

## PRINCIPLES OF IDEAL LIBRARIES VS. FACILITIES IN PRE-UNIVERSITY COLLEGE LIBRARIES: A SURVEY IN THE KALYAN-KARNATAKA REGION

SUJATA

LIBRARIAN

GOVERNMENT DEGREE COLLEGE

YADAGIRI, KARNATAKA

EMAIL: [chinnasgrp@gmail.com](mailto:chinnasgrp@gmail.com)

### Abstract

Pre-university education is significant in every student's life as it shows the career future of every youth. Hence, the pre-university colleges are responsible for providing good qualitative education with knowledge towards present studies and future career life of all students. To impart knowledge to pre-university students and teachers, libraries in pre-university colleges play a significant role. Realizing the importance of the library in colleges, Dr. S.R. Ranganathan has contributed Five Laws of Library Science, ideals and principles, which every pre-university college needs to adopt. In this context, the present study has been made in the Kalyan-Karnataka region to know whether the pre-university college libraries are following standards, principles and guidelines contributed by Dr. Ranganathan. It is found that, the majority of these libraries don't have their own library building, libraries are not managed by full-time professional librarians, these libraries are operating on a closed access basis, and only a few libraries have classified and cataloged information sources and so on. Hence, it is suggested to the management to look after the problems faced by pre-university libraries and follow the guidelines, principles and ideals of Dr. Ranganathan for students' overall academic and educational development at the pre-university level.

### Key words

Dr. Ranganathan, Pre-University Education, Pre-University College, College Library, Kalyan-Karnataka Region.

Reference to this paper should be made as follows:

**Received: 18.08.2024**

**Approved: 27.09.2024**

SUJATA

PRINCIPLES OF IDEAL LIBRARIES  
VS. FACILITIES IN  
PRE-UNIVERSITY COLLEGE  
LIBRARIES: IN INDIAN CONTEXT

**Article No.43**

RJPSS Apr.24-Sept24. 2024

Vol. XLIX No. 2,  
pp. 344-354

Similarity Check - 12%

**Online available at:**

<https://anubooks.com/journal-volume/rjpss-2024-vol-xlix-no2-sept>

<https://doi.org/10.31995/rjpss.2024.v49i02043>

## **Introduction**

Education plays a vital role in shaping our lives and lifestyles. Naik and Sharada (2013) emphasized that, educational progress can be assessed in terms of outcomes, such as literacy rates, educational attainments and enrolment and also of input indicators into the educational system, such as the number of institutions, teachers and school infrastructure including libraries.

Pre-university (PU) or 'Plus-two' education in Karnataka is conducted in both high schools and pre-university colleges. Conceptually, it is a bridge leading from high school to professional courses in medicine, engineering, agriculture et. al. or to general education. A student who passes high school should ideally decide at this point whether he or she wants to pursue vocational education in polytechnics, industrial training institutes or at the plus-two stage itself in pre-university courses or move on to tertiary education. The ratio of PU colleges increased from 3.9 per one lakh population in 1998 to 4.4 in 2003-04. Overall, PU colleges are unevenly distributed across the state, with southern Karnataka having the highest number of PU colleges and Hyderabad Karnataka (Kalyan Karnataka) the least (Karnataka Human Development Report, 2005).

The library is repository of resources it is an integral part of the educational system. The Pre-University College library provides dynamic lifelong learning skills for surviving human life. Therefore, previous libraries are necessary to understand how to help teachers and students change the needs of users and their levels of satisfaction. The major aim of the Pre-University is to support students' teachers in all subject-learning activities. In the present situation continuous learning processes and updated new knowledge are more important for teachers (Ningoji, 2022).

The pre-university college education system in the nation includes government-aided and private colleges. Government colleges control and funding to state government aided college funded by State Government and controlled to management private PUC colleges are fully controlled by private management. The Department of Pre-university Government of Karnataka is organization for education is implementation of Higher Secondary Education in the Karnataka There are 1229 government PU colleges, 797 aided PU College for financial support by the government, 3147 unaided PU Colleges, 165 bifurcated PU colleges and 13 Corporation PU colleges in Karnataka (Ningoji, 2022).

