the study are as follows:

**Library Staff:** It has been found that all 8 sample B. Ed. College Libraries have one sanctioned permanent librarian posts. Out of 8 sample B. Ed. College Libraries, 6 did not have sanctioned posts of restorers and 6 did not have sanctioned posts of library attendants. All eight sample B. Ed. College Libraries have a single librarian. Out of eight B. Ed. College Libraries, only two B. Ed. College Libraries have permanent librarians and the libraries of six B. Ed. Colleges have temporary librarians. Six B. Ed. College Libraries do not have either restorers or library attendants, only two B. Ed. College Libraries have one restorer each and only two B. Ed. College Libraries have one library attendant each. Librarians were overburdened with the semi-professional and non-professional jobs too.

**Physical facilities:** All eight sample B. Ed. College Libraries have been running in a single building. Five B. Ed. College Libraries have single room and three B. Ed. College Libraries have two rooms. Three B. Ed. College Libraries have less than 5 study tables, three B. Ed. College Libraries have 6 to 10 study tables and only two B. Ed. College Libraries have more than 10 study tables. One B. Ed. College Library has less than 25 chairs, three B. Ed. College Libraries have 26 to 50 chairs, two B. Ed. College Libraries have 51 to 75 chairs and only two B. Ed. College Libraries have more than 75 chairs. Two B. Ed. College Libraries have less than 5 Book Racks, two B. Ed. College Libraries have 6 to 10 Book Racks, three B. Ed. College Libraries have 11 to 15 Book Racks and only one B. Ed. College Library has more than 15 Book Racks. Four B. Ed. College Libraries have less than 5 Fans, four B. Ed. College Libraries have 6 to 10 Fans and there is no B. Ed. College Library with more than 10 Fans. Four B. Ed. College Libraries have less than 5 Lights, four B. Ed. College
Libraries have 6 to 10 Lights and there is no B. Ed. College Library with more than 10 Lights.

**Study Materials:** Three B. Ed. College Libraries have less than 5000 Books, four B. Ed. College Libraries have 5001 to 10000 Books and only one B. Ed. College Library has more than 10000 Books. Two B. Ed. College Libraries have subscribed less than 5 periodicals, four B. Ed. College Libraries have subscribed 5 to 10 periodicals and only two B. Ed. College Libraries have subscribed more than 10 periodicals. Two B. Ed. College Libraries have subscribed three Newspapers, two B. Ed. College Libraries have subscribed four Newspapers, two B. Ed. College Libraries have subscribed five Newspapers and two B. Ed. College Libraries have subscribed six Newspapers.

Hence, it is found that the development of B.Ed. College Libraries in terms of is very poor and underdeveloped in comparison with the revised norms of NCTE, 2009.

Therefore, it is inferred that the second objective is not fulfilled as there is no significant development in terms of Library Staff, Physical Facilities and Study Materials available in the B.Ed. College Libraries in the Rayalaseema Region of Andhra Pradesh. The second hypothesis of the study that there is no significant development in terms of Library Staff, Physical Facilities and Study Materials available in the B.Ed. College Libraries in the Rayalaseema Region is tested with the help of the estimated required facilities as per the revised norms of NCTE, 2009 and the actual facilities available in the sample B. Ed. College Libraries with the help of Chi-square test or goodness of fit test and found that the null hypothesis is accepted. Hence, it is inferred that there is statistically no significant development in terms of
Library Staff, Physical Facilities and Study Materials available in the B.Ed. College Libraries in the Rayalaseema Region of Andhra Pradesh.

6.3.3. The third objective of the study is to examine the Information needs and information seeking behavior of Teachers as users in B.Ed. College Libraries in Rayalaseema Region of A.P and the corresponding hypothesis is that there is no significant difference in the Information needs and information seeking behavior of Teachers as users in B.Ed. College Libraries in Rayalaseema.

The findings of the study about the Information needs and information seeking behavior of Teachers as users in B.Ed. College Libraries in Rayalaseema Region of A.P. are as follows:

- B. Ed. College teachers as users of library mostly seek information for lecture preparation, improvement of their personal competencies and current awareness.
- They mostly use books and monographs for seeking information, while they frequently use to discuss face-to-face with colleagues and friends as an informal source of information.
- They mentioned that they frequently acquire information resources from their institutional library.
- They use their personal collection or institutional libraries when they have urgent need of some information.
- Major obstacles, they face while seeking information is lack of computer hardware and software.
- Majority of them use atmospheric communication technologies (Radio/TV), and telephone.
• Most of them did not find different parts of research journals directly useful for their information needs.

• They prefer English language for reading material, while print is the preferred format.

• Most of them have not received any formal training or orientation for using the online information resources.

• B. Ed. College Libraries are fulfilling their information needs only to minimum extent. They stressed that college libraries should be equipped with computers, CDs, Internet, and latest research journals.

• Most of them opined that B. Ed. College Libraries as the information centres should be given functional freedom to a great extent for improving their services.

• As the college teachers frequently seek information for lecture preparation and improve personal competencies, from their college libraries but college library system is inadequate to fulfill their information needs. Keeping this reality in view, college libraries should be updated with better facilities and collection.

