

Status of Pre-University College libraries in Dakshina Kannada and Udupi districts: A survey

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ABSTRACT: The purpose of this study is to examine the current state of Pre-University College libraries in Dakshina Kannada and Udupi districts. To achieve this, a survey method was employed to gather accurate and comprehensive data. The study reviewed existing literature and included a total of 307 colleges across both districts. Out of these, 190 colleges with active libraries were selected for the survey, including 57 Government, 47 Aided, and 86 Un-aided colleges. Of these, 73.16% are located in rural areas, while 26.84% are situated in urban areas. The findings reveal that only 22.63% of the libraries are managed by professionally qualified librarians, while 74.21% are overseen by non-professional staff, and 3.16% by semi-professionals. Currently, 4 Government colleges and 3 Aided colleges have permanent librarians. The study highlights the significant neglect of library development within the Indian education system, specifically in the context of Pre-University colleges in Dakshina Kannada and Udupi districts in Karnataka.

KEYWORDS: Information resources, Library facilities, Library automation

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I. INTRODUCTION

Pre-University (PU) College libraries play a crucial role in supporting the academic and personal development of students transitioning from secondary to higher education. These libraries, part of the education system governed by the Department of Pre-University Education (PUE) in Karnataka, serve as essential hubs for learning, offering a wide range of resources, including books, digital materials, and reference guides, expert guidance and conducive study environments. Serving students aged 17 to 18 years, PU colleges in these districts provide diverse academic streams in arts, science, and commerce, and the libraries play a vital role in this educational journey by enhancing students' knowledge, critical thinking, and research skills. Beyond supporting the curriculum, PU college libraries foster a culture of reading and lifelong learning, helping students explore their interests, prepare for higher education, and develop holistically. With a focus on both academic and personal growth, these libraries are key to preparing students for future career paths and specialized fields of study.

II. OBJECTIVES OF THE STUDY

The study aims to survey the Pre-University college libraries in Dakshina Kannada and Udupi districts of Karnataka, India and to make an assessment of the resources, facilities and services in the college libraries. The main objectives of the study are;

- To know the Information resources, facilities and services in the PU college libraries of study area
- To know the status of library automation.

III. REVIEW OF LITERATURE

Paikrao (2024) focused on PU college libraries in India, asserting that the digital transition has improved access to knowledge, facilitated information dissemination, and supported sustainable development initiatives. Vinod and Kumar (2024) addressed the challenges faced by PU college libraries in maintaining effective digital services, focusing on issues like copyright compliance and the need for continuous professional development among librarians. Handrayani et al. (2023) demonstrated that overall learning facilities, including effective library resources, study spaces, and access to technology, significantly influence student learning outcomes in PU colleges. Narayan et al. (2023) argued that transitioning to digital resources challenges traditional libraries to adopt new technologies and enhance users' information literacy. Nzewi (2023) highlighted how a wide range of books, journals, and digital resources supports diverse academic needs. Pagalilauan (2023) emphasized the importance of the physical library environment, including cleanliness, resource availability, and staff responsiveness, in shaping students' study habits and academic performance. Pagalilauan (2023) underscored the

impact of resource availability and staff responsiveness on students' study habits and academic outcomes. Pathak (2023) noted that modern libraries, equipped with computers and internet access, play a key role in supporting digital literacy and enhancing research capabilities. Singh (2023) identified access to electronic resources, strategic collection development, and tailored journal subscriptions as the most impactful library services in Indian PU college libraries, aligning with broader efforts to enhance offerings despite some challenges. Singh (2023) reported that PU college libraries in India are increasingly offering electronic resources, reference databases, and structured collection development to meet user needs. Tadituri (2023) identified a growing demand for specialized digital resources, particularly in engineering and technology. Yadav (2023) noted that the reliance on online databases and internet resources has diminished the traditional role of PU college libraries. Kaur and Kathuria (2022) observed that many libraries conduct orientation sessions to familiarize users with available resources, though awareness and utilization of these services vary across different user groups.

