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USE OF LIBRARY AND INFORMATION RESOURCES IN SELECTED PHARMACY COLLEGES OF KARNATAKA

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Abstract:

The purpose of this paper is to analyse the use of library resources by students and faculty members in selected pharmacy colleges of Karnataka. This study adopted survey method and questionnaire tool used to collect primary data from the respondents. A well-structured questionnaire has been circulated among 691 faculty members and students whereas 686 respondents were responded. Based on the findings, this study recommended that, libraries need to take necessary steps in order to visit users on daily basis; library should attract users to use variety of resources other than books and periodicals. Library should promote the use of documents such as Audio-visual material, e-resources and theses and dissertations etc. The study also recommended that, the library need to procure relevant documents in order to support their curriculum, and need to arrange the documents in a helpful manner. Libraries need to purchase sufficient numbers of multiple copies; library professionals should assist the users and need to give proper orientation to use various resources and services. Further, this study suggested the college authority should change their policy to keep the library in open access and must provide state- of- art ICT tools to the library.

Key words: Library resources, Pharmacy colleges, Karnataka, User study, Use of Library, Survey

1. Introduction

Pharmacy education is one of the important subject in the field of health sciences. It is considered as a product and industry-oriented education. The development of pharmaceutical

science depends on the research carried out in both the academic and industrial sector. The development of pharmaceutical sciences and research activity largely depends on a well-established libraries and information centre, because the library and information centre are the heart of pharmaceutical education and research organization in which the students, researchers, pharmaceutical scientists expands their knowledge and experiences. As far as the growth and development of pharmaceutical sciences is concerned, the libraries need to have quality resources and services (Rajyabardhan Gartia and Karan Sing, 2015). Keeping in mind the significance of use of libraries in Pharmacy colleges, a study is essential to understand the existing situation in Pharmacy college libraries and thereby to plan strategies to improve the existing library system in Pharmacy colleges.

2. Review of literature

An extensive search has been made for the relevant literature on the topic under study. Biradar, B.S.; Dharani Kumar, P. and Mahesh, Y. (2009) conducted a study that reveals, almost users visit library, information available in all forms are adequate but frequency of use of reference sources was very low, the study recommended to participate library in e-consortia activities. Burman, J. S. (2013)conducted a study that shows 68.08% students visit the library for reading textbooks, 87.23% students were aware about the photocopy service. 51.06% students face the problem while using the library catalogue and 61.7% ask for help to the teacher in using the library. 25.53% students rated reading area as very good. Students need proper orientation in the use of library resources. Javed and Bhatti (2013) explored the purpose of students' information seeking, preferred sources of information, and level of satisfaction with library resources, library staff, and the problems faced in searching information. The findings shows that, majority of postgraduate students always use general books and were strongly satisfied with library resources. Students were also satisfied with the library's reference books collection. Students viewed the library as a convenient study place. Nazir, T., & Ali, M. (2014) conducted a study on the use of library which revealed that the frequency of daily visitors to libraries is very low as majority of users prefer to visit monthly or weekly basis. Libraries must take proper steps in order to catch good number of readers on daily basis. Majority of the users are not satisfied with the quality of periodicals, so libraries need to revise their present policy of periodical selection. The data also reveal that the most of users prefer to use textbooks and seek assistance from the library staff. The findings of the study will be helpful to higher authorities and librarians of the colleges in terms of knowing the collection, user perspectives and services and made aware them about the strength and weakness of the library.

3. Objectives of the study:

The following are the major objectives of the study

1. To know the frequency of visit to the Pharmacy college libraries.
2. To elucidate the purpose of visit to the libraries.
3. To identify the user opinion about the relevance and usefulness of library collection.
4. To know the satisfaction level of respondents towards the resources of the libraries.
5. To identify the problems associated with the use of library resources.
6. To suggest the measures for promoting the use of library resources and to overcome the existing problems.

4. Scope and Limitations

This study designed to examine the use of library resource in selected pharmacy colleges in Karnataka. The scope of the study confined to Pharmacy Colleges coming under the jurisdiction of Davanagere, Chitradurga, Shimoga, Chikkamagaluru and Tumkuru Districts, which are located in central part of Karnataka. The 6 Pharmacy colleges come under the jurisdiction of above said districts. The respondents of the study is limited to only students final year B.Pharma, Pharma.D and all M.Pharma students and all faculty members, and librarians of the selected pharmacy colleges under the study.