The Pre-University college library is a sharing of knowledge resources centers for all academic life. The library is an essential part of the human communication life. So far as concerned to the Pre-University colleges library has

not been given its right place in the scheme of things. It can play a very important role and help the PU colleges in achieving the educational objectives. Realizing the importance of the library in colleges, Dr. S.R. Ranganathan has contributed Five Laws of Library Science, which has given many of the ideas for different types of libraries. The ideals and principles of the college library as emphasized by Dr. Ranganathan include open access collection to increase usage of information sources, classification and cataloging to help the users to access and use required information from these sources easily by saving their time, location of library should be at the center of college or university so that, all the users can reach the library easily to get knowledge, fully qualified professional librarian to manage the library collection, facilities and services so that, systematically information services should be provided to the users, comfortable furniture to increase the use of library collection and so on. Though, Dr. Ranganathan has emphasized these ideals and principles of the library in the early 1931, still it is found that, these ideals and principles were not adopted by many of the academic libraries including pre-university (junior) college libraries.

In Karnataka state, the Kalyan-Karnataka region (formerly Hyderabad-Karnataka Region) is the most backward in terms of education, agriculture, industrial development, transportation, banking, etc. As such, pre-university education is also most backward and even a few of the pre-university colleges don't have libraries to disseminate knowledge to students and teachers. Hence, the present study is made in Kalyan Karnataka to analyze the library facilities available in pre-university college libraries.

**Objectives of the Study:**

The study aims to know the ideals and principles of libraries contributed by Dr. S.R. Ranganathan and to know whether these ideals and principles are adopted by pre-university or junior college libraries. For this purpose, it is aimed to look into the independent library building, library furniture, library collection, management of libraries, accessibility of books and periodicals to users, etc. of the pre-university college libraries in the Kalyan-Karnataka region.

**Methodology and Limitations:**

It is observed that, more than 600 pre-university or junior colleges are imparting pre-university education in Science, Commerce and Arts in Kalyan Karnataka region. Kalyan Karnataka region has a total of seven districts namely, Bidar, Kalaburagi, Raichur, Ballari, Koppal, Yadgir and Vijayanagar. The region is most backward and gained special status under Section 371(J) of the Indian

Constitution. More than 1 lakh students are studying in pre-university courses in the pre-university colleges every year. But it is found that, the libraries are not developed in pre-university colleges of the region. Hence, to analyze the facilities that are available in pre-university college libraries, the present study has been made in pre-university college libraries of the Kalyan-Karnataka region. As the number of colleges is more a sample survey of 120 Government colleges, 100 Government Aided Colleges and 180 Private colleges are surveyed. The collected primary data is analyzed, interpreted and discussed as under.

**Analysis, Interpretation and Discussion:**

**1. Library Building and Reading Rooms:**

It is highlighted that many of the pre-university colleges are suffering from different kinds of problems including finance. As such, few of the colleges do not have libraries except few book collections, The majority of the colleges have libraries, but do not have separate library buildings and reading rooms. Hence, as emphasized by Dr. Ranganathan, independent library buildings, furniture, reading rooms, etc. are essential for every library. Hence, in this respect, the collected information is presented in the following table.

**Table. 1. Library Building and Reading Rooms**

Particulars	Government		Govt. Aided		Unaided/Private		Total	
	F	%	F	%	F	%	F	%
Separate Library Building	--	--	--	--	--	--	--	--
Separate Library Hall	19	15.83	07	7.0	62	34.44	88	22.00
Classroom accommodating Library	88	73.34	69	69.0	85	47.23	242	60.50
The library is part of other Sections	13	10.83	24	24.0	33	18.33	70	17.50
Total	120	100	100	100	180	100	400	100

Of all the junior colleges, 242 (60.50%) of the libraries are functioning in classrooms, followed by 88 (22.00%) libraries are functioning in separate library halls and the remaining 70 (17.50%) of the libraries are working as part of other administrative sections. Even though Dr. Ranganathan emphasized a separate library building long back, still it is noted that none of the junior college libraries have their own library building.