IV. METHODOLOGY

The study focuses, the survey method, utilizing questionnaires was chosen to collect essential data from librarians of the colleges under study. The questionnaire included three types of questions: multiple-choice, Yes/No, and open-ended.

V. DATA ANALYSIS AND INTERPRETATION

The study aimed to assess the use of resources, facilities, and services in Pre-University college libraries across Dakshina Kannada (DK) and Udupi districts. The geographical scope of the research was limited to these two districts, specifically focusing on PU colleges that have library facilities. According to the PUE 2021-22 annual report, a total of 307 PU colleges were identified in these districts. Out of which only 190 colleges have library facilities. Therefore, the investigator has distributed the questionnaire to these colleges to know the library resources, facilities and services. Further, it is observed that the population under study comprised 3,590 faculty members and 78,603 students from the 190 colleges with library facilities (GOK, 2022a).

Nature of Colleges

In the course of the research, data was gathered from 190 PU college libraries in the DK and Udupi districts. The study focused on PU colleges with established libraries. According to the PUE 2021-22 annual report, there were 307 PU Colleges in these districts. The investigator designed a questionnaire to assess the library resources, facilities, and services in these colleges.

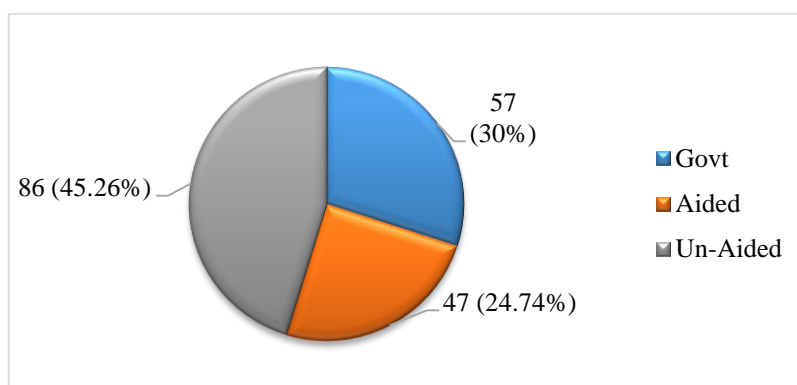


Fig. 1.1 Types of college

The findings revealed that only 190 colleges have libraries. Of these, 30.0% were Government, 24.74% were Aided and 45.26% were Un-aided PU colleges.

The Figure 1.2 illustrates the district-wise distribution of responses revealing that, 66.84% of PU colleges are situated in DK district, with the remaining 33.16% are in Udupi district.