5. Methodology

In order to accomplish the above objectives, a survey method was adopted for this study and questionnaire tool used to collect data from the respondents. Total 691 well-structured questionnaire circulated among the faculty members and students of pharmacy colleges in selected five districts, viz., Davanagere, Chitradurga, Shimoga, Chikkamagaluru and Tumkur, which are located in central part of Karnataka. Of the 691 questionnaires, 686 were received back with response rate of 99.28%. The study adopted stratified random sampling method to choose respondents from each college.

6. Analysis of Data

6.1. Distribution of sample

Present study has selected six pharmacy colleges given in the below Table-1. The researcher has selected the respondents from each college as mentioned in the following table-1:

Table-1: College wise Distribution of sample

Sl. No.	Name of the College	Total no. of Questionnaires distributed	Total no. of Questionnaires received	Percentage
1	SCSCP	110	109	99.09
2	BPC	111	110	99.10
3	SJMCP	148	147	99.32
4	NCP	102	102	100.00
5	PCP	79	77	97.47
6	SSCP	141	141	100.00
Total		**691**	**686**	**99.28**

The data had been collected from 691 questionnaires distributed among students and faculty members, of which 686 were received back with the response rate of 99.28%. Table-5.1 indicates distribution of sample respondents by college. The highest number of respondents belonged to SSCP (100%) and NCP (100%) followed by SJMCP (99.32%), BPC (99.10%), SCSCP (99.09%). It is clear from the table that the lowest respondents are belonged to PCP (97.47%). The size of sample varied due to the proportionate sample selected based on the strength of the population in sample colleges.

6.2. Category-wise distribution of respondents

Table-2: Category-wise distribution of respondents

User category	Number	Percentage
Professor	36	5.25
Associate Professor	26	3.79
Assistant Professor	76	11.08
Students	548	79.88

Total	**686**	**100.00**

Table-2 shows the category-wise distribution of respondents. Of the total 686 respondents, 36 (5.25%) are Professors followed by 26 (3.79%) are Associate Professors and 76 (11.08%) are Assistant Professors, and remaining 548 (79.88%) are students. The data shows that in total population student- faculty ratio is approximately 80:20.

6.3. *Use of Library*

An attempt has been made to know the use of library by faculty members as well as students. The following table 3 presents the visit to the library cross tabulated with the category of respondents and gender of respondents.

Table-3: Visit to the library by Gender

Visit to the library	Faculty				Students			
	Male		**Female**		**Male**		**Female**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
Yes	104	100.00	34	100.00	245	100	303	100
No	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	**104**	**100.00**	**34**	**100.00**	**245**	**100.00**	**303**	**100.00**

Table-5.8 shows library visits by gender, all 104 (100%) male faculty members and 34 of female faculty members visit to the library. In case of students cent percent i.e. 245 (100%) male students as well as 303 (100%) female students visit the library. The above data reveals that cent percent faculty members and students visit the library irrespective of gender.

Table-4: Frequency of Library visit by category of users

Frequency	Faculty (N=138)		Students (N=548)	
	Number	**Percentage**	**Number**	**Percentage**
Daily	51	36.96	114	20.80
2-3 Times in a Week	59	42.75	208	37.96
Once in a Week	22	15.94	114	20.8.
Occasionally	6	4.34	112	20.43
Total	**138**	**100.00**	**548**	**100.00**

Further an attempt has been made to know the frequency of visit to the library. Table-4 indicates the frequency of library visit by category of users. 59 (42.75%) teachers visit library 2-3 times in a week, followed by 51 (36.96%) of faculty members visit library daily,

22 (15.94%) of faculty visit library once in a week, and only 6 (4.34%) faculty members visit library occasionally.

In case of students, 208 (37.96%) students visits the library 2-3 times in a week, 114 (20.80%) students visit the library daily, and 114 (20.80%) students visit library once in a week. Further 112 (20.43%) students visit the library occasionally. The data reveals that majority of students and faculty visits library 2-3 times in a week. One of the major issue is there are 20% of students' visit the library occasionally.

