

Library Resources, Facilities & Services in Colleges of Education Affiliated to Bangalore City University

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ABSTRACT

Colleges are the gateways to the higher education. College is the door step which leads a student to the treasure of knowledge. Up to the college level main focus of education lies at preparing the student to understand how to study. True education begins only after a student steps in a college. Colleges open new vistas of knowledge for the students and make them practical in responding to the problems at individual as well as social level. Apart from teaching the respective subjects, colleges are supposed to develop and enhance the creativity and learning ability among the students as well. Students are taught and trained to develop research aptitude to enter the university level. The role of library in a college is as good as of blood in our body. Besides providing stimulus to reading by procuring materials for study and research, college libraries also feed the intellect of the student, and thus serve the teaching and research needs of the faculty. No academic institute can achieve its goals without a well equipped and up to date library. Teacher as a nation builder should be highly skilled and professional with good knowledge and skills of all the latest developments at global level and such an intellect is formed and shaped only in the library. The significance of a library in an educational institution is highlighted by NKC (2007) as, "A library is not a building stacked with books – it is a repository and source of information and ideas, a place for learning and enquiry, and for the generation of thought and the creation of new knowledge."

KEYWORDS: Library Resources, Library Services, College of Education Libraries

INTRODUCTION

Colleges are the gateways to the higher education. College is the door step which leads a student to the treasure of knowledge. Up to the college level main focus of education lies at preparing the student to understand how to

study. True education begins only after a student steps in a college. Colleges open new vistas of knowledge for the students and make them practical in responding to the problems at individual as well as social level. Apart from teaching the respective subjects, colleges are supposed to develop and enhance the creativity

and learning ability among the students as well. Students are taught and trained to develop research aptitude to enter the university level.

The role of library in a college is as good as of blood in our body. Besides providing stimulus to reading by procuring materials for study and research, college libraries also feed the intellect of the student, and thus serve the teaching and research needs of the faculty. No academic institute can achieve its goals without a well equipped and up to date library. Teacher as a nation builder should be highly skilled and professional with good knowledge and skills of all the latest developments at global level and such an intellect is formed and shaped only in the library. The significance of a library in an educational institution is highlighted by NKC (2007) as, "A library is not a building stacked with books – it is a repository and source of information and ideas, a place for learning and enquiry, and for the generation of thought and the creation of new knowledge."

ICT has converted the world in a global village where the constraints of time and space have been abolished and we can access information 24x7 from any resource in any part of the world with the click of a button on our mobile or laptop. In this context the Working Group on Libraries (WGL) set up by NKC (2007) has emphasized that, "existing libraries must modernize their collection, services and facilities, become more pro-active and collaborate with other institutions and agencies." The ways and means might have changed but the basic aim of the libraries is still the same, i.e. 'to provide right information to the right user at the right time'. With increasing information needs of the users in ICT age, the pressure of meeting these demands is mounting on libraries with every passing minute. As such it is very much essential to find out as to what extent libraries are fulfilling their objective of satisfying information needs of their users.

REVIEW OF LITERATURE

Review of literature is an early step and one of the most important activities in any research. It not only enables us to avoid the duplication of research work but also broadens the

understanding of the research problem. Review of literature saves the time, money, energy and efforts of the researcher.

C. Sasikala., G. Nagaratnamani., & V. Dhanraju (2014) executed a study on collection development in academic libraries in Andhra Pradesh under title, "Pattern of Collection Development in Academic Libraries in Andhra Pradesh: A Study". The objective of the study was to describe the impact of electronic publishing on collection development in libraries. It also examined the status and management of electronic resources in academic libraries surveyed and enlisted the challenges before library professionals in the changed context. Questionnaire, interview and library records were used for data collection. Among various suggestions offered by librarians, majority (nearly 89%) stressed the need to have a separate policy for developing e-collections. Librarians opined that category wise budget allocation should be there for collection for development in libraries (77%). While 66% users pointed out the need to train the library in managing e-resources, another 61% insisted for provision of fixed budget.

Balsubramanian, P. Vasanthakumar., (2011) made an attempt to "Study on job satisfaction by LIS professionals with reference to colleges importing management education". In this study majority of 67% of respondents satisfactory regarding the working hour's condition of the library, followed by this that the librarians are satisfied with their job.

Sohail MD et al., (2012) they made "use of library resources in University Libraries by the students: A survey with special reference to the University of Kalyani". They found in their study that the majority of respondents expressed that the lack of library collections and guidance of searching libraries.

Ramaiah (2012) surveyed on user's perceptions and acceptance of e-books in India. He used the questionnaire as a tool to find out user's views on using e-books as compared to printed documents. The research outcomes found that the user's are generally use and read the e-books and followed by printed publications, and at

same time majority of users are aware the advantages and limitations of both print and e-books.

Khare., Jagtap and Thakur (2012) studied on the application of ICT in Commerce college libraries. They used questionnaire and interview method for data collection from librarians. The study found that the libraries are subscribing e-resources and also a member of N-LIST programme of INFLIBNET and many libraries are facing the acute problem of space for management of college libraries in Pune City. They also understand the problems faced by the libraries with ICT.

Hadagali and Kumar (2012) presented paper in the conference an overview on collection development policy in academic libraries both for print and electronic resources. They framework on collection development policies for effective building collections in an academic library environment.

STATEMENT OF THE PROBLEM

The present study is conceived under the title **"Library Resources, Facilities and Services in Colleges of Education Affiliated to Bangalore City University"**.

