Emphasizes the role of standards in the development of library services and traces the development of standards for library services in India. It points out how the existing norms do not cover various aspects of library services and also do not help teachers college libraries in Karnataka or elsewhere in India. Realistic minimum standards for teachers college libraries in Karnataka based on their current situation, immediate need and the resources available, covering the objectives of the library, collection, organization of materials, staff, services, facilities, administration, and budget are formulated and presented. It also discusses the question of financial resources essential to implement the proposed standards and suggests alternate ways of funding.

American Heritage Dictionary of the English Language (1969) defines standard as "An acknowledged measure of comparison for quantitative or qualitative value criterion: norm... a degree or level of requirement, excellence, or "attainment." The Oxford English Dictionary defines standard as "a definite degree of any quality, viewed as a prescribed object of endeavour or as the measure of what is adequate for some purpose." The introduction to Standards for South African Libraries provides a specific statement on standards for libraries: [1]

Library standards may be defined as the criteria by which... library services may be measured and assessed. They are determined by professional librarians in order to attain and maintain the objectives they have set themselves. Standards may be interpreted variously as the pattern of an ideal, a model procedure, a measure for appraisal, a stimulus for future development and improvement and as an instrument to assist decision and action not only by librarians themselves but by laymen concerned indirectly with the institution, planning, and administration of... library services.

Developing standards for different types of libraries and attempting to attain standards has become an accepted way of upgrading library services, resources, and facilities since the beginning of twentieth century. The movement towards

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standards for different types of libraries has made great progress in the United States. The American Library Association has felt the need to provide definite guidelines for the preparation of standards and has published the ALA Standards Manual. [2]. The movement for standards has also made headway in other countries, e.g., in Great Britain, Canada and German Federal Republic. Withers has brought together existing standards for various types of libraries in several countries and has suggested a set of standards for library service in developing countries [3].

Leaders of the library profession have acknowledged the impact and usefulness of standards in upgrading library services in general. In the words of Joseph L. Wheeler, "National standards, set forth to contrast with local performance, and adequately publicized, have doubtless done more—more promptly than any other device—to help good administrators improve conditions in public libraries" [4]. Discussing the usefulness of library standards Robert B. Downs observes: "There can be little doubt, however, that the overall effect of standards has been to upgrade libraries, providing standard institutions with yardsticks by which to measure their deficiencies" [5].

Felix E. Hirsh points out how a small number of quantitative standards such as "the library's slice of the general and educational budget of an institution should be a minimum of five per cent for a well established library with an adequate collection," helped "to revolutionize the college and junior college libraries in the last decade" [6].

Standards for Libraries in India

Leaders of Indian librarianship were aware of the important role of standards in the development of libraries in the United States as well as in Great Britain. Some efforts have been made in the country to develop standards for certain types of libraries. S.R. Ranganathan, "the father of library movement" in India has done considerable work in the area of developing standards for library service in India. Based on his experience in

[Based on the Doctoral Dissertation, Univ. of Pittsburgh, 1975]
Vol 24 No 3-4 (Sept-Dec) 1977
the Madras University Library, he developed a staff formula for professional, non-professional, and unskilled staff in a university library first published in 1948 [7]. The University Education Commission chaired by S. Radhakrishnan (1948) recommended Rs. 40 per student as the basis for calculating annual grants to university and college libraries [8]. The University Grants Commission appointed a Committee in 1957 with S. R. Ranganathan as the chairman to advise the Commission with regard to the development of university and college libraries in the country during 1960's. Some of the more important recommendations of the Committee setting forth standards for action are as follows: [9]

1. The entire finance of a university or a college library should be provided by the university grants commission and the state government.

2. The commission should not withdraw or lower its grant to a university or a college library because the state government fails in its obligation and vice-versa.

3. The library grant to a university or a college should be determined according to an agreed per capita formula. For the time being the formula may be at the rate of Rs. 15.00 per student and Rs. 200.00 per teacher and research fellow. There should also be a specific initial library grant in case of a new university and of a new department in an existing university.

4. The status and the salary scale of the library staff should be the same as that of the teaching and research staff [10].

A Committee consisting of librarians, architects, engineers and furniture makers with S. R. Ranganathan as chairman has recommended standards for university library buildings, fittings and furniture [11]. However, its impact has been negligible and Ranganathan observes: [12] "Unfortunately, the University Grants Commission does not appear to enforce the standard. The universities too seem to be indifferent to it or even unaware of it."

Ranganathan has also recommended two models based on per capita expenditure approach for the development of college libraries [13]. Both models consider a typical college with an enrollment of 1,000 students (900 undergraduates and 100 graduates) and 100 teachers. Model 1, suggests Rs. 100, 000/- as the annual library budget including the annual book fund, staff salary, and other expenditure. It would mean an annual library expenditure of Rs. 100 per student. This model takes into consideration the book fund at the rate of Rs. 20 per student and Rs. 300 per teacher, i.e., in other words Rs. 50 per student.