## 2. Location of the Library:

The location of the library also plays an important role in the use of information sources in the library by users. As such, Dr. Ranganathan has stated that the library building should be separate and must be located in a central and calm area, so that the users must not be disturbed and also near to the users, so that they can get easy access to the library. As such information on the location of the library was collected and shown as under.

**Table. 2. Location of the Library**

Particulars	Government		Govt. Aided		Unaided/Private		Total	
	F	%	F	%	F	%	F	%
Away from College	09		--	--	21	11.67	30	7.50
Within College Campus	111		100	100	159	88.33	370	92.50
Total	120	100	100	100	180	100	400	100

Among the total college libraries surveyed, 30 (7.50%) have their libraries outside the campus, whereas the remaining 370 (92.50%) colleges have their libraries within the college campus.

## 3. Library Hours:

Library hours refer to the working hours of the library. According to Dr. Ranganathan the library hours must be convenient to the users served by the library. Generally junior college libraries are opened during the working hours of the college and a few of the libraries work for 8 hours. As such, information on the working hours of the libraries was collected and tabulated as under.

**Table. 3. Library Hours**

Particulars	Government		Govt. Aided		Unaided/Private		Total	
	F	%	F	%	F	%	F	%
From 8-00 am to 8-00 pm	--	--	--	--	47	26.11	47	11.75
10-00 am to 7-00 pm	--	--	12	12.0	33	18.33	33	8.25
College Working Hours	120	100	88	88.0	100	55.56	320	80.00
Total	120	100	100	100	180	100	400	100

Of all the junior college libraries, only 47 (11.75%) are working between 8-00 am to 8-00 pm, 33 (8.25%) of the college libraries are working between 10-00 am to 7-00 pm and the remaining 320 (80.00%) of the college libraries are working during their college timings only. It is noted that the majority of the junior college libraries are working only during the work timings of the college. As the students aren't able to attend to the library during the working hours of the college, there is a need to extend the library hours according to the working hours of the college. That is, the libraries must have to work before and after the college timings, so as to help the users to study after or before their regular classes in the colleges.

#### 4. Type of Furniture in the Library:

The type of furniture in the library also plays an important role in increasing of use of documents in the library. To enable the use of the documents, the furniture in the library must be comfortable, that is they should be wooden with cushion. They must not be hard at ground level, so that they must not make sound and disturb other users in movement. Hence, the information on the furniture was collected and presented in the following table.

**Table. 4. Type of Furniture in Library**

Particulars	Government		Govt. Aided		Unaided/Private		Total	
	F	%	F	%	F	%	F	%
Wooden	36	30.00	24	24.0	26	14.44	86	21.50
Steel	31	25.83	23	23.0	14	7.77	68	17.00
Hard Plastic	11	9.17	18	18.0	73	40.56	102	25.50
Others	07	5.83	12	12.0	19	10.56	38	9.50
No Furniture	35	29.17	23	23.0	48	26.67	106	26.50
Total	120	100	100	100	180	100	400	100

On the types of furniture in the library reading rooms for students, it is found that, 86 (21.50%) of all the college's libraries have wooden chairs and tables, 68 (17.00%) of these colleges have iron and steel furniture, 102 (25.50%) of these college libraries have hard plastic chairs, 38 (9.50%) have other types of chairs or benches and 106 (26.50%) of the college libraries don't have reading facilities as there are no chairs and tables for students in the library. During the survey, as observed by the researcher many of the junior college libraries do not have their own building, reading rooms and even furniture. The collected data is also supported the same. Hence, it is highly recommended to the management of the pre-university

colleges to provide a separate reading rooms and comfortable furniture for the use of books and other reading materials in the libraries.

**5. Management of Library:**

There is a need for to lead and manage the activities of the library to fulfill the knowledge and information needs of users. The activities here refer to the functions of the library such as collection management, book selection, ordering, technical processing, services, etc should be managed by the full-time professionally qualified librarian. Hence, information was collected on the people who manage the pre-university college libraries and presented as under.