NEED OF THE STUDY

User studies are important to get feedback from the users of a system. These studies provide us with the guidelines to formulate future planning for improvements and developments in a library and information system. Academic libraries are the backbone for overall progress of the all education institutions system. At the same time the teacher education college libraries play a pivotal role in bringing quality of teacher's education. Education college libraries is to provide need based collection and services to cater to the needs of the students and teachers for study, course assignment, teaching, extension and extra-curricular activities. Due to impact of information communication technology many education college libraries providing computer and web based services to cater to the changing needs of present day user's community. In this context the researcher

contextualized the present study to know the availability and effective use of various state-of-the-art facilities, library resources and services by the students and teachers of education college libraries affiliated to Bangalore City University will be of immense help in planning, policies and redesign the plan of work to improve the overall quality of teacher education programmes. Hence the present study "Effective use of Library Resources and Services by the students and Teachers in Education College Libraries affiliated to Bangalore City University: A Study is proposed for research study.

SCOPE AND LIMITATIONS OF THE OF THE STUDY

The scope of the present study includes libraries of all the colleges of education affiliated to Bangalore City University. Among the 22 Colleges of Education, 16 Colleges are privately managed and 6 are Aided colleges registered with the Govt. of Karnataka. All colleges under study offer B.Ed course and some colleges are M.Ed. course wherever applicable. The researcher intended to cover all the aspects of college libraries under study like library infrastructure, human resource, collection development, library budget and services and facilities provided to users. The study is thus limited to 22 colleges of education libraries' resources, services and facilities being provided.

OBJECTIVES OF THE STUDY

The main objectives of the study are as follows:

1. To assess the library staff strength in the colleges under study along with their professional qualification.
2. To ascertain adequacy of collection development and facilities available for users in the college libraries under study.
3. To know whether ICT based library services are being provided to the users in the college libraries under study.
4. To find out the impact of finance on the library resources, facilities and services in the colleges under study.
5. To assess the information literacy of the users about the library resources and services in the colleges and to ascertain the

resources and services mostly preferred by them.

6. To ascertain the satisfaction level of the users with the library resources and services and to identify the problems faced by users in availing library resources and services.

METHODOLOGY

The present study has been adopted survey method using Questionnaire as tool data collection. In order study Students Teachers of 22 Education College Libraries of Bangalore City University have been chosen. The total study population was 1998 which include 298 teachers and 1700 Students. Since sample size was large, it became difficult to cover the entire population

within the time frame and also in terms of cost and labour. So the investigator decided to go for sample study. There are various sample size determine formula like, Bartlett II, Kotrlik and Higgins (2001) and Krejcie and Morgan (1970) and Taro Yamane (1973) investigator decided to followed Taro Yamane formula as per this formula considered for the current study was 495 questionnaire was distributed to students and teachers of 22 education college libraries duly filled 448 questionnaires were returned to making a good response rate of 90.50% which adequate for the analysis. A sample of a college was chosen from a population for investigation. The total sample size of this study was 24.77%. These figures are presented in Table 1.

Table 1: Total strength of Teachers and Students, sample size and response rate: College wise

Sl. No.	Colleges	Total Strength			Questionnaire Distributed	Percentage of sample size	Questionnaire Received	Percentage of Response
		Students	Teachers	Total				
1	Anugraha B.Ed. College	50	12	62	16	25.80	15	93.75
2	Sri Venkateshwara College of Education	100	14	114	27	23.68	24	88.88
3	Cauvery B.Ed. College	50	10	60	15	25	13	86.66
4	Diana College of Education	50	11	61	16	26.22	14	87.5
5	The Regency College of Education	100	15	115	28	24.34	22	78.57
6	Al-Ameen College of Education	50	13	63	17	26.98	16	94.11
7	Huliyappa Mallamma B.Ed. College	50	12	62	16	25.80	13	81.25
8	Sanjay Gandhi College of Education	100	14	114	27	23.68	24	88.88
9	BES College of Education	100	14	114	27	23.68	26	96.29
10	KIET B.Ed. College	100	15	115	28	24.34	25	89.28
11	S.B. B.Ed. College	100	14	114	27	23.68	25	92.59
12	The Oxford College of Education	50	14	64	18	28.12	18	100.00
13	Bapu College of Education	50	15	65	18	27.69	17	94.44
14	M.S. Ramaiah College of Education	100	15	115	28	24.34	25	89.28
15	S.V.N. College of Education	50	14	64	18	28.12	16	88.88
16	Vivekananda	50	12	62	16	25.80	15	93.75

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	College of Education							
17	Goutham College of Education	50	13	63	17	26.98	16	94.11
18	Rajajinagar College of Education	100	12	112	26	23.21	24	92.30
19	Acharya College of Education	50	13	63	17	26.98	15	88.23
20	R.V. Teacher College	150	14	164	37	22.56	34	91.89
21	Vijaya Teacher's College	150	18	168	38	22.61	37	97.36
22	Maharshi Savitha College of Education	50	14	64	18	28.12	14	77.77
Total		1700	298	1998	495	24.77	448	90.50

Population of the Study

Table 2: Population of the Teacher Training College Libraries

Sl. No.	Colleges	Categories		Total
		Students	Faculty Members	
1	Anugraha B.Ed. College	50	12	62
2	Sri Venkateshwara College of Education	100	14	114
3	Cauvery B.Ed. College	50	10	60
4	Diana College of Education	50	11	61
5	The Regency College of Education	100	15	115
6	Al-Ameen College of Education	50	13	63
7	Huliyappa Mallamma B.Ed. College	50	12	62
8	Sanjay Gandhi College of Education	100	14	114
9	BES College of Education	100	14	114
10	KIET B.Ed. College	100	15	115
11	S.B. B.Ed. College	100	14	114
12	The Oxford College of Education	50	14	64
13	Bapu College of Education	50	15	65
14	M.S. Ramaiah College of Education	100	15	115
15	S.V.N. College of Education	50	14	64
16	Vivekananda College of Education	50	12	62
17	Goutham College of Education	50	13	63
18	Rajajinagar College of Education	100	12	112
19	Acharya College of Education	50	13	63
20	R.V. Teacher College	150	14	164
21	Vijaya Teacher's College	150	18	168
22	Maharshi Savitha College of Education	50	14	64
Total		1700	298	1998

As per the information provided by the respective college librarians, the total numbers students are 1700, and Teachers are 298 as on February 2023. The population of the study is presented in Table 2.