Model 2, projects the annual book fund for a similar college library as Rs. 32 per student during the year 1970-71, and on this basis the total library budget has been worked out as Rs. 64 per annum. The projection has been worked out on the basis of annual book fund of a college which was Rs. 17 per student during 1960-61.

The Education Commission (1964-66) observes: [14]

No new university, college or department should be set up without taking into account its library needs in terms of staff, books, journals, space etc. Nothing could be more damaging to a growing department than to neglect its library or to give it a low priority.

The Education Commission suggests "6.5 per cent to 10 per cent" of the educational budget depending on the stage of the institution for the development of each university library. It also suggests as a norm, the spending of Rs. 25 for each student registered and Rs. 300 per teacher per year [15]. However, the Education Commission has not made any specific suggestion for a college library. It may be a safe assumption that the Commission wanted this norm to be observed in case of college libraries also.

N. K. Goil has presented a model for the development of college libraries [16].

1. A college having less than 500 students on its roll must spend about 12 per cent of its total budget on its library.

2. A college with more than 500 but less than 1500 students on its roll may spend about 10 per cent of its total budgeted expenditure on its library.

3. A college with 1500 or more students on its roll may spend about 8 per cent of its total budgeted expenditure on its library.

4. A constituent college in the university campus may spend about 6 per cent of its total budgeted expenditure on its library.

5. A professional college such as medicine/engineering/technology and agriculture may spend about 5 to 7 per cent of its total budgeted expenditure on its library.

6. As regards the division of the total library fund into (a) books and periodicals, (b) binding, (c) staff, (d) equipment and other accessories, this may be worked out as (a) 40 per cent, (b) 5 per cent, (c) 50 per cent, and (d) 5 per cent with occasional
marginal adjustments. Items of equipment such as book-racks, furniture etc., have to be treated as capital expenditure, for which ad hoc special grants should be provided.

Goil's model takes into consideration college libraries which have to serve less than 500 students, suggests a norm of expenditure in case of professional colleges such as engineering. It also recognizes the case of a college located on a university campus with access to the university libraries. Further, Goil also suggests a division of library budget under various heads of expenditure.

Librarians in Karnataka are aware of the role of standards in the upgrading of library services. The First Mysore State Conference of College and University Librarians held in Bangalore during February 23-25, 1973 discussed the question of formulating standards for college libraries in the state and felt that the state library association should evolve a set of standards for the local college and university libraries after examining library standards formulated in India and abroad [17]. The Conference also passed a resolution urging the University Grants Commission and/or granting authorities "to insist upon the college to spend a minimum of 10 per cent of their total budget for the development of the college library" [18].

In spite of several attempts, India does not yet have a set of standards for college libraries covering important aspects: objectives, collection, organization of materials, staff, services, administration, facilities, and budget. The norms suggested time and again have only covered the budget and status of the librarians. Further, the basis of formulating these norms is not very clear. It is difficult to know whether they were developed on the basis of practice prevailing in libraries or were prompted by similar guidelines in vogue in other countries. Except in the case of the norms suggested by the University Grants Commission Library Committee (1959) no other norms appear to have been a product of consultation with librarians, educators, administrators and other interest groups. Further, as Goil observes, [19] "we are not in a position to state whether any model is being followed in regard to the development of our college libraries."

The working group appointed by the Education Commission in collaboration with the National Association of Teacher Educators to recommend a model syllabus for the B.Ed. degree program, recommended the fulfillment of certain basic requirements for a post-graduate secondary college of education and observes: [20]

Colleges which offer the B.Ed. degree course should have at least 5,000 volumes covering the various sections and should maintain a separate section with a number of copies of the more frequently used books. A recurring amount of Rs 3,000 per year should be provided to every College of Education for books, journals, periodicals and school textbooks.

Indian universities which affiliate colleges, state governments which provide grant-in-aid to affiliated colleges by and large have not "recognized" the norms of library service suggested by various bodies and persons as revealed by the requirements laid down by the universities and the state governments for the purpose of granting affiliation or grant-in-aid. They do not seem to attach much importance to the suggested norms as they had no part in their framing. Further, professional associations on a national or state level have not so far bestowed thought on developing standards for library service, and the suggested norms lack the authority of a professional association. In fact, no one including the Library Committee appointed by the University Grants Commission has described their recommendations as "standards". The word seems to have been carefully avoided in preference to terms such as "norms", "recommendations," and "suggestions." In spite of lack of unified coherent effort at the evolution of standards for any type of library in India, the recommendations of the University Grants Commission Library Committee has resulted in great improvement of university libraries in India, thus proving the decisive advantage of the formulation of standards for library service.