**Table. 5. Management of Library**

Particulars	Government		Govt. Aided		Unaided/Private		Total	
	F	%	F	%	F	%	F	%
Full-Time Professional Librarian	32	26.67	21	21.0	47	26.11	100	25.00
Part-Time Librarian	14	11.67	05	6.00	22	12.22	41	10.25
Teacher-in-Charge	45	37.50	56	56.00	75	41.67	176	44.00
Principal-in-Charge	08	6.66	03	3.00	06	3.33	17	4.25
Clerk-in-Charge	21	17.50	15	15.00	30	16.67	66	16.50
Total	120	100	100	100	180	100	400	100

On the management of pre-university college libraries surveyed, it is found that, 176 (44.00%) are managed by teacher-in-charge followed by, 100 (25.00%) are managed by full-time library professionals, 66 (16.50%) are managed by Clerk as In-charge, 41 (10.25%) are managed by part-time college librarian and the remaining 17 (4.25%) of the pre-university college libraries are managed by principals of college as in-charge of the library. It is highlighted that, only some of the pre-university college libraries are managed by full-time or part-time librarians. In this context, it is strongly suggested to recruit full-time librarians to guide the pre-university students and increase their reading habits.

**6. Book Collection:**

Books here are meant for the textbooks that are used by the students and teachers to meet their curricular and extra-curricular needs. The book collection of the pre-university college libraries as of 31<sup>st</sup> March 2024 is given below:

**Table. 6. Book Collection**

Particulars	Government		Govt. Aided		Unaided/Private		Total	
	F	%	F	%	F	%	F	%
Less than 1000	06	5.00	24	24.0	15	8.33	45	11.25
1001 to 2500	34	28.33	51	51.0	47	26.11	132	33.00
2501 to 5000	52	43.34	14	14.0	73	40.56	139	34.75
5001 to 10000	28	23.33	11	11.0	36	20.00	75	18.75
More than 10000	--	--	--	--	09	5.00	09	2.25
Total	120	100	100	100	180	100	400	100

The book collection in the library is determined by number of users especially students and teachers in pre-university colleges. It is found that, 139 (34.75%) of all the college libraries have a collection of 2501 to 5000 books followed by, 132 (33.00%) of these libraries have a 1001 to 2500 books in their collection, 75 (18.75%) have a book collection of between 5001 to 10000, 45 (11.25%) libraries have less than 1000 books and the remaining only 09 (2.25%) of the libraries have more than 10000 books in their collection.

### 7. Library Classification:

The books acquired must be classified, to make their correct shelving in the library and to help the users to search the required document. As such the books must be classified according to the subjects. There are leading classification schemes that help to classify the library documents. The leading classification schemes that are popularly used include Dewey Decimal Classification (DDC) and Colon Classification (CC). It is noted that many of the pre-university college libraries are also functioning without classifying their documents. Hence, information was collected from the pre-university college libraries on the library classification schemes and presented as under.

**Table. 7. Library Classification**

Particulars	Government		Govt. Aided		Unaided/Private		Total	
	F	%	F	%	F	%	F	%
Dewey Classification Scheme	33	27.50	15	15.0	54	30.00	102	25.50
Colon Classification	06	5.00	--	--	05	2.78	11	2.75
Any Other	04	3.33	--	--	--	--	04	1.00
Book not Classified	77	64.17	85	85.0	121	67.22	283	70.75
Total	120	100	100	100	180	100	400	100

Classifying books and periodicals is necessary so that, users can get the required time within a limited time. In the present study, it is found that, only 102 (25.50%) of all the pre-university college libraries have classified their books by using the Dewey Decimal Classification, 11 (2.75%) of the libraries have classified their books by using Colon Classification, 04 (1.00%) of the libraries have used other classification schemes and a great majority, that is, 283 (70.75%) of all the pre-university college libraries have not classified their book collection.

### **8. Library Cataloguing:**

The catalog helps to locate the documents in the library. There are two catalogue codes or rules, to catalogue library documents, namely Classified Catalogue Code and Anglo-American Cataloguing Rules-II (AACR-II). Hence, the information was collected from the pre-university college libraries on the library catalog code adopted to prepare the library catalog and presented in the following table.