Determination of Sample Size / Criteria for Sample Size

The sample size (Table 2) for the Students Teachers are determined based on the sample techniques by Taro Yamane (1967) formula:

$$n = \frac{N}{1 + e^2}$$

n = Sample Size

N = Population

e = Sampling of Error/ Available error 5%

Students N = 1700

n = 324

Teachers N = 298

n = 171

Total = 495

Therefore from a total population 1998 a sample size of 495 is considered for the present study which includes 324 students and 171 Teachers as per the formula.

Table 3: Sample size of the population taken for survey

Sl. No.	Colleges	Sample Size Required		Total
		Students	Faculty Members	
1	Anugraha B.Ed. College	9	7	16
2	Sri Venkateshwara College of Education	19	8	27
3	Cauvery B.Ed. College	9	6	15
4	Diana College of Education	10	6	16
5	The Regency College of Education	19	9	28
6	Al-Ameen College of Education	10	7	17
7	Huliyappa Mallamma B.Ed. College	9	7	16
8	Sanjay Gandhi College of Education	19	8	27
9	BES College of Education	19	8	27
10	KIET B.Ed. College	19	9	28
11	S.B. B.Ed. College	19	8	27
12	The Oxford College of Education	10	8	18
13	Bapu College of Education	9	9	18
14	M.S. Ramaiah College of Education	19	9	28
15	S.V.N. College of Education	10	8	18
16	Vivekananda College of Education	9	7	16
17	Goutham College of Education	10	7	17
18	Rajajinagar College of Education	19	7	26
19	Acharya College of Education	10	7	17
20	R.V. Teacher College	29	8	37
21	Vijaya Teacher's College	28	10	38
22	Maharshi Savitha College of Education	10	8	18
Total		324	171	495

The responses received from individual Teacher Training colleges are presented in below Table 3.

Response Pattern

Table 4: Response Pattern

Sl. No.	Colleges	Total Population	Questionnaire Distributed	Responses Received	Percentage
1	Anugraha B.Ed. College	62	16	15	93.75
2	Sri Venkateshwara College of Education	114	27	24	88.88
3	Cauvery B.Ed. College	60	15	13	86.66
4	Diana College of Education	61	16	14	87.5
5	The Regency College of Education	115	28	22	78.57
6	Al-Ameen College of Education	63	17	16	94.11
7	Huliyappa Mallamma B.Ed. College	62	16	13	81.25

8	Sanjay Gandhi College of Education	114	27	24	88.88
9	BES College of Education	114	27	26	96.29
10	KIET B.Ed. College	115	28	25	89.28
11	S.B. B.Ed. College	114	27	25	92.59
12	The Oxford College of Education	64	18	18	100.00
13	Bapu College of Education	65	18	17	94.44
14	M.S. Ramaiah College of Education	115	28	25	89.28
15	S.V.N. College of Education	64	18	16	88.88
16	Vivekananda College of Education	62	16	15	93.75
17	Goutham College of Education	63	17	16	94.11
18	Rajajinagar College of Education	112	26	24	92.30
19	Acharya College of Education	63	17	15	88.23
20	R.V. Teacher College	164	37	34	91.89
21	Vijaya Teacher's College	168	38	37	97.36
22	Maharshi Savitha College of Education	64	18	14	77.77
		1998	495	448	90.50

DATA ANALYSIS AND INTERPRETATION

Data Analysis is the most important activity in any research article, as it gives us a clear picture of the findings of the research. It is regarded as the heart of the research report. The objectives of the study can be attained successfully only by analyzing the collected data using appropriate statistical techniques. This part presents the analysis and interpretations of the data collected from the respondents (teachers and students) from the libraries of colleges of education using a well structured questionnaire. Collected data was presented in the form of tables and graphs and necessary explanations have been given alongside. Appropriate statistical techniques were used for providing descriptive statistics. For current study two questionnaires were devised and distributed, one for the library staff and another one for the users (including teachers and students). Accordingly, the data analysis part is divided and reported into two sections, Section 'A' for data analysis of questionnaire- I and section 'B' for data analysis of questionnaire- II.

Section- A. Data Analysis of Questionnaire- I

The present study is based on libraries of 22 colleges of education affiliated to Bangalore City University. The investigator visited all colleges personally and distributed questionnaires to the respective librarians of the colleges and the entire 22 questionnaire were collected back. As such the response rate for questionnaire- I was a 100 %.

Section- B. Data Analysis of Questionnaire- II

Questionnaire II was distributed among the users including both the teachers as well as the students. Stratified sampling method was adopted and simple random sampling method was followed in each stratum. 495 questionnaires were distributed among the users, out of which only 448 questionnaires were collected back which made the response rate of 90.50%. Thus Data analysis and interpretation is based on 448 questionnaires collected back.

MAJOR FINDINGS OF THE STUDY

This unit highlights the major findings based on the data analyzed and interpreted in the previous chapter. Findings were drawn based on the analyzed data using appropriate statistical tools and techniques. Major findings of the study are as under:

Table 5: Position wise distributions of respondents

Sl. No	Position	Total Strength	Total Questionnaires Distributed	Parentage of sample size	Questionnaires received	Percentage of Responses
1	Students	1700	324	19.05	290	89.50
2	Teachers	298	171	57.38	158	92.39
Total		1998	495	24.77	448	90.50

A study of data in table 5 indicates the position wise distribution of responds. It could be noted that, in total 495 questionnaires were distributed, out of which 448 respondents were

returned the filled questionnaire and the rate of response is 90.50%. Further it was noticed from the analysis 290 (89.50%) respondents are students and 158 (92.39%) are teachers.