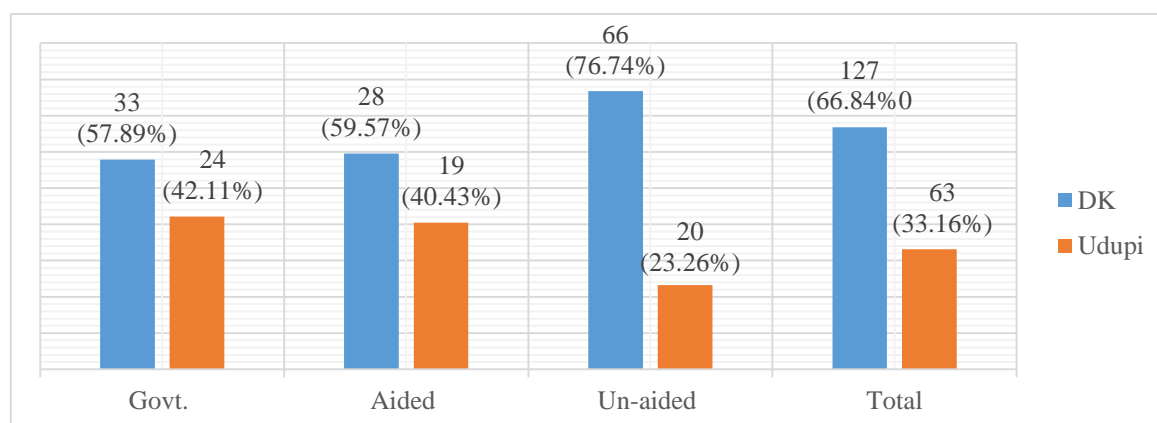


Fig. 1.2 District-wise responses

Further 57.89% of the colleges are Government, 59.57% are Aided, and 76.74% are Un-aided in DK district. There are 42.11% of colleges are Government, 40.43% are Aided, and 23.26% are Un-aided in Udupi district.

Human Resources in the Library

To provide a quality service to the library user, the human resources are the essential component of any organisation. Professionally qualified staff plays an important role in managing libraries by fostering reading habits among users and providing essential guidance to maximize the use of library resources. Recruiting professional librarians can increase the credibility of libraries. In the present study indicates that there are about 43 professionals working and majority 141 non-professionals are managing the libraries.

Table 1.1
Library Staff

Profession	Govt.	Aided	Un-aided	Total
Professional	4 (7.02)	22 (46.81)	17 (19.77)	43 (22.63)
Semi-professional	0 (0.00)	2 (4.25)	4 (4.65)	6 (3.16)
Non-professional	53 (92.98)	23 (48.94)	65 (75.58)	141 (74.21)
Total	57 (100.00)	47 (100.00)	86 (100.00)	190 (100.00)

Note: Figures in the parenthesis represent percentages

The Table 1.1 reflects that 74.21% of the staff are non-professionals, whereas only 22.63% are professionally qualified and 3.16% are semi-professionals. This distribution is consistent across Government, Aided, and Un-aided PU college libraries. The data highlights that among PU colleges, Aided colleges have the highest proportion of professionally qualified library staff at 46.81%, followed by Un-aided colleges with 19.77%, and Government PU colleges with 7.02% of professionally qualified staff.

Designation-wise Responses

Designation-wise responses provide valuable insights into the structure and composition of library staff in PU college libraries. This section of the study aims to identify the various roles and positions held by the staff members within the libraries under study. Understanding these designations is essential for evaluating the distribution of responsibilities, the level of professional qualification among the staff, and the overall operational efficiency of the libraries. By analysing designation-wise responses, we can better comprehend how different roles contribute to the management and service delivery of the libraries, ensuring they meet the academic and informational needs of the students and faculty.

Table 1.2
Designation-wise responses

Designation	Govt.	Aided	Un-aided	Total
Librarian	4 (7.02)	22 (46.81)	17 (19.77)	43 (22.63)
Library Assistant	0 (0.00)	2 (4.25)	4 (4.65)	6 (3.16)
Library Clerk	2 (3.51)	3 (6.38)	11 (12.79)	16 (8.42)
Principal	24 (42.10)	6 (12.77)	7 (8.14)	37 (19.47)

Lecturer	27 (47.37)	14 (29.79)	47 (54.65)	88 (46.32)
Total	57 (100.00)	47 (100.00)	86 (100.00)	190 (100.00)

Note: Figures in the parenthesis represent percentages

The Table 1.2 shows the distribution of staff designations responsible for managing PU College libraries across different types of colleges. The data reveals that a significant portion of library management is undertaken by non-professionals, whereas with lecturers constituting 46.32% of the staff, and principals making up 19.47%. In contrast, only 22.63% of the libraries are managed by professionally qualified librarians. This pattern of library management is consistent across Government and Un-aided PU college libraries.

