

ORIGINAL ARTICLE



**PRINCIPLES OF FIVE LAWS VS. PRE-UNIVERSITY COLLEGE LIBRARIES: A
SAMPLE SURVEY IN MUMBAI-KARNATAKA REGION**

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ABSTRACT:

Dr. Ranganathan has given Five Laws of Library Science, which emphasized different principles for ideal usage of libraries in colleges. These principles include independence library building, comfortable furniture, convenient library hours for users, open access shelving, etc. But, when observed, these principles are not followed in pre-university college libraries. The present study is based on survey of total 300 pre-university college libraries located in Mumbai-Karnataka region. Questionnaire is used to collect the primary data from the college librarians of pre-university colleges. The details of findings and suggestions are discussed in the paper.

KEYWORD : libraries located , details of findings and suggestions.

INTRODUCTION:

Dr. Ranganathan (1968) defined education as “the process of the development of a personality along its own lines, at its speed, to its own fullness. The personality may be a personality of an individual or a personality of a society that is a more or less coherent interdependent organized community. Individual’s education and society’s education are no doubt inseparable and they are independent to a considerable extent. In spite of it we can recognize some distinctive areas in individual’s education and in society’s education”.

Pre-University education is imparted by Junior colleges in Karnataka. According to a report of the Secondary Education Commission, a decision was taken to develop a national pattern of school classes ‘covering eleven years including five year of lower primary, three years of upper primary and three years of higher secondary classes. This was followed by three year courses for the first degree in Arts, Science and a further two years course for second degree (India, NCERT, 1966).

At the pre-university education, every boy or girl will discover the career, professions and future occupations to which they aspire. It is noted that the teachers in this level impart only curriculum oriented education, but during that age, what is more needed is career and future of the students. Hence, to learn on future occupation, career and future profession of the students, the junior college libraries are playing a significant role in this stage.

The movement of pre-university education is very interesting one in the history of higher education. The Junior College is America's original contribution to the educational philosophical thinking. This native product is now being exported where practice to Canada, Latin America, Europe, Africa and Asia (Bortolazzo, 1969).

The Government of Mysore has accepted the recommendations of the Education Commission (1964-66) that the pre-university course should be one of two years following a ten year. School education course and proceeding with effect from the year 1971-72 the first year of the two year pre-university course may be physically located in a Higher Secondary School or Degree College or it may be an independent junior college. The Board of Pre-University Education which constituted on 3rd December 1970 is in full control of pre-university education in the state. Although the Pre-University Board is concerned only the regular pre-university classes leading on to the university courses to start with it is the intention of Government and should concern itself (Devegouda, 1973).

In Mumbai Karnataka, Karnataka College was the first college established by the Government. Lingaraj College also established in 1936. Subsequently, the movement of spread of education led to the establishment of Karnataka University at Dharwad in 1950 as per the report of Late Justice J.S. Lokur in 1949. This in turn, started establishment of colleges in every part of North Karnataka.

PU COLLEGE LIBRARIES VS. FIVE LAWS OF LIBRARY SCIENCE:

A college library is expected to support the objectives of the college. Therefore the basic function of the college library is to provide study materials to its user's in short possible time and serve the requirements of the students, teachers and researchers towards reading, study and research. Junior college, (that imparts education for 11th and 12th Standard) is a gateway to knowledge and plays an important role in building up a love for reading and help to build future career at the young age. The college library is integral to this educational process. Encouraged at the right age, the youth are sure to know the things, which build up their career and future.

Dr. Ranganathan through his Five Laws of Library Science emphasized different issues such as independent library building, comfortable furniture, ideal location of college library, rich collection, convenient working hours for users, user education, etc. But, in reality, it has not become possible for many of the pre-university college libraries. Hence, the present study is made in Mumbai-Karnataka region to assess the library facilities and services as emphasized by Dr. Ranganathan.

OBJECTIVES OF THE STUDY:

The present study is made to assess the facilities and services provided by pre-university college libraries in Mumbai-Karnataka region. It is aimed to compare the facilities and services of college libraries as per the principles laid down under Five Laws of library science of Dr. Ranganathan.