Table 6: Gender wise distributions of respondents

Gender	No. of Respondents	Percentage
Male	205	45.75%
Female	243	54.24%
Total	448	100%

Study of data in table 6 indicates the gender wise distribution of respondents. It could be noted that out of the total 448 respondents, 205 (45.75%) of respondents belong to the male

group and the rest of them 243 (54.24%) are female, it is concluded that female respondents constitute more in number than male respondents.

Table 7: Library Building Status

Response	Independent Building	Separate Reading Room	Separate Librarian office	Separate seating Arrangement for Teachers	Drinkink Water Facility	Toilet Facility
Yes	02 (9.09%)	18 (81.81)	5 (22.72)	4 (18.18)	22 (100)	22 (100)
No	20 (90.90%)	4 (18.18)	17 (77.27)	18 (81.81)	00 (00)	00 (00)
Total	22 (100%)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)

Table 7 shows the library building status of the libraries under study. As is evident from the table, only 9.09% colleges have independent building for library. 81.81% colleges have separate reading room facility, and just 22.72% libraries have a separate librarian's office. However drinking water facility and toilet

facility is available in all the libraries. As per the norms of NCTE (2009), the libraries of all colleges running a course of B.Ed. or equivalent must have a separate reading room, but here about 81.81% colleges are following the norms of NCTE in terms separate reading room facility.

Table 8: Seating Capacity in the Library

Seating Capacity in the Library	No. of Colleges
Less than 30	00 (00)
30 - 40	4 (18.18)
40 - 50	12 (54.54)
50 - 60	6 (27.27)
More than 60	00 (00)

Table 8 shows us the status of seating capacity in the libraries under study. As is shown in the table 54.54% libraries have seating capacity of 40-50 people. 6 libraries have a seating capacity of 50-60 people while as only 18.18% libraries have a seating capacity of 30-40 people at one time. None of the colleges under study have a seating capacity of more than 60 people in their respective libraries.

As per the norms of NCTE (2009), all libraries of colleges running a course of B.Ed. or equivalent must have a seating arrangement for 50 of with minimum 1000 titles and 4000 books. 54.54% libraries are following the NCTE norms in terms of providing seating arrangements to users in the respective libraries.

Table 9: Library Staff Strength

Designation	Filled	Vacant	Total	Permanent	Contractual	Total
Librarian	21 (95.45)	1 (4.54)	22 (100)	22 (100)	00 (00)	22 (100)
Asst. Librarian	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)
Library Assistant	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)
Library Attendant	19 (86.36)	3 (13.63)	22 (100)	20 (90.90)	2(9.09)	22 (100)

Table 9 shows that total 22 colleges under study have one librarian post, which is filled in 21 (95.45%) colleges. In addition to the librarian post all the colleges have one library attendant post which is also filled in 19 (86.36%) colleges. There is no assistant librarian or library assistant post in the college under study. Out of the

21 librarians working in different colleges all 22 (100%) librarians are working on permanent basis. The library attendants where only 2 (9.09%) are working on contractual basis while as rest of the 20 (90.90%) library attendants are working on permanent basis in their respective colleges.

Table 10: Educational qualification Library Staff

Designation	With Professional Qualification	Without Professional Qualification	Total
Librarian	22 (100)	00 (00)	22 (100)
Asst. Librarian	00 (00)	00 (00)	00 (00)
Library Assistant	00 (00)	00 (00)	00 (00)
Library Attendant	00 (00)	22 (100)	22 (100)

Table 10 revealed that in all the colleges under study librarian is professionally qualified, it is pertinent to note here that the minimum professional qualification as per the norms of the NCTE has been fixed as Bachelor of Library

Science. 22 colleges have a Librarian with master degree in Library and information Science, 4 colleges the librarians had NET/SET qualified. However of the 22 colleges have professional library attendant.

Table 11: Methods of salary fixation Library Staff

Designation	Salary paid as per UGC / Bangalore City University Norms	Salary not paid as per UGC / Bangalore City University Norms
Librarian	6 (27.27)	16 (72.72)
Asst. Librarian	00 (00)	00 (00)
Library Assistant	00 (00)	00 (00)
Library Attendant	5 (22.72)	17 (77.27)

Table 11 shows the methods of salary fixation of library staff by their respective managing bodies. 6 (27.27%) of the librarian salary UGC scale, remaining 16 (72.72%) of the librarian

salary is consolidated. 5 (22.72%) of the library attendant salary fixation is Bangalore City University norms, and remaining 17 (77.27%) of the salary is consolidated by respective colleges.

Table 12: Budget profile of the libraries

Amount (In Indian Rupees)	No. of Colleges									
	Annual College Budget					Annual Library Budget				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<100000	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	3(13.63)	4(18.18)	3(13.63)	4(18.18)	4(18.18)
100000-150000	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	5(22.72)	6(27.27)	4(18.18)	5(22.72)	6(27.72)
150000-200000	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	14 (63.63)	12 (54.54)	15 (68.18)	13 (59.09)	12 (54.54)
200000-250000	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)
>500000	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)
Total	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)

Finance is the fuel of any organization which makes all organs of the organization run efficiently. In this section of the questionnaire, an attempt was made to ascertain the financial aspect like the annual library budget, Table 12 shows the budget profile of the college and respective libraries under study for last 5 years (2017-2022). All the colleges have an annual budget of 5000000 Indian Rupees. The library

budget of most of the colleges is almost static over the years which can be seen from the table. The annual library budgets of the colleges mostly range in 150000-200000 Indian rupees per annum which is evident from the figures in the table as for last 5 years the no. of colleges with budget of Rs. 150000-200000 being 14, 12, 15, 13, and 12 out of 22 colleges respectively.