Library Amenities

Library amenities play a crucial role in enhancing the functionality and user experience of library spaces. They include essential features such as adequate furniture, lighting, ventilation, and space, which contribute to a conducive environment for reading and studying. Other important amenities may include air conditioning, continuous power supply, and access to drinking water. The availability and quality of these amenities can significantly impact the effectiveness of library services and the overall satisfaction of its users. Analysing the distribution and provision of these amenities across different types of educational institutions can provide valuable insights into the conditions and support available in library environments.

Table 1.3
Library amenities

Library amenities	Govt. (n=57)	Aided (n=47)	Un-aided (n=86)	Total (n=190)
Adequate furniture	7 (12.28)	29 (61.70)	53 (61.63)	89 (46.84)
Adequate Lighting/ventilation	18 (31.58)	37 (78.72)	63 (73.26)	118 (62.10)
Adequate Space for reading	11 (19.30)	34 (72.34)	54 (62.79)	99 (52.10)
Air condition	0 (0.00)	0 (0.00)	2 (2.33)	2 (1.05)
Continuous power supply	0 (0.00)	23 (48.94)	47 (54.65)	70 (36.84)
Drinking water	5 (8.78)	30 (63.83)	41 (47.67)	76 (40.00)

Note: Figures in the parenthesis represent percentages

The Table 1.3 indicates that the availability of various amenities in college libraries. On an average, 62.10% of libraries were equipped with adequate lighting and ventilation, though this varied significantly across types of colleges, 31.58% in Government colleges, 78.72% in Aided colleges, and 73.26% in Un-aided colleges. Continuous power supply was present in 36.84% of libraries overall. Government colleges lacked this facility, while 48.94% of Aided colleges and 54.65% of Un-aided colleges provided continuous power supply. About 52.10% of colleges had sufficient space for reading. This varied widely, 19.30% in Government colleges, 72.34% in Aided colleges, and 62.79% in Un-aided colleges. In terms of adequate furniture, 46.84% of libraries had this provision. The availability was 12.28% in Government colleges, 61.70% in Aided colleges, and 61.63% in Un-aided colleges. Drinking water facilities were available in 40.00% of libraries overall. This percentage varied significantly among the colleges. In Government 8.78%, in Aided 63.83% and in Un-aided colleges it was 47.67%. Air conditioning was rare, present in only 1.05% of libraries, and was exclusively available in 2.33% of Un-aided colleges, while Government and Aided colleges did not provide this amenity.

Library Facilities and Services

Library facilities and services encompass the resources and support provided by libraries to meet the informational, educational, and recreational lib. These include access to books, book bank, document reserve system, digital resources, study spaces, information services, and programs that promote literacy and learning, ensuring a comprehensive and user-friendly experience.

Book Bank Facility

The book bank facility is a library initiative and unique feature. It provides syllabus books/ text books to those who are economically backward students are provided from the library. The Figure 1.3 illustrates the book bank facility in the libraries. It shows that an average of 17.89% of colleges provide a book bank facility for their

library users. Aided colleges lead with 46.81% offering book bank facility, significantly higher than the 9.30% of Un-aided colleges and just 7.02% of Government colleges. This highlights a notable disparity, with Aided colleges being the most likely to support their users through book bank facilities, while Government colleges offer the least access to this resource.