The models suggested by Ranganathan apply to colleges with an enrollment of 1000 students with 100 teachers. Although Goil takes note of the colleges with less than 500 students, probably he was not really thinking of colleges with an enrollment between 100 to 200 students. The University Grants Commission Library Committee also does not appear to consider colleges with enrollments between 100 to 200 students. Further, all norms published so far consider colleges which have four year degree programs with or without limited post-graduate courses. That is why none of them is applicable to Teachers College libraries in Karnataka. The Teachers Colleges offer academic programs of one year duration and have an enrollment between 100 to 200 students. They offer a graduate program. They prepare secondary school teachers who will spend a life time in teaching the boys and girls of the country. It is important that they should see a good library in operation, experience the benefits of modern library service, so that they could promote the "library idea" during their career as teachers at various secondary schools.

There is a paramount need for the formulation of standards for Teachers College Libraries in Karnataka, which take into consideration the existing situation of these institutions, the thinking of leaders in the field and the future possibilities in terms of resources available. In order to formulate such standards the investigator invited sug-
gestions from twenty-five persons including librarians, library educators, professors of education, administrators of teachers college and teacher educators. Twenty-three out of twenty-five are located in the state of Karnataka. They were provided with an information sheet giving summary details of standards for the development of Colleges of Education Libraries in Britain. In the light of the information provided they were requested to suggest standards for Teachers College Libraries in Karnataka. It was also pointed out that the B.Ed. program in Britain is a four year degree program while B.Ed. program in Karnataka is one academic year program. Eight persons responded (32 per cent). Suggestions were requested under four headings: (1) collection, (2) staff, (3) finance, and (4) area of accommodation. One respondent said that "these are technical matters" requiring suggestions from "a professionally qualified person," and did not suggest anything. Some provided suggestions under one or two headings and left other sections. The data received are tabulated below.

Table 1 gives details of suggested standards concerning library collection.

Five respondents indicated the number of volumes to be added to the library in terms of the number of students and teachers:

1. 2 books per student per year
2. 5 books per student per year
3. 3 to 5 books per year per student
4. 10 books per student per year
5. 20 books per teacher per year

The range of books in Education recommended for a teachers college library collection varies from 5,000 to 25,000 volumes. Only one person considers the question of books in subject other than Education. One thousand to seven thousand five hundred secondary school text books collection is recommended. There is a consensus of opinion concerning the number of periodical titles a teachers college library should subscribe for a teachers college library. One person suggests the number of periodical titles in education and in other subjects to be subscribed.

Table 2 provides details of suggested standards concerning library staff.

Only one respondent considers the question of professional qualification and recommends a degree or diploma in Library Science. Three persons recommend a full time professional librarian while one person recommends an assistant librarian as the head of the teachers college library. All of them recognize the need for an attendant or peon. The total number of employees recommended varies from two to four. Suggested Standards for financing teachers college libraries are presented in Table 3.

### TABLE 1

**RESPONDENTS SUGGESTIONS FOR STANDARDS: COLLECTION: TEACHERS COLLEGE LIBRARIES, STATE OF KARNATAKA, INDIA**

<table>
<thead>
<tr>
<th>Response number</th>
<th>Books in education</th>
<th>General books</th>
<th>Secondary School text books</th>
<th>Total number of periodical titles</th>
<th>Periodical titles in education</th>
<th>Periodical titles in other fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5,000</td>
<td></td>
<td>1,000</td>
<td>50</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>20,000</td>
<td></td>
<td>all texts in all languages used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>25,000</td>
<td></td>
<td>7,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>15,000</td>
<td></td>
<td>5,000</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>5,000</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10,000</td>
<td></td>
<td>2,000</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

including 1 or 2 indexing/abstracting periodical titles
TABLE 2

RESPONDENTS SUGGESTIONS FOR STANDARDS: STAFF: TEACHERS COLLEGE LIBRARIES
STATE OF KARNATAKA, INDIA
(for a college with 100 students and 10 teachers)

<table>
<thead>
<tr>
<th>Response number</th>
<th>Professional staff</th>
<th>Qualification</th>
<th>Clerical staff</th>
<th>Attender*/Peon</th>
<th>Total</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 librarian</td>
<td>Graduate degree or diploma in library science</td>
<td>-</td>
<td>1 attender</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1 librarian, 1 assistant librarian</td>
<td>Graduate</td>
<td>-</td>
<td>1 attender</td>
<td>3</td>
<td>for a college with 200 students Rs. 20,000/- library budget</td>
</tr>
<tr>
<td>3</td>
<td>1 librarian, 2 assistant librarian</td>
<td>-</td>
<td>-</td>
<td>1 attender</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1 assistant librarian</td>
<td>-</td>
<td>1 typist, 1 counter assistant</td>
<td>1 peon*</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

*An attender is literate while a peon is not

TABLE 3

Respondents Suggestions for Finance: Teachers College Libraries in the State of Karnataka, India

<table>
<thead>
<tr>
<th>Response number</th>
<th>Suggested basis for calculating library budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rs. 50 per student per year</td>
</tr>
<tr>
<td>2</td>
<td>Rs. 100 per student per year, Rs. 200 per teacher per year + 15 per cent for binding, replacement etc.</td>
</tr>
<tr>
<td>3</td>
<td>Rs. 50 per student per year, Rs. 200 per teacher per year + 10 per cent for binding etc.</td>
</tr>
<tr>
<td>4</td>
<td>Rs. 100,000 initial block grant for building collection, Rs. 100 per student per year, Rs. 200 per teacher per year (10 per cent of book fund; 20 per cent of periodicals fund for binding and replacement, 5 per cent of total library fund for other expenses).</td>
</tr>
</tbody>
</table>

Three respondents suggest the provision of a higher amount for teachers than students. Two respondents recommend Rs. 50 per student per year while two recommend Rs. 100 per student per year. Suggested standards concerning physical space requirements of teachers college libraries in Karnataka are presented in Table 4.