Table 13: Existence of Library Committee in the Colleges

Existence of Library Committee	No. of Colleges
Yes	22 (100)
No	00 (00)
Total	22 (100)

Table 13 revealed that all the colleges under study have library committee in their respective colleges. Library committees perform advisory

role/perform executive role. The Librarians are the secretary of library committee.

Table 14: Collection of documents in the library

No. Documents Present	No. of Colleges								
	Text Books	Ref. Books	Thesis/ Dissertation	Project Reports	CDs	Micro Films	Slides	Pamphlets	Others
<1000	00 (00)	21 (95.45)	22 (100)	19 (86.36)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)
1000-2000	00 (00)	1 (4.54)	00 (00)	3 (13.63)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)

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2000-3000	2 (9.09)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)
3000-4000	3 (13.63)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)
4000-5000	8 (36.36)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)
5000-6000	5 (22.72)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)
>6000	4 (18.18)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)	00 (00)
Total	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)	22 (100)

Table 14 the study examined the collection of the college libraries under study. It was found that 9.09% of the libraries have text book collection in the range of 2000-3000, 13.63% of libraries have text book in range of 3000-4000, 36.36% of the libraries have text book in range of 4000-5000, 22.72% of the libraries have text book in range of 5000-6000 and 18.18% of the libraries have text book in range of 6000 above. while as 95.45% of the libraries have reference book collection in the range of 1000, and only 4.54% of the libraries have reference book collection in the range of

1000-2000. All the 22 (100%) libraries have less than 1000 collection of Thesis/Dissertation. 19 (86.36%) of the libraries have project report collection ranging of less than 1000. And only 3 (13.63%) of the libraries have project report collection range of 1000-2000. The collection of CDs, microfilms, slides and pamphlets in the libraries is not more than 1000. As per the recommendations and norms of NCTE (2009), every college running a course of B.Ed. or equivalent must have a minimum of 1000 titles and 4000 books in the library.

Table 15: Periodical Subscription of the libraries

No. of Periodicals Subscription	No. of Colleges		
	Journals	Magazines	News Papers
Less than 5	4 (18.18)	14 (63.63)	12 (54.54)
05 - 10	16 (72.72)	6 (27.27)	10 (45.45)
10 - 15	2 (9.09)	2 (9.09)	00 (00)
More than 15	00 (00)	00 (00)	00 (00)
Total	22 (100)	22 (100)	22 (100)

Table 15 revealed that of the periodical subscription of the libraries under study. 16 (72.72%) of the libraries have journals subscribed range of the 5-10 journals. Only 2 (9.09%) of the libraries have subscribed for the range of 10-15 journals. 4 (18.18%) libraries have less than 5 journals under subscription. Similar is the case with magazines, 14 (63.63%) libraries have less than 5 magazines under subscription and 6 (27.27%) of the libraries have subscribed the magazines range of 5-10. only 2 (9.09%) of

the libraries have subscribed more than 10-15 magazines. However in case of newspapers, 12 (54.54%) of the libraries have subscribed less than 5 and 10 (45.45%) libraries have subscription of newspapers rang of more than 5-10. As per the norms of NCTE (2009), all colleges running a course of B.Ed. or equivalent must subscribe minimum five referral professional research journals. Only 16 (72.72%) colleges are following the norms of NCTE in terms of journal subscription.

Table 16: Status of classification of documents and the classification scheme used

	Status of Document Classification				Classification Scheme Used				
	Fully Classified	Partially Classified	Not Classified at all	Total	DDC	UDC	CC	Others	Total
No. of Colleges	18 (81.81)	4 (18.18)	00 (00)	22 (100)	22 (100)	00 (00)	00 (00)	00 (00)	22 (100)

Table 16 shows the status of classification of documents in the libraries under study and classification scheme used thereof it is evident from the table that 18 (81.81%) of libraries are

fully classified while as 4 (18.18%) of colleges are partially classified. All the libraries (100%) use only DDC scheme of classification.

Table 17: Kind of access system followed by the libraries

Type of Access System	No. of Colleges
Open	20 (90.90)
Partially Open	2 (9.09)
Closed	00 (00)
Total	22 (100)

Table 17 revealed that 20 (90.90%) of the libraries have open access system while as 02 library that is (9.09%) library has partially open

access system. However none out of the 22 college libraries under study has closed access system.

Table 18: Circulation of documents and loan period

No. of Books Issued at one Time	No. of Colleges		Loan Period in days	No. of Colleges		No. of Books Issued Daily	No. of Colleges	
	For Students	For Teachers		For students	For Teachers		For Students	For Teachers
2-4	21 (95.45)	9 (40.90)	<10	00 (00)	00 (00)	1-10	3 (13.63)	17 (77.27)
4-6	1 (4.54)	13 (59.09)	10-15	22 (100)	00 (00)	10-20	8 (36.36)	5 (22.72)
6-8	00 (00)	00 (00)	15-20	00 (00)	22 (00)	20-30	11 (50)	00 (00)
More than 8	00 (00)	00 (00)	>20	00 (00)	00 (00)	>30	00 (00)	00 (00)
Total	22 (100)	22 (100)	Total	22 (100)	22 (100)	Total	22 (100)	22 (100)

Table 18 shows that the circulation of documents and loan period adopted by the libraries under study. The table revealed that 21 (95.45%) of the libraries issues 2-4 books to their students and only 1 (4.54%) of the libraries issues 4-6 books. Teachers maximum number of libraries books 13 (59.09%) issues 4-6 books to

the teachers at one time, rest of the 9 (40.90%) of the libraries 2 - 4 books to their respective teacher one time user. None of the libraries issue more than 6 books to either students or teacher at one time. The loan period for students is 10-15 days, and teachers are 15-20 days in all the libraries under study.