METHODS AND FIELD:

More than 1000 pre-university colleges are imparting pre-university education to thousands of students in Mumbai Karnataka region. As it is not possible to survey all the colleges, a sample survey of 300 pre-university colleges located in Belgaum and Dharwad districts was made. To collect the primary data, questionnaire was used and the questionnaires were addressed to the College librarians of the respective colleges. 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 junior colleges are suffering from different kinds of problems including finance. As such, few of the colleges do not have libraries except few book collections, majority of the college have libraries, but are not having separate library building and reading rooms. Hence, as emphasized by Dr. Ranganathan, independent library building, 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 | 46 | 49.5 | 28 | 44.4 | 17 | 11.8 | 91 | 30.3 |
| Separate Library Hall | 47 | 50.5 | 25 | 39.7 | 28 | 19.4 | 100 | 33.3 |
| Classroom accommodating Library | -- | -- | 10 | 15.9 | 91 | 63.2 | 101 | 33.7 |
| Library is part of other Sections | -- | -- | -- | -- | 08 | 5.5 | 08 | 2.7 |
| Total | 93 | 100 | 63 | 100 | 144 | 100 | 300 | 100 |

Of all the junior colleges, 101 (33.7%) of the libraries are functioning in class rooms, followed by 100 (33.3%) libraries are functioning in separate library hall, about 91 (30.3%) are having their own library building and the remaining 08 (2.7%) 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 majority of the private junior college libraries do not have their own library building. However, the library building in government and government aided junior colleges is satisfactory.

2. Location of the Library:

Location of the library also plays an important role in use of documents in the library by users. As such, Dr. Ranganathan has stated that the library building should be separate and must be located in a 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 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 | 03 | 3.2 | -- | -- | -- | -- | 03 | 1.0 |
| Within College Campus | 90 | 96.7 | 63 | -- | 144 | 100 | 297 | 99.0 |
| Total | 93 | 100 | 63 | 100 | 144 | 100 | 300 | 100 |

Among the total college libraries surveyed, only 03 (1.0%) have their libraries outside the campus, whereas the remaining almost all that is 297 (99.0%) colleges have their libraries within the college campus.

3. Library Hours:

Library hours refer to 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 were 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 | 24 | 25.8 | 13 | 20.6 | 35 | 24.3 | 72 | 24.0 |
| 10-00 am to 7-00 pm | 04 | 4.3 | 07 | 11.1 | 63 | 43.7 | 74 | 24.7 |
| College Working Hours | 65 | 69.9 | 43 | 68.2 | 46 | 31.9 | 154 | 51.3 |
| Total | 93 | 100 | 63 | 100 | 144 | 100 | 300 | 100 |

Of all the junior college libraries, 72 (24.0%) are working between 8-00 am to 8-00 pm, 74 (24.7%) of the college libraries are working between 10-00 am to 7-00 pm and the remaining 154 (51.3%) of the college libraries are working during their college timings only. It is noted that majority of the junior college libraries are working only during the work timings of the college. As the students can't attend to the library during the working hours of the college, there is need to extend the library hours according to 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 Library:

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 | 54 | 58.0 | 21 | 33.3 | 24 | 16.7 | 99 | 33.0 |
| Steel | 13 | 13.9 | 10 | 15.9 | 09 | 6.2 | 32 | 10.7 |
| Hard Plastic | 26 | 27.9 | 24 | 38.1 | 41 | 28.5 | 91 | 30.3 |
| Others | -- | -- | -- | -- | 03 | 2.1 | 03 | 1.0 |

| | | | | | | | | |
|--------------|----|-----|----|------|-----|------|-----|------|
| No Furniture | -- | -- | 08 | 12.7 | 67 | 46.5 | 75 | 25.0 |
| Total | 93 | 100 | 63 | 100 | 144 | 100 | 300 | 100 |

Among all the college libraries, 99 (33.0%) have wooden furniture followed by, 91 (30.3%) have hard plastic furniture, about 75 (25.0%) college libraries do not have any furniture, 32 (10.7%) college libraries have steel furniture and the remaining 03 (1.0%) have other types of furniture in their libraries. 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 junior colleges to provide a separate reading rooms and comfortable furniture for use of documents in the libraries.

5. Management of Library:

As discussed above, there is need for to lead and manage the activities of the library. The activities here refers to the functions of the library such as collection management, book selection, ordering, technical processing, services, etc should be managed by the librarian. Hence, information was collected on the people who manage the junior 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 | 69 | 74.2 | 35 | 55.5 | 14 | 9.7 | 118 | 39.3 |
| Part-Time Librarian | -- | -- | 18 | 28.6 | 31 | 21.5 | 49 | 16.3 |
| Teacher-in-Charge | -- | -- | 02 | 3.2 | 20 | 13.9 | 22 | 7.3 |
| Principal-in-Charge | 24 | 25.8 | 08 | 12.7 | 27 | 18.7 | 59 | 19.7 |
| Clerk-in-Charge | -- | -- | -- | -- | 52 | 36.1 | 52 | 17.3 |
| Total | 93 | 100 | 63 | 100 | 144 | 100 | 300 | 100 |

Among all the junior college libraries surveyed, 118 (39.3%) are managed by full time library professionals followed by, 59 (19.7%) are managed by principal of the college as in-charge of the library, 52 (17.3%) are managed by clerks as in-charge of the libraries, 49 (16.3%) of the libraries are managed by part-time librarians and the remaining 22 (7.3%) of the junior college libraries are managed by teachers as in-charge of the library. A few of the government junior college libraries and government aided college libraries and a great majority of the private colleges are neglected in terms of their management, as these are working without full-time or even part-time professional librarians.