TABLE 4

Respondents Suggestions for Accommodation: Teachers College Libraries in the State of Karnataka, India

<table>
<thead>
<tr>
<th>Number of response</th>
<th>Space required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50 x 20 = 1,000 sq. ft. one hall</td>
</tr>
<tr>
<td>2</td>
<td>20 x 20 = 400 sq. ft. one room</td>
</tr>
<tr>
<td></td>
<td>1,400 sq. ft.</td>
</tr>
</tbody>
</table>

One of the respondents recommends an initial block grant of Rs. 100,000/- for building

Four respondents said that the British standards for Colleges of Education may be followed
Proposed Standards for Teachers College Libraries in the State of Karnataka

Standards can be qualitative or quantitative or include both characteristics. The importance and utility of quantitative element in the formulation of standards for library service in any part of the world cannot be ignored. Administrators do want to know facts and figures. The College and Research Division of the Pennsylvania Library Association commenting on "Standards/Guidelines for academic libraries" recently observed: [21].

While there was no objection to including philosophical statements, it was felt that quantitative standards are essential if the document is to be meaningful.

Teachers College libraries in the State of Karnataka are in their infancy and do need quantitative guidance along with the qualitative approach in the formulation of standards for library service. Further, standards may be of two types. Those aiming at ideal goals might be purely theoretical and may be far from reality of the situation. The other type of standards might aspire to the highest attainable goals under a given set of circumstances. The earliest American standards for Library Schools have been called "down-to-earth" standards [22] since they were not based on idealism but the existing situation under which they were formulated. However, even such "down-to-earth" standards greatly contributed to setting the stage for the coming of higher standards. The proposed standards set the highest attainable goals. Even though such goals may not seem high enough from a theoretical point of view, they are formulated with the conviction that even they would bring about the improvement necessary to anticipate higher goals.

The investigator collected information regarding the current status of teachers college libraries in Karnataka through a questionnaire in two parts, part I to be completed by the principals of teachers colleges in Karnataka and part II by librarians or in charge librarians of teachers colleges in Karnataka. The teachers college libraries are found inadequate in their collections, staff, services, facilities and budget*. The investigator also visited several teachers colleges in Karnataka and interviewed the principals, faculty, librarians and students.

The principals and librarians of the teachers college libraries, the investigator interviewed, were certainly interested in the formulation of standards for teachers college libraries in the State of Karnataka and felt that it may help to improve the situation. However, they were rather doubtful of securing financial support required to upgrade the libraries and their services. The investigator invited selected librarians, library educators, teacher educators and representatives of professional associations, mostly in the state of Karnataka to suggest standards for teachers colleges in Karnataka. An information sheet giving the summary details of standards for the development of Colleges of Education libraries in Britain was provided to them. Tables 1, 2, 3 and 4 give details of respondents suggestion for standards. The proposed standards take into account the objectives of teachers college libraries in the State of Karnataka as identified by the principals and librarians of twenty-two out of twenty-four teachers colleges; the suggestions by experts in the field; the existing Indian Standards such as IS: 1172-1957 code of Basic Requirements for Water Supply and Sanitation and financial resources. They are based on the investigator's judgment and hence are subjective.

Standards

1. Objectives of the Library

1.1 to support the instructional program of the teachers college providing different types of materials and services.

1.2 to promote reading habits of students and teachers of the college.

1.3 to provide for recreational reading of the students and teachers of the college.

The primary objective of the library is to provide books, periodicals, maps, charts etc., that are essential for supporting the instructional program of the college. The library should not ignore the important need of providing materials in the subjects not taught in the college to some extent and the need to provide for recreational reading to a limited extent keeping in mind the kinds of libraries and services available to its patrons in the given area. The staff of the library in consultation with the faculty, the students and the administrative staff should develop a statement of objectives in accord with the goals and purposes of its parent institution which should be reviewed periodically and revised if necessary.

2. Collection

2.1 The teachers college library shall have a basic collection of 10,000 volumes of which 4,000 volumes shall be in education covering the various courses taught in the college; 4,000 volumes shall be in humanities, science and technology as well as in social sciences excluding education; 1,000 volumes covering works for children and young adult literature; 750 secondary school text books and a reference collection of a minimum of 250 volumes with emphasis on resources in education.

2.2 The library shall acquire two books per student per year and five books per teacher per year.
STANDARDS FOR TEACHERS COLLEGE LIBRARIES

2.3 The library shall provide fifty periodical titles one half of which shall be in the field of education and the other half representing other disciplines and general nature.