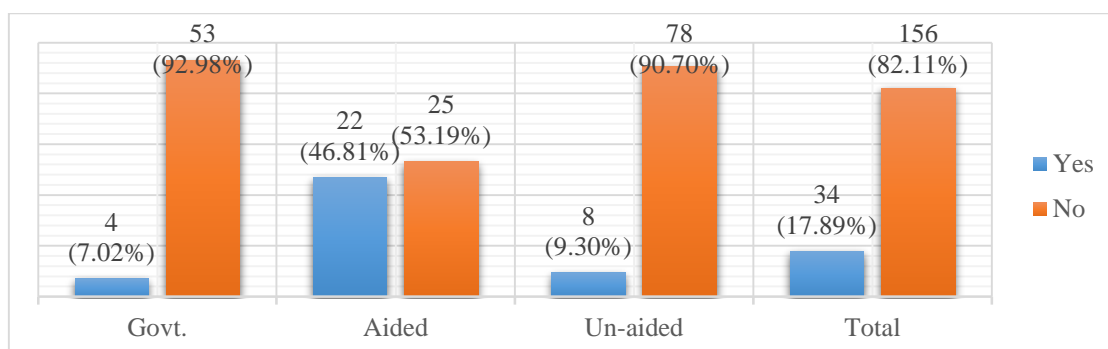


Fig. 1.3 Book Bank Facility

Reservation System

The reservation system for issuing books and other documents in a library allows users to reserve items that are currently checked out or unavailable. This service ensures that library members can secure access to high-demand resources as soon as they become available, enhancing the overall efficiency and user satisfaction within the library.

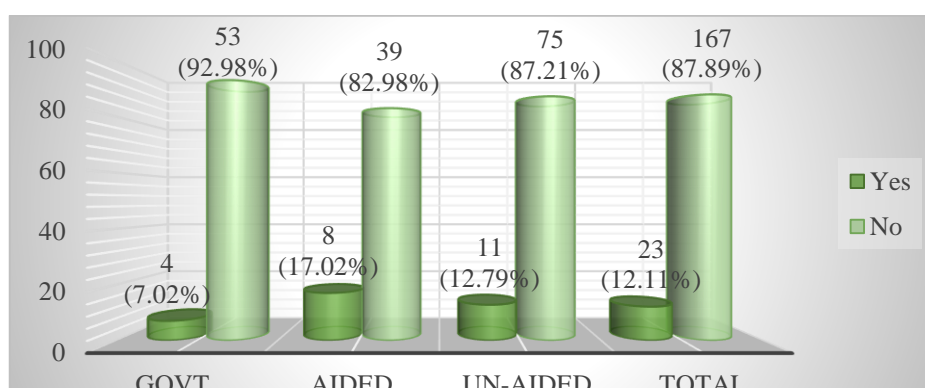


Fig. 1.4 Reservation System

On average, 12.11% of colleges has introduced a reservation system for issuing books and other documents. Specifically, 7.02% of Government colleges, 17.02% of Aided colleges, and 12.79% of Un-aided colleges offer this facility. This variation indicates that while a notable proportion of Aided colleges have adopted the reservation system, its presence is less common in Government colleges.

Library Information Services

Library information services provide users with access to a range of resources and assistance, including research support system, orientation to users, content page display, reference help, referral service, question paper service, new arrivals display, news clippings and guidance in locating and utilizing information. These services aim to enhance the research experience and ensure library users can effectively navigate and leverage the library's resources for their informational needs. The Table 1.4 provides an overview of various information services offered by college libraries, highlighting the extent to which different types of colleges provide these services.

The Table 1.4 shows that an average of 5.79% of colleges offer content page display services. This is relatively unusual, with 3.51% of Government, 6.38% of Aided and 6.98% of Un-aided colleges providing this service. New arrivals display service is more commonly offered, with 21.05% of colleges providing this service. Aided colleges lead with 36.17%, followed by Un-aided at 22.09% and Government colleges at 7.02%. News clipping services are available in 17.37% of colleges. This includes 7.02% of Government, 25.53% of Aided and 19.78% of Un-aided colleges, reflecting a moderate level of availability.

Table 1.4
Information Services

Information services	Govt. (n=57)	Aided (n=47)	Un-aided (n=86)	Total (n=190)
Content page display	2 (3.51)	3 (6.38)	6 (6.98)	11 (5.79)
New arrivals display	4 (7.02)	17 (36.17)	19 (22.09)	40 (21.05)
News clippings	4 (7.02)	12 (25.53)	17 (19.78)	33 (17.37)
Orientation to users	4 (7.02)	22 (46.81)	17 (19.78)	43 (22.63)
Question Paper Service	4 (7.02)	20 (42.55)	20 (23.26)	44 (23.16)
Reference Services	4 (7.02)	12 (25.53)	15 (17.44)	31 (16.31)
Referral Service	4 (7.02)	11 (23.40)	15 (17.44)	30 (15.79)