6. Book Collection:

Books here meant for the text books that are used by the students and teachers to meet their curriculum needs. The book collection of the junior college libraries as on 31st March 2014 is given below:

Table. 6. Book Collection

| Particulars | Government | | Govt. Aided | | Unaided/Private | | Total | |
|---------------|------------|------|-------------|------|-----------------|------|-------|------|
| | F | % | F | % | F | % | F | % |
| Below 1000 | 23 | 24.7 | 15 | 23.8 | 32 | 22.2 | 70 | 23.3 |
| 1001 to 2500 | 29 | 31.2 | 21 | 33.3 | 78 | 54.1 | 128 | 42.7 |
| 2501 to 5000 | 21 | 22.6 | 17 | 27.0 | 34 | 23.6 | 72 | 24.0 |
| 5001 to 10000 | 12 | 12.9 | 10 | 15.9 | -- | -- | 22 | 7.3 |
| Above 10000 | 08 | 8.6 | -- | -- | -- | -- | 08 | 2.7 |
| Total | 93 | 100 | 63 | 100 | 144 | 100 | 300 | 100 |

Of all the junior college libraries covered under the study, 128 (42.7%) have collection between 1001 to 2500 books followed by, 72 (24.0%) have 2501 to 5000 books, 70 (23.3%) have below 1000 books, 22 (7.3%) have 5001 to 10000 books and the collection of the remaining only 08 (2.7%) college libraries is above 10000 books. It can be generalized that even though private colleges have more enrolments, they have small number of collections of books in their libraries.

7. Library Classification:

The books acquired must be classified, so as 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 which 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 junior college libraries are also functioning without classifying their documents. Hence, information was collected from the junior 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 | 40 | 43.0 | 31 | 49.2 | 37 | 25.7 | 108 | 36.0 |
| Colon Classification | 13 | 14.0 | 07 | 11.1 | 11 | 7.6 | 31 | 10.3 |
| Any Other | 04 | 4.3 | -- | -- | 05 | 3.5 | 09 | 3.0 |
| Book not Classified | 36 | 38.7 | 25 | 39.7 | 91 | 63.2 | 152 | 50.7 |
| Total | 93 | 100 | 63 | 100 | 144 | 100 | 300 | 100 |

Of all the junior college libraries covered under the study, 152 (50.7%) are not classifying the library documents followed by, 108 (36.0%) are using Dewey Decimal Classification to classify library documents, 31 (10.3%) are using Colon Classification to classify library documents and the remaining 09 (3.0%) are using other schemes of classification. Classification of the books in the majority of the junior college libraries is not done. This may be due to lack of professionally qualified librarian and staff in these libraries.

8. Library Cataloguing:

Catalogue helps to locate the documents in the library. The importance of library catalogue is already examined in the previous chapters. 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 junior college libraries on the library catalogue code adopted to prepare library catalogue 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) | 26 | 27.9 | 21 | 33.3 | 29 | 20.1 | 76 | 25.3 |
| AACR-II | 11 | 11.8 | 05 | 7.9 | 03 | 2.1 | 19 | 6.3 |
| Others | -- | -- | -- | -- | -- | -- | -- | -- |
| Not Prepared Catalogue | 56 | 60.2 | 37 | 58.7 | 112 | 77.8 | 205 | 68.3 |
| Total | 93 | 100 | 63 | 100 | 144 | 100 | 300 | 100 |

Among all the junior college libraries covered under the present study, an overwhelming majority that is 205 (68.3%) have not maintained library catalogue followed by, 76 (25.3%) have maintained library catalogue using Classified Catalogue Code and the remaining 19 (6.3%) have maintained library catalogue using AACR-II. As majority of the junior college libraries have not classified their documents, they were also not maintained catalogue.

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 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 need to keep the books open to all the users. The information was collected from the junior 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 | 93 | 100 | 63 | 100 | 144 | 100 | 300 | 100 |
| Total | 93 | 100 | 63 | 100 | 144 | 100 | 300 | 100 |

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

SUGGESTIONS AND CONCLUSION:

It has been already discussed that, Dr. Ranganathan has given many of the principles so as to enhance optimum use of library documents to increase knowledge of the users. For this purpose, though he has recommended for independent library building, library techniques such as classification, cataloguing, subject-wise shelving of books, open access, etc, still they have not been achieved in India. As the pre-university education is most significant in every student's life, it is essential to increase knowledge of students during this stage. For this purpose, there is need to build ideal libraries, with rich collection and comfortable studying and reading environment for pre-university students. The policy makers, academicians, management, teachers and librarians have to act in the development of pre-university college libraries.

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