2.4 The library shall provide maps and charts required for instructional purposes.

2.5 The library shall pay particular attention to materials produced in Karnataka either in English or in Kannada in its acquisition program.

Although a basic collection of 15,000 to 25,000 volumes for a teachers college library is suggested, the investigator is compelled to consider them idealistic under the present circumstances when educational institutions in the state as elsewhere in the country and abroad are experiencing financial difficulties and facing budget cuts. It may also be noted that only six teachers college libraries out of twenty-four have a collection of over 10,000 volumes; seven out of twenty-three teachers college libraries have less than 1,000 volumes in English; seven have a reference collection of less than 200 volumes out of twenty-one teachers college libraries; and only three libraries have over 1,000 volumes in their secondary school text book collection, and only two libraries subscribe to fifty or more periodical titles.

Further, the Regional College of Education, Mysore, which is treated as a teachers college has a budget of over two million rupees per year, is in a class by itself and not to be compared with other institutions in the state. In the light of the present situation of teachers college libraries, the demands made by this standard are the highest possible and if achieved by the turn of this decade, will certainly set the stage for further improvement. A.C. Devegowda, President of Karnataka Library Association, a teacher educator and special officer to the Government of Karnataka with a mandate to recommend steps for improving the quality of education in the state considers a limit of 6,000 volumes for a teachers college library as reasonable and felt that three years time should be given to the institutions to reach that standard [23]. Adjustments in the number of reference books, secondary school text books, childrens and young adult books may be made to suite the requirements of a teachers college library as long as a total collection of 10,000 volumes is maintained.

The library staff in co-operation with the faculty and students should evolve book selection policies. Great stress is to be placed on the quality of books and should not allow themselves to be carried away by quantity. "Quality and quantity are separable only in theory; it is not possible to have quality without quantity defined in relation to the purposes of the institution [24]. Reviews and scholarly journals, bibliographies, basic lists if any in the subject areas should be consulted in selection of books. The library collection should continually be evaluated for its strengths and weaknesses in relation to the instructional program. Outdated books should be weeded.

The periodical has become the common medium for scholarly communication and generally represents more recent information than in books. Important periodicals in the field of education should be subscribed and the library should get an indexing/abstracting journal most useful to its patrons.

3. Organization of Materials

3.1 Library collections shall be organized by nationally approved conventions and arranged for efficient retrieval at time of need.

3.2 The catalog of the library's holdings shall include all items regardless of format by author, title, and subject.

3.3 The catalog shall be in a format that can be consulted by a number of people concurrently and at time of need.

3.4 Library materials shall be arranged on the shelves by subject except for certain categories of materials which are for convenience kept separate by form.

3.5 Patrons shall have direct access to library materials on the shelves.

Acquisition of materials is only part of the library's effort to provide access to them. Materials acquired have to be classified according to an accepted classification scheme, cataloged and arranged systematically so that they are easily accessible. There should be a catalog which includes all the items a library has and acts as a "key" to the library's holdings. It should always be available for consultation to the patrons. If a library decides to have a book catalog, steps should be taken to keep it up-to-date and multiple copies of the catalog should be provided for the use of patrons.

Teachers College libraries should initiate efforts at the creation of a union catalog of the holdings of all teachers college libraries in Karnataka which should be made available to patrons for consultation in each individual library. This indeed is a prerequisite to promote interlibrary loans among teachers college libraries. As a first step, teachers college libraries in Bangalore and Mysore cities should try to prepare union catalogs of their holdings.

Materials should be arranged on the shelves by subject so that related information can be consulted together. Some types of materials such as maps and charts may be separately kept. Works of
reference and text books may be kept separately to facilitate access to them. The bulk of collection with the exceptions mentioned above should be classified and shelved by subject in open stack areas to permit and encourage browsing. The library should adopt open access system with built in safeguards and provide the readers direct access to its collection. A large number of students come from economically backward classes and can not afford to buy text books. The library should make special efforts to provide a text book collection with multiple copies for the use of students.

4. Staff

4.1 There shall be professional librarian on the staff of every teachers college library irrespective of its size.

4.2 The professional librarian shall be a graduate with a Bachelor's degree in Library Science. (Preference may be given to candidates with a Bachelor's degree in Education in addition to the requirements mentioned above)

4.2.1 The professional librarian shall have the status and salary of a member of the teaching staff.

4.3 There shall be a clerk on the staff of every teachers college library irrespective of its size.

4.3.1 The clerk should have the same qualifications and salary prescribed for the post in the college.

4.3.2 The clerk should be able to type.

4.4 There shall be an attender on the staff of every teachers college library irrespective of its size.

4.4.1 The qualifications and service conditions of the attender shall be the same as those prescribed for similar posts in the college.