Table-5: Purpose of library visit: faculty members (N=138)

Purposes	Most Frequently	%	Frequently	%	Occasionally	%	Can' t Say	%	Not at all	%
To borrow/return books	47	34.06	54	39.13	37	26.81	0	0	0	0
To read Newspaper/magazines	39	28.26	58	42.03	38	27.54	1	0.72	2	1.45
To refer Books	69	50.00	64	46.38	5	3.62	0	0.00	0	0.00
To refer Journals/Periodicals	39	28.26	59	42.75	39	28.26	1	0.72	0	0.00
To use Electronic resources (CDs)	37	26.81	36	26.09	32	23.19	6	4.35	27	19.57
To use Online resources (e-books/journals/ databases etc)	37	26.81	62	44.93	22	15.94	2	1.45	15	10.87
To consult Theses and Dissertations	28	20.29	57	41.30	31	22.46	7	5.07	15	10.87
To prepare for Assignments/Seminars	25	18.12	52	37.68	42	30.43	9	6.52	10	7.25
To prepare for classes (teaching)	35	25.36	70	50.72	24	17.39	4	2.90	6	4.35
To write research articles	27	19.57	44	31.88	39	28.26	7	5.07	21	15.22
To take Photocopies (Xerox)	30	21.74	34	24.64	42	30.43	8	5.80	24	17.39
Other	87	63.04	0	0.00	1	0.72	45	32.60	5	3.62

The library users' viz., students and faculty members visit library for various reasons depending upon their information needs. Table-5 depicts purpose of library visit by faculty members. Above data reveals that majority of faculty members 'most frequently' visit library to refer books (50%), to borrow return books (34.06%), to read newspapers and journals (28.26%), to use e-resources (26.81%), and to prepare for class teaching (25.36%). Interestingly 87 (63.04%) of faculty members most frequently visits library for other reasons such as chatting with colleagues, to discuss subject with colleagues etc. It shows that the faculty members are expecting discussion space in the library.

Majority of faculty members visit library frequently to prepare for class teaching (50%) followed by to refer books (46.38%), and 'to use online resources' (44.93%), and to refer journals (42.75%), and to read newspapers (42.03%). More than 30% of teachers occasionally visits library to take photocopies, prepare for assignment/seminars. It is notable that nearly 20% of faculty members not at all used electronic resources available in the form of CD's, and 17.39% of faculty members are not used photocopy service in the library.

Table-6: Purpose of library visit: students (N=548)

Purposes	Most Frequently	%	Frequently	%	Occasionally	%	Can't Say	%	Not yet all	%
To borrow/return books	143	26.09	249	45.44	141	25.73	11	2.01	4	0.73
To read Newspaper/magazines	88	16.06	150	27.37	234	42.70	34	6.20	42	7.66
To refer Books	190	34.67	250	45.62	89	16.24	6	1.09	12	2.19
To refer Journals/Periodicals	47	8.58	122	22.26	257	46.90	36	6.57	86	15.69
To use Electronic resources (CDs)	45	8.21	98	17.88	203	37.04	56	10.22	146	26.64
To use Online resources (e-books/journals/databases etc)	78	14.23	117	21.35	193	35.22	34	6.20	126	22.99
To consult Theses and Dissertations	49	8.94	108	19.71	187	34.12	72	13.14	132	24.09
To prepare for Assignments/Seminars	123	22.45	204	37.23	171	31.20	18	3.28	32	5.84
To prepare for classes (teaching)	80	14.60	102	18.61	136	24.82	78	14.23	152	27.74

To write research articles	44	8.03	100	18.25	147	26.82	62	11.31	195	35.58
To take Photocopies (Xerox)	103	18.80	157	28.65	93	16.97	67	12.23	128	23.36
Other	12	2.19	6	1.09	3	0.55	157	28.65	108	19.71

Table-6 depicts the purpose of library visit by students. Above data revealed that majority of students 'most frequently' visit library to refer books (34.67%) followed by 'to borrow/ return books' (26.09%), 'to prepare for assignments/examinations' (22.45%), and to take photocopy (18.08%). The study by Gupta & Sharma (2017) also revealed a similar result indicating the major purpose of library visit is to borrow/return of books (88.8%).

Further analysis shows that majority of students frequently visit library 'to refer books' (45.62%), followed by 'to borrow/return books' (45.44%), 'to prepare for assignments/Seminars' (37.23%), 'to take Photocopies' (28.65%), 'to read Newspaper/magazines' (27.37%), 'to refer Journals/Periodicals' (22.26%), and 'to use Online resources' (21.35%).

Majority of students occasionally visit library to use journals (46.90%). As per the expectation, 35.58% of students do not visit library for writing research articles. This shows that the academic activities are primary for students whereas the research activities are secondary activity and optional.