Note: Figures in the parenthesis represent percentages

The orientation services are provided by 22.63% of colleges, with Aided colleges being the most active at 46.81%. Un-aided colleges offer this service at 19.78%, while Government colleges provide it at 7.02%. Question paper service is available in 23.16% of colleges, with a significant number 42.55% of Aided colleges offering it, compared to 23.26% of Un-aided and 7.02% of Government colleges. Reference services are available in 16.31% of colleges. The highest 25.53% provision is seen in Aided colleges, followed by 17.44% Un-aided and 7.02% Government colleges. Referral services are offered by 15.79% of colleges. This includes 7.02% of Government, 23.40% of Aided and 17.44% of Un-aided colleges. The availability of information services varies significantly among different types of colleges, with Aided colleges generally offering a broader range of services compared to Government and Un-aided colleges. This indicates a discrepancy in the level of support provided to library users across different types of institutions.

Special Services

Special services in libraries, such as book exhibitions, career guidance, and information on grants, funds, and scholarships, are designed to enrich the user experience and support service system. Book exhibitions showcase new and famous titles, career guidance helps users explore professional opportunities, and information on financial aid assists in accessing educational resources and opportunities. These services enhance the library's role as a community hub and resource centre. The availability of special services in college libraries presents in the Table 1.5.

Table 1.5
Special services in libraries

Special services	Govt. (n=57)	Aided (n=47)	Un-aided (n=86)	Total (n=190)
Book Exhibition	2 (3.51)	17 (36.17)	10 (11.63)	29 (15.26)
Career Guidance	2 (3.51)	21 (44.68)	7 (8.14)	30 (15.79)
Grants/funds/scholarship details	4 (7.02)	22 (46.81)	15 (17.44)	41 (21.58)

Note: Figures in the parenthesis represent percentages

The average, 15.26% of colleges organize book exhibitions. Aided colleges lead with 36.17%, providing a strong platform for showcasing new and significant roles. In contrast, only 3.51% of Government colleges and 11.63% of Un-aided colleges offer this service. Career guidance services are available in 15.79% of colleges. Aided colleges have the highest provision at 44.68%, reflecting a strong focus on supporting students' career development. Government and Un-aided colleges offer this service less frequently, at 3.51% and 8.14%, respectively. Information on grants/funds/scholarships is provided by 21.58% of colleges. Aided colleges again show significant support, with 46.81% offering these details to their students. Government colleges provide this information in 7.02% of cases, while 17.44% of Un-aided colleges offer similar services. The Aided colleges generally provide a wider range of special services compared to Government and Un-aided colleges, particularly in areas like book exhibitions, career guidance, and information on financial benefit. This shows that more comprehensive approach to enhancing student support and engagement in Aided institutions.

Status of Library Automation and networking

Library automation and networking involve the use of technology to manage library operations and resources efficiently. Automation streamlines tasks such as technical processing, circulation, and inventory management, while networking enables libraries to connect and share resources, facilitating access to a broader range of information for users.