Library collection and facilities by themselves do not form a library. The investment made on them will give no return and there will be no "library" in the true sense of the term unless the library materials are put to constant, active use by every teacher and every student in the college, each in his own measure, and in his own specific subject of interest. This will not happen without a competent library staff. Commenting on the importance of a competent library staff the University Grants Commission Library Committee observes: (25)

Books are after all artificial entities. It is not natural for a student to pick up ideas and information through recorded phonetic symbols. He is accustomed to pick them up through hearing from a person. He needs to be persuaded to use books. More over there are books of varying standards on one and the same subject. If he lands on a book of wrong standard for him, he would fight shy of reading. There are other unavoidable artificialities in a library catalog, the arrangement of the books in the stack room, and the very rules of the library. All these may scare away a student. If something is not done to help the student to look behind and beyond all these artificialities, the potentially great plenty in the holdings of the library and the potentially greater plenty of readers in the student population would be nothing more than a mockery. Indeed the problem in libraries is no longer one of scarcity in any sense, except the scarcity in the human converters who can help the conversion of the potential thought energy stored in books into the kinetic energy of use by students.

The work of a librarian is a professional job and only a professionally trained librarian can do it satisfactorily. A library staff adequate in quality and sufficient in quantity is a basic requirement for the successful functioning of any library. The professional librarian should have the status, pay scale and other service conditions as that of a lecturer in the teachers college. There should also be provision for the appointment of an Assistant Librarian when the collection exceeds 10,000 volumes in the scale of an Assistant Lecturer. An acceptance of this standard will result in having qualified librarians and will eliminate the present situation of clerks and faculty members with no training in library science or experience in library work being in charge of teachers college libraries. It will also result in providing a pay scale similar to that of the faculty to the librarians of teachers colleges which only four teachers college librarians are getting at the present time. It will provide much needed support staff which a majority of teachers colleges do not have.

5. Services

5.1 The library shall provide continuing instruction to patrons in the effective use of the library.

5.2 The library shall prepare a library hand book giving details of the rules, resources, services and staff of the library and make it available to patrons free of cost or at nominal cost.

5.3 The library shall circulate materials to eligible patrons under equitable policies.

5.4 The library shall provide indexing services covering the professional periodicals received in the library.
5.5 The library shall provide short bibliographies on specific topics to all its patrons on request.

5.6 The library shall display newly received books in an appropriate place and shall arrange book exhibits on different themes appropriate to a given occasion in an effort to bring its resources to the notice of its patrons.

5.7 The library shall provide reference service to its patrons.

5.8 The library shall establish contacts with other teachers college libraries in the state and the university library in its area and promote interlibrary cooperation and inter-library loans.

5.9 The library shall provide photo copying service in co-operation with the university library in its area.

5.10 The library shall be open for at least eight hours a day at hours convenient for use by a majority of its patrons.

5.11 The library shall be open for four hours a day at hours convenient for use by a majority of its patrons on Sundays and holidays.

The teachers college library should provide instruction in the use of books and libraries to its patrons so essential to enable them to find their way about the literature of their subjects. This will help them while they are studying at the college and will serve them throughout their professional career as teachers. The library shall provide its patrons with ready reference information, such as statistics or addresses and information and special material about the locality and environments in which teaching practice takes place. It shall make every effort to answer question received by patrons. The library staff can demonstrate their usefulness to the college community by providing indexing services, bibliographic services and arranging book exhibits. These activities will help the patrons and the library will become a live institution full of activity. The library should establish co-operative relationship with other teachers college libraries in the state and the university library of its area and act as a link with the world of books and libraries outside, being ready to draw upon the special resources of many other institutions and to make its own contribution to the various co-operative schemes. The period of book loan should be determined on the basis of local conditions such as the number of patrons, the number of copies available etc.

6. Facilities

6.1 The college shall provide 2,000 square feet area for housing the library.

6.2 This space consist of a hall and one or two rooms.

6.3 The area provided should be centrally located in the college and easily accessible to the students and teachers of the college.

6.4 The hall and the room to be provided should be the best available in the college in terms light and air.

6.5 The library should have access to toilet facilities for males and females.

6.6 There shall be provision for drinking water in or near the library.

6.7 The library shall provide seating accommodation to one third of its students and one third of its teachers.

The standard is recommended for a teachers college with 100 students and 10 teachers with a collection of 10,000 volumes on the following basis:

- Seating for 35 persons at 25 sq. ft.
- 2 carrels at 35 sq. ft.
- Four fifths total (i.e., 8,000) books at 75 sq. ft. per 1,000
- One fifth total (i.e., 2,000) books at 55 sq. ft. per 1,000
- Entrance counter, catalog and display 145 sq. ft.
- Library staff work area for two at 100 sq. ft. per person 200 sq. ft.

(Suitable adjustments for the convenience of the library should be made). Standards recommended for Colleges of Education Libraries in Great Britain are followed in case of providing reading space and shelf space (Appendix B). At present as many as eleven teachers college libraries are housed in a space less than 800 square feet.