Table 19: Type of circulation system used in the libraries

Circulation System Used	No. of Colleges
Browne system	11 (50)
Newark system	00 (00)
Ledger system	5 (22.72)
Computer	6 (27.27)
Others	00 (00)
Total	22 (100)

Table 19 shows the type of circulation system used in the libraries under study. The table depicts that 11 (50%) libraries are using Browne Charging and discharging system, while as 6

(27.27) of libraries have switched over to automatic charging system and only 5 (22.72%) of libraries are still carrying with the traditional ledger system.

Table 20: Other circulation services/activities offered by the libraries

Circulation day/date for circulation	No. of Colleges		
	Yes	No	Total
Fixed day/Date for Circulation	00 (00)	22 (100)	22 (100)
Issue non-print material	00 (00)	22 (100)	22 (100)
Return of books within due date by students	18 (81.81)	4 (18.18)	22 (100)
Return of books within due by teachers	9 (40.90)	13 (59.09)	22 (100)
Overdue charges imposed	19 (86.36)	3 (13.63)	22 (100)
Reservation policy in practice	00 (00)	22 (100)	22 (100)

Table 20 shows other circulation services/activities being offered by the libraries under study. The table depicts that all the 22 libraries under study have no fixed date for circulation that in other words means circulation is available on all working days. None of the libraries issue non-print material to their users. Only 18(81.81%) students and 9 (40.90%)

teachers return books issued to them by before the due date, however overdue charges are imposed to users in 19 (86.36%) colleges, the charges are same for both teachers and students. It can also be read from the table that none of the libraries under study have reservation policy in practice.

Table 21: Other Library Services

Other Library Services / Activities	No. of Colleges		
	Yes	No	Total
Are reference services being provided	20 (90.90)	2 (9.09)	22 (100)
Are current awareness services being provided	21 (95.45)	1 (4.54)	22 (100)
Are SDI services being provided	00 (00)	22 (100)	22 (100)
Book exhibitions organized	9 (40.90)	13 (59.09)	22 (100)
Provision for bibliographic services	00 (00)	22 (100)	22 (100)
Provision for photocopy / Xerox facility	17 (77.72)	5 (22.72)	22 (100)
Participation in resources sharing	00 (00)	22 (100)	22 (100)
Provision for orientation programs in library	13 (59.09)	9 (40.90)	22 (100)
Does the library maintain newspaper clipping	7 (31.81)	15 (68.18)	22 (100)

Table 21 shows other services/facilities being offered in the libraries under study. The table indicates that 20 (90.90%) libraries offer referral services to their users. 21 (95.45%) libraries provide current awareness services to their patrons, book exhibitions are organized by just about 9 (40.90%) and Xerox facility is available

in 17 (77.72%). Library orientation programs are organized by 13 (59.09%) libraries and news paper clipping service is offered by about 7 (31.81%) libraries. However, none of the libraries provide SDI, bibliographic services and resource sharing facility to their users.

Table 22: Use of computer in the library

Use of Computer / Automation in the Library	No. of Colleges
Yes	22 (100)
No	00 (00)
Total	22 (100)

Table 22 shows the use of computers in the library. The table clearly revealed that all the 22

libraries under study use computer for housekeeping operation in the library premises.

Table 23: Library automation software used

Library Automation software used	No. of Colleges
Libsoft	3 (13.63)
Koha	14 (63.63)
Libsys	3 (13.63)
Others	2 (9.09)
Total	22 (100)

Table 23 shows that the library automation software used by the libraries for their housekeeping operations. The table indicated that 14 (63.63%) libraries use Koha software, 3

(13.63%) libraries use Libsoft and Libsys software and 2 (9.09%) libraries use other library software for library automation.

Table 24: Frequency of stock verification

Frequency of Stock Verification	No. of Colleges
Once in year	12 (54.54)
Once in two years	6 (27.27)
Others	4 (18.18)
Total	22 (100)

Table 24 shows that 12 (54.54%) of libraries undergo stock verification once in a year 6 (27.27%) of libraries for stock verification once in

two years and rest of the 4 (18.18%) libraries under for stock verification in others.

Table 25: Average loss of books per annum

No. of Books lost per Annum	No. of Colleges
Less than 15	13 (59.09)
15 - 30	5 (22.72)
30 - 45	4 (18.18)
More than 45	00 (00)
Total	22 (100)

Table 25 shows that the average loss of books per annum in the libraries. The table clearly depicts that the loss per annum is less than 15 in most of the libraries, 13 (59.09%). And 5 (22.72%)

of libraries have more than 30 books lost per annum and 4 (18.18%) of libraries have 30-45 books lost per annum.

Use of Library by the Users

Table 26: Frequency of visiting the library by the users

Frequency	No. of Respondents	
	Teachers	Students
Daily	61 (35.67)	61(18.82)
2 – 3 times a week	75 (43.85)	72 (22.22)
Once a week	22 (12.86)	115 (35.49)
Occasionally	13 (7.60)	71 (21.91)
Never	00 (00)	5 (1.54)
Total	171 (100)	324 (100)

User's frequency of visiting the library can prove to be a good indicator of how much the library resources are being put to use. It can also be a significant indicator of the user behavior. The table 26 shows that the users frequency of visiting the library it is depicted from the table that highest no. of teachers 75 (43.85%) visit the

library 2 – 3 times a week while as highest no. of students 115 (35.49%) visit the library only once a week. These figures are followed by Daily in case of teachers 61 (35.67%) and occasionally in case of students 71 (21.91%). However it is quite significant to note here that 5 (1.54%) students never visit library.