**Table. 8. Library Cataloguing**

Particulars	Government		Govt. Aided		Unaided/Private		Total	
	F	%	F	%	F	%	F	%
Classified Catalogue Code (CCC)	--	--	--	--	--	--	--	--
AACR-II	25	20.83	14	14.00	43	23.89	82	20.50
OPAC/ Web OPAC	--	--	--	--	06	3.33	06	1.50
Others	13	10.83	--	--	04	2.22	17	4.25
Not Prepared Catalogue	82	68.34	86	86.00	127	70.56	295	73.75
Total	120	100	100	100	180	100	400	100

Surprisingly, it is found that, only 82 (20.50%) of all the pre-university college libraries have maintained their library catalog using AACR-II, 06 (1.50%) have maintained their catalog through computers or OPAC, 17 (4.25%) libraries have maintained catalog using other types of formats and 295 (73.75%) of the libraries have not at all maintained library catalog.

### **9. Open/Closed Access:**

According to Dr. Ranganathan, books are for use and are not kept in closed access. In other words, the books must be accessible easily to all the users and hence, there is a need to shelve the books in open racks and near to the users. The users must have adequate freedom to choose their own book and hence, there is a need to keep the books open to all the users. The information was collected from the pre-university college libraries on the system of shelving in the libraries and presented in the following table.

**Table. 9. Open/Closed Access**

Particulars	Government		Govt. Aided		Unaided/Private		Total	
	F	%	F	%	F	%	F	%
Open Access	--	--	--	--	--	--	--	--
Closed Access	120	100	100	100	180	100	400	100
Total	120	100	100	100	180	100	400	100

To sum up, none of the college libraries covered under the present study are shelving their documents in open access and all the pre-university college libraries are working with closed access systems.

**Suggestions:**

The following suggestions are made from the present study.

- It is suggested to all the pre-university college libraries to recruit qualified full-time librarians to manage the libraries.
- It is suggested to provide user education, user orientation and information literacy to students and teachers to increase usage of books and periodicals in pre-university colleges.
- It is suggested to the college management to furnish adequate space, systematic building, library furniture, reading rooms with adequate comfortable furniture, library catalog, etc to increase usage of books and periodicals in the library.
- It is suggested to the librarians and library-in-charges to maintain books and periodicals on open access, so that, users can freely enter into the library, pick their book choice and read them.
- It is suggested to the librarians and teachers to increase library collection in competitive examinations such as NEET, KCET, Banking recruitment examinations, etc, which are very essential for pre-university students.

**Conclusion**

Reading increases knowledge. Development of reading habits at a young age is essential for pre-university students to get career guidance, curricular needs, etc. For this purpose, expert guidance of librarians in pre-university colleges is highly needed. Hence, full-time professional librarian is essential for all pre-university colleges. Further, it is the duty of the teachers and librarians to increase information literacy and user education of the students so that, they can acquire knowledge about different fields and careers to choose better careers for their future. Further, it is the duty of the management to provide adequate space, systematic library

building, adequate library staff, a sufficient number of books and periodicals, a library catalog, comfortable reading chairs, wide reading rooms, etc to the library users.

### **References**

1. Karnataka Human Development Report, (Literacy and Education), Government of Karnataka, Bangalore, 2005.
2. Naik, Mallikarjun G and Sharada, V (2013): Educational Development in Karnataka: Inter-District Disparities. *International Journal of Advanced Research in Management and Social Sciences*, 2(10), October 2013, Pg. **26-33**.
3. Ningoji, Manjunath M (2022): Uses of Library Services and Facilities by Teachers in Pre-University Colleges in Haveri District, Karnataka. *International Journal of Creative Research Thoughts*, 10(3), March 2022, Pg. **677-685**.
4. Ranganathan, SR (1942): School and College Libraries. Madras: Madras Library Association, 1942.
5. Ravi, NK (2019): An Overview of the Development of School Libraries in India. *International Journal of Research in Social Sciences*, 9(6), June 2019, Pg. **901-907**.