Table-7: Sources used to know information about latest collection of the library

Source/Channel	Faculty members		Students	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Through colleagues/friends	3.99	0.82	3.80	0.74
Information given by the library staff about new arrivals	4.60	1.42	3.33	0.52
From display of list of new arrivals in library	4.04	0.83	3.10	0.43
From display of book jackets in library	3.62	0.67	2.84	0.31
Current Awareness Service (CAS)	3.62	0.62	2.80	0.40
Mobile Alerting Service	2.90	0.64	2.13	0.12
E-Mail Service	2.96	0.50	2.09	0.11

| Information given on Library website | 2.86 | 0.41 | 2.00 | 0.11 |

5=To a Greater Extent, 4=To a Moderate Extent, 3=To a Little Extent, 2=Can't say, 1=Not at all

There are many sources used by the respondents to get awareness about the latest collections in the library. Table-7 describes the sources used to know information about latest collection of the library. Ultimately, above analysis indicates that nearly to a greater extent faculty members come to know about latest collection through 'Information given by the library staff about new arrivals' (mean=4.60) and 'from display of list of new arrivals in library' (mean=4.04) and to a moderate extent they come to know 'through colleagues/friends' (mean=3.99) at the same time nearly to a moderate extent the faculty members get information 'from display of book jackets in library,(mean=3.62) and Current Awareness Service (3.62).

In case of students nearly to a moderate extent they get information about latest collection 'through colleagues/friends' (mean=3.80) followed by 'Information given by the library staff about new arrivals' (mean=3.33) and 'from display of list of new arrivals in library' (mean=3.10). Both students and faculty members used 'Information given on Library website' to less than little extent.

Table-8: Documents used in the library by the respondents

Type of document	Faculty members (N=138)		students (N=548)	
	Mean score	*Std. Dev.*	*Mean score*	*Std. Dev.*
Textbooks (Prescribed in syllabus)	4.83	1.86	4.65	1.51
Books on respective subjects	4.72	1.58	4.45	1.22
Reference books (Dictionaries, Encyclopaedias etc.)	4.29	1.03	3.99	0.79
Subject Journals	4.09	0.84	3.45	0.52
Newspapers / Magazine	3.72	0.65	3.49	0.54
Back volumes of journals	3.55	0.60	2.83	0.35
Audio-visual material (CD's etc.)	2.81	0.41	1.96	0.11
E-Resources	3.63	0.65	2.83	0.30

Theses-dissertations	3.48	0.65	2.65	0.26

Table 5.8 clearly enumerates that textbooks (mean=4.83) are used to greater extent followed by books on perspective subjects (mean=4.72) by the faculty members. Whereas reference books (mean=4.29) and subject journals (mean=4.09) are used to moderate extent by faculty members.

The table also shows that textbooks (mean=4.65) are used to greater extent followed by books on perspective subjects (mean=4.45) by the students. Whereas reference books (mean=3.99), newspaper and magazines (mean=3.49), and subject journals (mean=3.45) are used to less than moderate extent by the students.

Table-9: Respondents' opinion towards relevancy of library collection:

Type of document	Faculty members (N=138)		Students (N=548)	
	Mean score	*Std. dev.*	*Mean score*	*Std. Dev.*
Textbooks (Prescribed in syllabus)	4.69	1.53	4.31	0.39
Books on respective subjects	4.62	2.06	3.99	0.52
Reference books (Dictionaries, Encyclopaedias etc.)	4.53	1.30	3.50	0.33
Subject Journals	4.22	0.70	3.51	0.18
Newspapers / Magazine	3.95	1.03	3.04	0.26
Back volumes of journals	3.85	0.92	2.34	0.23
Audio-visual material (CD's etc.)	3.17	0.58	2.86	0.15
E-Resources	3.81	0.61	2.86	0.15
Theses-dissertations	3.93	0.00	2.90	0.00

Table-9 indicates that faculty members' and students' opinion towards relevancy of library collection. Among the faculty members, textbooks (mean=4.69) are more relevant followed by Books on respective subjects (mean=4.62), and reference books (mean=4.53). Subject journals (mean=4.22), and newspapers (mean=3.95), theses and dissertations (mean=3.93) are the other relevant library collection. The majority of students opined that

textbooks collection (mean=4.31) are the most relevant collection. Whereas students also opined that books (mean=3.99) on respective subjects are relevant, and subject journals (mean=3.51) and reference book collection are more than nearly relevant.