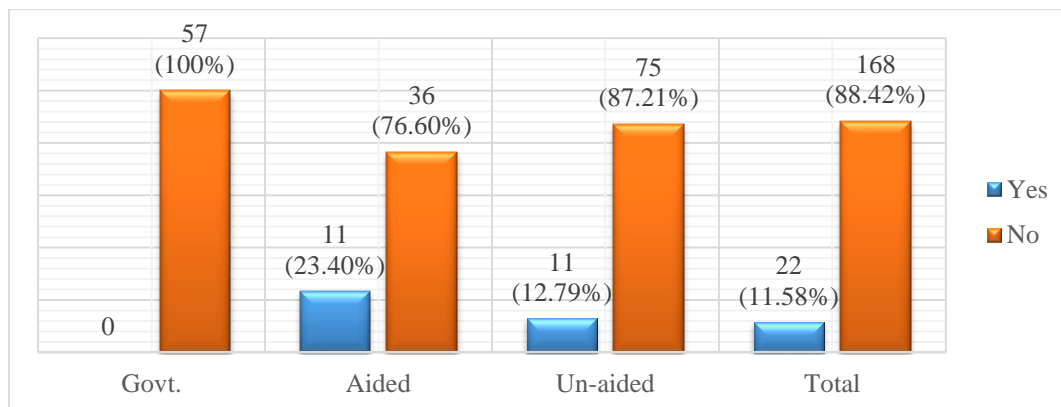


Fig. 1.5 Library Automation

The Figure 1.5 illustrates that, total only 11.58% of college libraries have adopted library automation software. Particularly, none of the Government college libraries have automated their operations. In contrast, 23.40% of Aided colleges and 12.79% of Un-aided colleges have implemented automation, indicating a significant gap in the adoption of technology across different types of institutions.

Library Automation Software

The Figure 1.6 illuminates that that, total only 11.58% of colleges have library automation software. Among this, 6.84% use EasyLib software, making it the most popular choice. In detail, 10.64% of Aided and 9.30% of Un-aided colleges have adopted EasyLib.

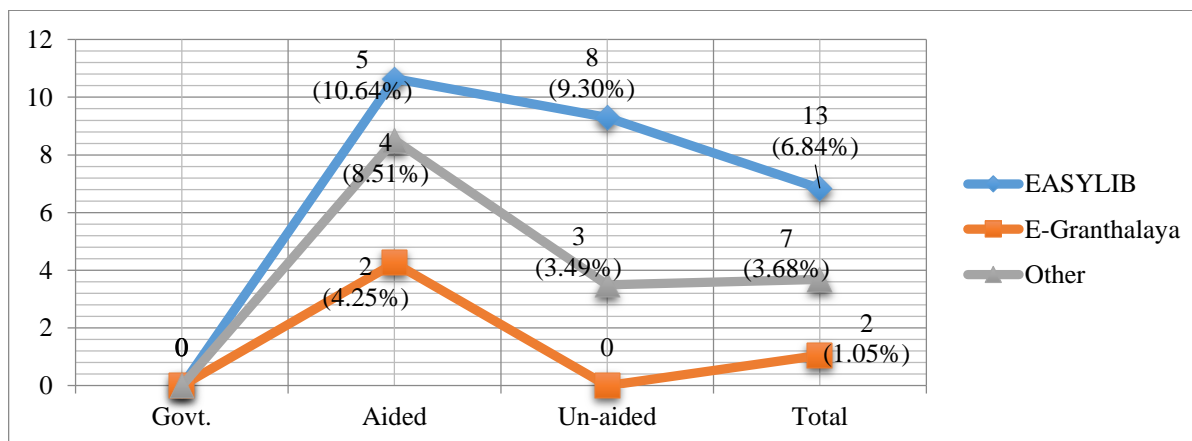


Fig. 1.6 Library Automation Software

Moreover, 3.68% of colleges use other local software, while 1.05% utilize E-Granthalaya software. Particularly, none of the Government colleges have implemented any library automation software.

VI. CONCLUSION

Library information resources, facilities and services in Pre-University colleges are essential for academic excellence and student self-directed learning environment and access to diverse academic resources. However, challenges like inadequate funding, limited ICT infrastructure, and a lack of professionally trained staff hinder their effective utilization. Improving library facilities through modernized infrastructure, integration of ICT tools and user-friendly services can significantly improve resource utilization and promote a more engaging academic experience for students. Pre-University colleges offer library services to support students' academic needs and promote effective learning. Innovative services can enhance accessibility and empower students to achieve their academic goals more effectively.

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