Table 27: Users purpose of visiting the library

Purpose of Visiting the Library	Score			
	Teachers	Rank	Students	Rank
For issue return of books	42	1	157	1
For reference	26	5	60	9
To read personal books	25	6	61	8
To Prepare lecture / notes	12	8	95	4
To prepare for examination	00	9	90	5
For Reading News paper	36	2	130	2
For Net browsing	31	3	62	7
For Xeroxing	30	4	120	3
For recreation	21	7	71	6

Table 27 shows that the highest no. of respondents both teachers and students visit the library for books issue and return is rank no. 1, it is followed read News paper in rank no. 2 in both cases. Net browsing teachers rank no. 3 and students rank no. 7. For Xeroxing teachers rank no. 4 and students rank no. 3, for reference comes at teachers rank no. 5 and students rank

no. 9. Read personal book teacher rank no. 6 and students rank no. 8. For recreation teacher rank no. 7 and students rank 6, to prepare lecture notes teachers rank 8 and students rank no. 4. The lowest rank was assigned to prepare for exams by teachers as it 00 hits while as in students the lowest rank was assigned for reference rank no. 9.

Usage of in Library Resources

Table 28: Usage of various kinds of documents in library

Types of the Document	Score			
	Teacher	Rank	Students	Rank
Text books	55	2	230	1
Reference books	41	3	68	4
General books	22	5	74	3
Journals of the respective subject	15	6	6	7
General periodical respective subject	24	4	10	6
Back volumes of journals	7	7	00	9
News Paper	68	1	199	2
Audio visual material like CDs etc	6	8	02	8
Dissertations	3	9	00	10
Others	2	10	22	5

Table 28 an attempt was made to ascertain the preferences given by the users to various sources of information and it was found that teachers give first preference to newspapers,

while as students give first preference to text books. Dissertations and audio-visuals are the least preferred sources.

Table 29: Time spend by the users in the library on an average per week

Time Spend in Library per week	No. of Respondents	
	Teachers	Students
Below Half an hour	10(5.84)	38 (11.72)
1 – 2 hours	34 (19.88)	64 (19.75)
2 – 3 hours	75 (43.85)	108 (33.33)
3 – 4 hours	38 (22.22)	70 (21.60)
More than 4 hours	14 (8.18)	44 (13.58)
Total	171 (100)	324 (100)

Regarding the time spent in the library, the study revealed that 75 (43.85%) teachers and 108 (33.33%) students spend 2-3 hours in the library while as 38 (22.22%) teachers and 70 (21.60%) students spend 3-4 hours in the library, remaining 34 (19.88%) of teachers and 64

(19.75%) of students spend 1-2 hours in the library, and 14 (8.18%) of the teacher and 44 (13.58%) of the student spend more than 4 hours in the library. It is pertinent to mention here that 10 (5.84%) teachers and 38 (11.72%) students below half an hour spend in library.

Use of Online Public Access Catalogue (OPAC)

Table 30: Knowledge of users about the library online public access catalogue

Knowledge about Possession of Catalogue	No. Respondents
Yes	110 (22.22)
No	132 (26.66)
Don't know	253 (51.11)
Total	495 (100)

Regarding the use of online public access catalogue by the users, the study found that only 22.22% users are aware about the (OPAC) catalogue used by their library. 26.66% users are

not aware about the type of catalogue used and 51.11% of users don't know what a catalogue is all about. Maximum library users can take assistance of library staff.

Use of Classification Scheme

Table 31: Knowledge of users about the classification scheme used in the library

Knowledge of Library Classification	No. of Respondents
Yes	116 (23.43)
No	140 (28.28)
Don't know	239 (48.28)
Total	495 (100)

An attempt was made to ascertain the users' opinion regarding the classification schemes used by various libraries under study. It was found that only 23.43% of users are aware about

the classification scheme used by the library, 28.28% users are not aware and 48.28% of users surprisingly don't know what a library classification scheme is all about.

Users' Satisfaction with Different Library Resources

Table 32: Satisfaction levels of users with different kinds of information sources available

Particulars	1	2	3	4	5	N
Text Books	51 (10.30)	62 (12.52)	96 (19.39)	194 (39.19)	92 (18.58)	495
Reference Books	82 (16.56)	98 (19.79)	92 (18.58)	134 (27.07)	89 (17.97)	495
General Books	67 (13.53)	99 (20.00)	117 (23.63)	163 (32.92)	49 (9.89)	495
Journals (Printed)	127 (25.65)	165 (33.33)	126 (25.45)	64 (12.92)	13 (2.62)	495
General Magazines	71 (14.34)	76 (15.35)	90 (18.18)	164 (33.13)	94 (18.98)	495
News Papers	26 (5.25)	48 (9.69)	81 (16.36)	210 (42.42)	130 (26.26)	495
Dissertations	76 (15.35)	56 (11.31)	236 (47.67)	69 (13.93)	58 (11.71)	495
Audio Visual Material	136 (27.47)	165 (33.33)	126 (25.45)	45 (9.09)	23 (4.64)	495
Other Information Sources	76 (15.35)	90 (18.18)	179 (36.16)	85 (17.17)	65 (13.13)	495

1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

The study revealed that about 39.19% users are satisfied with the text book collection of their libraries while as about 10.30% users are very dissatisfied. With reference collection, only about 27.07% users are satisfied, while as about 19.79% users are dissatisfied. The results are disappointing in case of journal collection as only 12.92% users are satisfied with the journal subscription of the libraries while as 33.33% users are dissatisfied. Similarly about 33.13%

users are satisfied with the magazine collection of the library and 15.35% users are dissatisfied. In case of newspapers about 42.42% users are satisfied with newspaper subscription of the library and only 9.69% users are dissatisfied. Dissertation collection and collection of audio-visual materials also show similar kind of negative results as only about 13.93% and 9.09% users are satisfied with them respectively.