• College libraries should be provided with proper hardware & software and online access to related resources as it is the practice of university libraries.

• Keeping the dissatisfaction of respondents with college libraries in view, better services should be provided by the college librarians.

• Respondents' demands for information sources must be given importance in order to improve existing services of the library.

• Formal training should be provided to the college faculty for using online resources. It is obvious from the acquired results that college faculty use books/monographs and face-to-face discussion with their colleagues & friends.
instead of college librarians, keeping this fact in view, college librarians should enhance their communication and interpersonal skill to provide better services.

6.3.4. The fourth objective of the study is to examine the Information needs and information seeking behavior of Students as users in B.Ed. College Libraries in Rayalaseema Region of A.P and the corresponding hypothesis is that there is no significant difference in the Information needs and information seeking behavior of Students as users in B.Ed. College Libraries in Rayalaseema.

The findings of the study about the Information needs and information seeking behavior of Students as users in B.Ed. College Libraries in Rayalaseema Region of A.P are as follows:

- B. Ed. College students mostly seek information for assignment preparation, improvement of their personal competencies and current awareness.
- They mostly use books and monographs for seeking information, while they frequently use to discuss face-to-face with colleagues and friends as an informal source of information.
- They mentioned that they frequently acquire information resources from B. Ed. College Libraries.
- They use their personal collection or B. Ed. College Libraries when they have urgent need of some information.
- Major obstacles, they face while seeking information is lack of computer hardware and software.
- Majority of them use atmospheric communication technologies (Radio/TV), and telephone.
• Most of them did not find different parts of research journals directly useful for their information needs.

• They prefer English language for reading material, while print is the preferred format.

• Most of them have not received any formal training or orientation for using the online information resources.

• B. Ed. College Libraries are fulfilling their information needs to a minimum extent. They stressed that B. Ed. College Libraries should be equipped with computers, CDs, Internet, and latest research journals.

• Most of them opined that B. Ed. College Libraries as the information centres should be given functional freedom to great extent for improving their services.

• As the B. Ed. College students frequently seek information for assignments preparation and improve personal competencies, from their college libraries but college library system is inadequate to fulfill their information needs. Keeping this reality in view, B. Ed. College Libraries should be updated with better facilities and collection.

• B. Ed. College Libraries should be provided with proper hardware & software and online access to related resources as it is the practice of university libraries.

• Keeping the dissatisfaction of respondents with B. Ed. College libraries in view, better services should be provided by the college librarians.

• Respondents’ demands for information sources must be given importance in order to improve existing services of the B. Ed. College Libraries.
• Formal training should be provided to the students of B. Ed. Colleges for using online resources. It is obvious from the acquired results that college students use books/monographs and face-to-face discussion with their colleagues & friends instead of college librarians, keeping this fact in view, college librarians should enhance their communication and interpersonal skill to provide better services.

6.4. Recommendations

On the basis of findings of the study, the following recommendations have been made to improve the functioning of B. Ed. College Libraries.

Library Building

• A library should be located in a modular and functional building sufficient to accommodate the anticipated information sources and users, with the possibilities of expansion. The NCTE (2009) norms about library building are not detailed. It requires that B. Ed. College Libraries to have library-cum-reading room, which is not sufficient in itself. A proper separate reading room free from any disturbance is the foremost requisite for a library. Further, with regard to the infrastructural facilities, B. Ed. College Libraries should have learning environment to promote reading and learning interests among users with better and improved infrastructural facilities.

Library Staff

• Minimum qualification for librarian should be master’s degree in Library and Information Science with National Eligibility Test for Lectureship (NET) or Ph.D. to provide parity with teaching staff. Librarians should be computer literates to utilize the ICT’s. Librarian should be included in academic staff instead of technical support staff.
• Authorities need to adopt a visionary approach towards libraries. There is a strong need for librarians to be given due place and status in academic society. The principals should extend cooperation and support to strengthen these knowledge centres for developing future generations of teachers.

• It was found that the attitude of library staff was different for B. Ed. students and teachers. Staff should be sympathetic towards the needs of B. Ed. students also so as to promote use of libraries.

• The role of librarians has drastically changed from merely caretaker of books to the interpreters of knowledge. To meet the challenges of present and future, they must be acquainted with the emerging new technologies. The library staff should have positive attitude towards changing environment and must keep themselves updated with the latest developments in profession by reading and increasing their knowledge base, attending refreshers courses, seminars, workshops, etc.

• Librarians have to prove their worth for B. Ed. College Libraries through information literacy skills. They should be pleased to hear queries from users and prepared to provide information in anticipation of demand also. A lot can be done within the given framework with positive mindset.

• The NCTE should break out its silence on the provision of semi-professional and non-professional staff and must lay down detailed guidelines for B. Ed. College Library staff.