Successful library service presupposes an adequate library building. The physical atmosphere of the library should be inviting. There should be provision for enough light and air in the library.
should be centrally located in the college. Thirty-six per cent of teachers colleges in Karnataka do not have their own building. It is possible they are planning to build one. Attempts should be made to build the library area of the college building in consultation with the librarian, construction engineer and the principal of the college.

The University Grants Commission Library Committee has recommended a seating accommodation for one fifth of the total number of students and one tenth of the number of teachers in a college library as a norm to be followed. However, there is a need for providing seating accommodation for one third of the total number of students and one third of the total number of teachers in teachers college libraries as the college consists of a one year course and at times students and teachers work together in the library according to the timetable. The University Grants Commission Library Committee recommends the provision of the following rooms for a college library with 5,000 to 50,000 volumes: stack room, catalog room, general reading room, periodicals room, group study room, semi-colon reading, librarian's room, technical staff room, administrative staff room, display space at entrance, and microfilm reading room. Although such provision is highly desirable, the circumstances under which the teachers colleges are functioning convince the investigator that is not in the world of possible achievement and hence it is not recommended. The patrons of the library should have access to toilet facilities and there should be provision for drinking water. IS: 1172-1957 Code of Basic Requirements for Water Supply and Sanitation may be accepted as a guideline for providing such facilities.

7. Administration

7.1 The librarian shall be directly responsible to the principal of the teachers college.

7.2 The librarian shall be a member of the college council with voting power.

7.3 There shall be a library committee consisting of the principal, representatives of the faculty and the students with the librarian as the member secretary.

7.4 The library committee shall function in an advisory capacity and shall meet at least twice an academic year.

7.5 The library shall prepare an annual report explaining the work of the library during the year and presenting its plans for the coming year.

7.6 The college should condone a loss of up to four books for every thousand books circulated as reasonable loss and should not hold the library staff responsible for such loss.

7.7 Statistics useful to study the use made of the library and to see how far the library measures up to standards for making valid comparisons should be collected on a continuing basis.

The librarian should be treated as an officer of the college with full authority of administering the library under the direct supervision of the highest executive officer of the college i.e., the principal. The library should not be isolated and should be in touch with the faculty and the students to know their needs, to feel their reaction to library services and to positively respond to their demands. The library committee will provide formal basis and serve as a meeting ground for the library and its patrons and makes meaningful dialogue possible. The annual report of the library lets patrons know of the activities of the library and the possible direction of its growth for mutual advantage.

The practice of holding the librarian and his staff responsible for the loss of library materials has done great harm to the provision of library service in India. It encourages the "custodian" function of the librarian at the cost of hindering use of the library. Commenting on this practice, S.R. Ranganathan observes:

"The practice of making librarians pay for the malpractices of readers originated in the days of manuscript libraries. For, each volume was unique and was regarded as property. Even after printing came into vogue, making copies of a book cheap and plentiful, this practice continued for a few centuries. But today the preservation function and service function have been separated out. In each country, a special national storage library is to be kept for preservation purposes. All other libraries are to be made service libraries charged with the duty of making every citizen able to use books and of putting every book in continuous circulation until it is worn out or outmoded in thought. This is to be done at any cost, even at the risk of losing some books. The books in a service library are now regarded as expendable commodities. In the present day practice, writing-off one volume for every 1,000 volumes sent out on circulation has become quite common... The medieval practice is more common today in India than in other developed countries... This must stop. I trust that a better ethics in the library profession will take shape and that public opinion will get educated very early to stop this anachronism.
It is time that this obnoxious practice is given up and certain amount of loss, tear and wear of library materials is accepted as natural and inevitable. This practice has been the cause of closed access in many libraries even today. While it is essential to have "open access" with safeguards, it is undesirable and unjust to hold the library staff responsible for minimal loss of materials. Condoning the loss of four items per thousand books circulated was recommended by the Indian Library Association Committee at Tirupati, in 1969 and by the First Mysore State Conference of College and University Librarians held during 23-25 February, 1973 in Bangalore, Karnataka. (29)

8. Budget

8.1 The library shall have a minimum annual book budget of Rs. 10,000/- which shall be spent on purchase of books, subscriptions to periodicals, binding and other expenses in the following ratio: 7:2:1

8.2 The salaries of the library staff should be paid out of the total college budget.

The library shall acquire two books per student per year and five books per teacher per year. (250 volumes for a college with 100 students and 10 teachers) The same may be followed when the enrollment or the number of teachers increases. The proportion of books in different categories shall be as follows: Books in Education, 100; Books in other disciplines 100; Secondary school text books and children's and young adult books 50. (However, a library can alter the proportion to suit its requirements) The average cost of a general book is around Rs. 25 per volume, that of a book in education is around Rs. 40 and a secondary school text/children/young adult book is Rs. 10. Thus acquiring 250 books would cost Rs. 7,000.

The average cost of subscription for a periodical in the field of education published in India is around Rs. 10/- a year; while one published abroad is around Rs. 75 to Rs. 100/- a year. Periodicals in other fields published in India could cost Rs. 20/- or more. The library shall subscribe to twenty periodicals in education published in India five selected foreign periodicals and the rest to be chosen to suit the specific requirements of the college. An indexing/abstracting journal should be included.