Table 33: Assistance sought by the users from their respective library staff in the use of library resources and services

User Response	No. of Respondents	
	Teachers	Students
Never	20 (11.69)	82 (25.30)
Rarely	33 (19.29)	90 (27.77)
Sometimes	28 (16.37)	35 (10.80)
Often	42 (24.56)	61 (18.82)
Always	48 (28.07)	56 (17.28)
Total	171 (100)	324 (100)

Table 33 which reflect that 28.07% teachers and 17.28% students always seek assistance from the library staff, 24.56% of teachers and 18.82% of students do it often. While as 19.29% of teachers and 27.77% of students seek assistance from the

library staff occasionally. It is pertinent to note here that 11.69% teachers and 25.30% students never seek any kind of assistance from the library staff.

Table 34: Purpose of seeking assistance from the library staff by the users

Purpose of Seeking Assistance	Score	Rank
To use (OPAC) Catalogue	82	5
To Locate Text Books	311	1
To Locate Reference Books	270	2
To Locate Periodicals	54	6
To Seek Specific Information	130	3
Others	92	4

In this question users were asked about the purpose for which for they seek assistance from the library staff. Users were provided with six options. They responses were ranked according to the hits received against each option. The result shows the maximum no. of users seek

assistance from the library staff to locate books from the library, it is followed by to seek specific information. However the least assistance is sought from the library staff to locate periodicals.

Table 35: Satisfaction levels of users with the attitude and professional skills of the library staff in the respective libraries

User Response	No. of Respondents	
	Students	Teachers
Very satisfied	79 (24.38)	72 (42.10)
Satisfied	73 (22.53)	50 (29.23)
Neutral	66 (20.37)	18 (10.52)
Dissatisfied	46 (14.19)	20 (11.69)
Very dissatisfied	60 (18.51)	11 (6.43)
Total	324 (100)	171 (100)

Users in this question were asked about their satisfaction levels with the attitude and professional skills of the library staff. Five options were provided to the users, the users were dividing into two groups, students and teachers of the responses. This reflects that about

24.38% of students and 42.10% of teachers are very satisfied with the attitudes and professional skills of the library staff in their respective libraries. However only about 14.19% of the students and 11.69% teachers are dissatisfied with their library staff.

Table 36: Satisfaction levels of the users with various services offered by their libraries

Particulars	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N
Circulation Service	46 (9.29)	250 (50.50)	106 (21.41)	36 (7.27)	57 (11.51)	495
Reference Services	42 (8.48)	160 (32.32)	120 (24.24)	103 (20.80)	70 (14.14)	495
Referral Service	36 (7.27)	42 (8.48)	132 (26.66)	148 (29.89)	137 (27.67)	495
Inter Library Loan	14 (2.82)	20 (4.04)	162 (32.72)	112 (22.62)	187 (37.77)	495
CAS / SDI	32 (6.46)	48 (9.69)	141 (28.48)	152 (30.70)	122 (24.64)	495
Newspaper Clipping Service	52 (10.50)	186 (37.57)	98 (19.79)	87 (17.57)	72 (14.54)	495
Reservation of Books	11 (2.22)	14 (2.82)	90 (18.18)	256 (51.71)	124 (25.05)	495
Others	85 (17.17)	182 (36.76)	88 (17.77)	82 (16.56)	58 (11.71)	495

The table 36 shows that the satisfaction level of users with the various services being offered by their respective libraries. Five point likert scale was used to collect data. The responses are that 7.27% of users are dissatisfied the circulation services while as 50.50% of users are satisfied. In case of reference services 20.80% of users are dissatisfied and 32.32% of users are satisfied. In referral services 29.89% of users are dissatisfied and only 8.48% of users are satisfied. In case of inter library loan 37.77% of users are very dissatisfied and only 2.82% of users are very satisfied. Similarly in case of CAS/SDI 30.70% users are dissatisfied while as only 9.69% of users are satisfied. In case of newspapers clipping service 17.57% of users are dissatisfied and 37.57% of users are satisfied. Least satisfaction level is shown by the users with the reservation of books services only 2.82% of users are satisfied with this service.

CONCLUSION

Library and Information Centre is the heart of an educational institution. Quality education is not possible without a resourceful library with quality service. A college library has a very vital role to play in meeting multidimensional demands of user community. Libraries invest huge fund/ financial resources for the collection development in order to meet the growing demands of the users and to provide standard library services. It is unlikely that any library could provide all the desired documents/ information resources to users but at least it should make more efforts to solicit users' input

on purchasing new books, periodicals and other print and non-print information materials to cater to the majority needs of the user community. A better Collection Development Policy should be formulated and implemented in order to improve the quality of the library collection. In order to maximize the use of library resources, every library should build up their collection keeping in view of the need of users and should design library with changing information environment. It is an obligation of a library to provide adequate services by a single library to its users using ICT in digitized and networked era. The present study has brought out the current scenario of the use of resources and information services of the libraries of teacher education by the student and staff in the colleges affiliated to Bangalore City University, Bangalore.

Librarian is not a mere custodian of the library holdings, he is a professionally trained facilitator whose job is to provide right information to the right user at the right time. On the basis of the analysis and interpretation of collected data, and the findings thereof, the researcher came out with the conclusion that the library scenario of teacher training colleges is unsatisfactory in Bangalore City University. The NCTE norms and standards are not being followed regarding the library aspect of the colleges. Libraries are under staffed, as well as there is shortage of space. There is a dire need of overall revamp of all aspects of the library scenario in these libraries. Need of the hour is also to introduce and incorporate modern ICT based library

services in these libraries as they are lagging behind in the information access and usage, participate in library resource sharing, consortia, networking to provide standard library services.

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