• Librarians should move from rigidity towards flexibility. Survey revealed that in many B. Ed. College Libraries B. Ed. students were not allowed to even browse books from shelves, while a few libraries had fixed days for circulation for different sections of classes. Users complained that they were given services at the convenience of library staff. Helping attitude of the librarians and user friendly environment in B. Ed.
College Libraries are the pre-requisite to enhance the use of libraries. B. Ed. College Libraries need to be promoted as learning space than merely repositories of books.

**Collection Development**

- Proper collection development policy keeping in mind the peculiar problems of B. Ed. College Libraries should be chalked out and be adopted for strengthening their holdings.

- To build up basic collection for B. Ed. College Libraries, the NCTE must provide a list of standard books; journals, databases and other reading material in the subject of education and its acquisition should be made obligatory to get recognition for B. Ed. Colleges. Such a list should be updated regularly and accessible from the web site of NCTE. In addition to print format, NCTE must encourage the use of digital information sources. The university librarian or his/ her nominee should be member of the inspection teams constituted to report for recognition of B. Ed. Colleges under the jurisdictions of concerned universities.

- Balanced and dynamic collection development requires a high degree of co-operation between librarians and subject specialists. Librarians should inform teachers about recent publications by circulating publisher catalogues subject bibliographies, books reviews and other authentic sources of information. The Internet is a useful tool to know about the recent publications as publishers are making available their catalogues online. Librarian should be fully trusted for developing reference and general collection. The sound collection development policy balancing between the print and e-sources is the pre-requisite for meeting information needs of users.

**Financial Provision for Libraries**

- The NCTE has not laid down norms and standards regarding financial provision for libraries. Being apex body for regulating colleges of education in the country, the
NCTE should formulate certain norms about budgetary provision for libraries to ensure their regular and balanced development. Per capita method or proportionate method may be adopted for calculation of library budget for colleges of education. The WGL (2007) made recommendations on financial provision for academic library collections that “At least 6-10% of the total institutional budget should be utilized for collection development on a recurring basis.”

Administration and Organization

- B. Ed. College Libraries should have library committees to play active role in the overall development of libraries. Librarians should serve as secretaries of committees to ensure their smooth functioning. It will also build the morale of librarians.
- With regard to diversification in the practices in classification and cataloguing of resources, it is suggested that B. Ed. Colleges should follow uniform standardized practices in creation and maintenance of bibliographical records of their holdings. It would be helpful in better sharing of resources. In addition, the organization of collection should be user friendly.

User Services

- In majority of the B. Ed. College Libraries, opening hours of libraries almost coincided with class timings, leaving students with little time to use libraries. Keeping in mind the problem of users it is suggested to open libraries from 8 a. m. to 5 p.m. Reading rooms of libraries could be opened for late night for hostlers.
- There is a need to provide orientation to users in an effective method to make them familiar with resources and services of B. Ed. College Libraries. The users should be given training in information literacy.
- Librarians should clearly define and market the significance of library services in academic environment. It has been found that circulation and reference services were
more prominent among users. During interaction with librarians it came to notice that many of them were not familiar with the concepts like CAS, SDI and Referral Service. The library staff needs to think out of the box.

• In addition to basic services, B. Ed. College Libraries should popularize advanced library services including IT based and strive to their maximum utilization. Librarians should create awareness among users about open sources of information to exploit the benefits of ICT’s.

Use of ICTs

• B. Ed. College Libraries should be provided state-of-the-art infrastructure to support course material to supplement the courses of education. Study revealed the lack of proper infrastructure at B. Ed. College Libraries, especially IT based. If teachers and future teachers are deprived of getting library resources and services, this will lead to the decline in the quality of education.

• The NCTE must make efforts to develop consortia in the field of education. It will enable the B. Ed. College Libraries to access information from wide range of sources at an affordable cost. The WGL (2007) included the “developing electronic network-based services” as one of the expectation from all types of B. Ed. College Libraries.

User Survey

• Regular user surveys should be conducted to ascertain the information needs of users, information use pattern, use of the resources and services of libraries and users satisfaction with these. It will facilitate librarians to identify the gaps and enable them to strengthen the resources and services where needed. In its recommendations, the WGL (2007) provided that “A survey of user needs and reading habits should be conducted at the national level as part of the National Sample Survey.”
School Library Services as Subject

• It will be of great help to create awareness among future teachers about significance of B. Ed. College Libraries. The ‘School Library Services’ should be introduced as a compulsory subject.

6.5. Suggestions for Further Research

User studies are of immense value for improving existing B. Ed. College Library services and planning new libraries services. These provide empirical evidences about how successfully B. Ed. College Libraries as information centres are meeting the information needs of their users. Such studies should be conducted in all types of B. Ed. College Libraries regularly. Following may be the other areas of further research.

• Research is needed to develop a model for developing consortium of electronic resources in education for the optimum utilization of resources.

• As the B. Ed. College Libraries have started using computers in libraries, in near future research will need to be conducted to ascertain the impact of ICTs on use of B. Ed. College Libraries.

• With the Internet being used in more and more B. Ed. College Libraries, there is need to study potential for the use of Information Literacy in B. Ed. College Libraries.

• Research needs to be conducted to find the influence of use of B. Ed. College Libraries on the academic achievements of the students of B. Ed. Colleges.