Generally libraries get a 10 per cent discount on their book purchases from book sellers. No discount is allowed on certain items. The accrued discount amount may be utilized to buy multiple copies of often used books or to purchase reference books or to buy maps and charts. Marginal adjustments in the pattern of spending to suite local needs should be made.

Sources of the Budget

The University Grants Commission Library Committee suggests that an academic library should receive grants at the rate of Rs. 15/- per student and Rs. 200/- per teacher [30]. The formula works well in case of Arts, Science, and Commerce Colleges with enrollments over 1,000 students and a faculty of fifty teachers or more. The various other recommendations based on a per capita approach similarly fail to be of real use to teachers college libraries. Goyal considers the case of a college with less than 500 students and recommends 12 per cent of the college budget for the library. As the budget of a considerable number of teachers college libraries in the state is between Rs. 100,000 - 150,000; 12 per cent of it would be Rs. 12,000 - 18,000. This is not enough to cover the book fund as well as the payment of salaries to the library staff. The various suggestions put forward in this regard are not of practical help to the teachers college libraries.

As it is, the grant-in-aid code of the Karnataka State Government has a provision for the appointment of a librarian, one attendant for the library irrespective of the size of the library, and a library clerk if the number of volumes in the library exceed 10,000 [31]. The investigator recommends the removal of the clause prescribing the number of volumes for the provision of a library clerk. If that is accepted by the state government, the teachers college libraries in the state are assured of the services of a staff recommended under standard 4, the cost of which will be met by annual grant-in-aid by the state government. The state government should also accept the various recommendations with regard to the qualifications and status of the library staff.

The grant-in-aid code should be further amended to reflect the state's realization of the importance of the library in the teachers college and its determination to improve the present situation by taking some positive steps. At present the requirements of the library such as books, journals, maps, charts, shelves for books are included under the "equipment grant". The equipment grant which is to be spent on several things besides the ones mentioned above for the first year to a teachers college is Rs. 5,000/- and thereafter Rs. 2,500/- per year. This shows the low priority given to the library and should be changed. The grant-in-aid code should provide a separate head for library and should provide Rs. 10,000 book fund per year to a teachers college with 100 students and ten teachers. Rs. 100/- additional annual grant for every additional student and teacher shall be provided.
The state government should not provide building grants to any teachers college for a new or old building which does not follow standard 6. By doing so, the government will be giving the library a recognition which is its due and which will create the environment so essential for its effective functioning.

The Study Group on the Education of Secondary Teachers in India, of the All India Association of Training Colleges in India commenting on the need for state support for teacher education emphasizes the need to make teacher education completely free and urges the central and state governments to meet the entire cost of teacher education [32].

If the state strongly feels it can not provide the kind of aid recommended here for some reason or other the investigator suggests an alternative. The teachers college under the present grant-in-aid code is permitted to collect library and reading room fees from the students. But the amount so collected is treated as a source of income to the college which affects the grants to the college. As a result nearly half the colleges do not collect a fee inspite of provision for it. The state should not consider the library and reading room fee as a source of income to the college for the purposes of calculating grants, but should insist on the spending of the amount for the purpose for which it is collected. The colleges may collect Rs.50/- from every student per year as library and reading room fee which amounts to Rs. 5,000/- in case of a college with 100 students. The state may provide an equal amount as a matching grant. Further the present provision in the grant-in-aid code equipment grant should be used for providing benches, tables, chairs, shelves, black boards, vessels, almiras etc., which are needed by the college including the library.

The state government should in cooperation with the University Grants Commission make arrangements to provide a one time block grant of Rs.100,000 to each of the teachers college libraries in the state so that the libraries shall make up their deficiencies and acquire a basic collection. The University Grants Commission Review Committee on Education recommends a minimum grant of Rs.50,000 phased over a period of five years to provide a basic collection for teachers college libraries [33]. The colleges should be allowed a minimum of three years to spend the amount. Several librarians and principals of teachers colleges have pointed out the difficulties and delays of acquiring books [34]. Extra time should be given to acquire what is needed. Further, there should be provision to spend one tenth of the grant amount for hiring temporary staff to work in connection with acquisition and organization of materials under this scheme. The University Education Commission (1948-1949) commenting on acquisition of books and the financial resources of academic libraries observes: [35]

As it will not be possible for a library to purchase the increasing number of good publications which come out year after year out of its fixed allotment, a special non-recurring grant should be made once in five years to cope with the arrears of books and journals.

This recommendation of the University Education Commission is worthy of consideration and implementation. These measures of the state government would put the teachers college libraries on a solid base and set the stage for their effective functioning.

REFERENCES


[10] Ibid., p.66


STANDARDS FOR TEACHERS COLLEGE LIBRARIES


[18] Ibid., p.12.


[26] Ibid., p.104.

[27] Ibid., pp.105-106.