Table-10: Respondents' rating to the arrangement of documents on the shelf cross-tabulated by respondents' category

Helpfulness	Faculty members (N=138)		Students (N=548)	
	Number	Percentage	Number	Percentage
Very helpful	78	56.52	260	47.45
Helpful	53	38.40	238	43.43
Not helpful	7	5.07	44	8.02
Total	**138**	**100.00**	**548**	**100.00**

Table-10 clearly indicates the respondents rating to the arrangement of documents in the library by respondent's category. There are 78 (56.52%) of faculty members rated the arrangement as very helpful, followed by 53 (38.40%) faculty members rated the arrangement as helpful, and only 7 (5.07%) faculty members rated the arrangement as not helpful.

Of the 548 students, 260 (47.45%) rated the arrangement as very helpful, followed by 238 (43.43%) rated the arrangement as helpful, only 44 (8.02%) of students rated the arrangement as not helpful. The above data shows that nearly 92% of students and 95% of faculty members opined that the arrangement of documents is helpful.

Table-11: Respondents' opinion about locating needed documents in library cross tabulated by respondents' category

Opinion	Faculty members (N=138)		Students (N=548)	
	Number	Percentage	Number	Percentage
Always	61	44.20	140	25.55
Most of the times	68	49.28	263	47.99
Sometimes	9	6.52	133	24.27
Never	0	0.00	12	2.19
Total	**138**	**100.00**	**548**	**100.00**

Table-11 shows that category-wise respondents' opinion about locating needed documents in the library. The data shows that, 68 (49.28%) faculty members and 263 (25.52%) students responded that they find library documents 'most of the time'. Further analysis shows that 61 (43.84%) faculty members and 140 (54.60%) students opined that they find library documents 'always'. However 9 (6.52%) faculty members and 133 (24.27 %) students locate the needed library documents sometimes. Interestingly, no faculty members unable to locate the need documents whereas only 12 (2.19%) female respondents never located needed documents in the library. Above data revealed that majority of both faculty members and students locate the needed documents in the library as and when required. However a very small percentage of faculty members and students find it difficult to locate the documents in the library.

Table-12: Reasons for not locating the needed documents in library cross tabulated by category of respondents

Reasons	Faculty members (N=138)		Students (N=548)	
	Number	Percentage	Number	Percentage
Library has not purchased	6	4.35	72	13.14
Documents issued to others	40	28.99	125	22.81
Misplaced on the shelves	9	6.52	67	12.23
Binding/Xerox	7	5.07	42	7.66
Limited copies in library	52	37.68	327	59.67
Other	1	0.72	6	1.09

Table-12 clearly enumerates the reasons for not locating the needed documents in the library by the respondents' category. Majority of faculty members opined that 'limited copies in library' (37.68%) is the major reason for not locating the documents followed by 'documents issued to others' (28.99%). The other reasons are library has not purchased the required documents (4.35%), documents are misplaced on the shelves (6.52%), and the documents are sent for binding/Xerox (5.07%). Further analysis shows that majority of students opined that limited copies in library (59.67%), is the major reason for not locating the documents in the library. It is followed by the required documents issued to others (22.81%), library has not purchased (13.14%), misplaced on the shelves (12.23%), and

documents sent for binding/Xerox (7.66%) are the other reasons for not locating the documents.

The table clearly shows that the main reasons for not locating the documents in the library are due to the lack of voluminous library collection, and limited number of copies that are on circulation.

6.4. Satisfaction about Library resources

The satisfaction of the end user is the motto of every library. Hence, it is essential to understand the level of satisfaction towards the resources and services offered by the library. The researcher in this regard was attempted to elucidate the satisfaction of faculty members and students towards the library resources.

Table-13: Level of satisfaction among respondents towards the library resources

Library resources	Faculty members (N=138)		Students (N=548)	
	Mean score	*Std. Dev.*	*Mean score*	*Std. Dev.*
Textbooks (Prescribed in syllabus)	4.53	1.53	4.19	0.39
Books on respective subjects	4.55	2.06	4.02	0.52
Reference books (Dictionaries, Encyclopaedias etc.)	4.31	1.30	3.76	0.33
Subject Journals	4.15	0.70	3.30	0.18
Newspapers / Magazine	4.15	1.03	3.64	0.26
Back volumes of journals	3.90	0.92	3.05	0.23
Audio-visual material (CD's etc.)	3.16	0.58	2.39	0.15
E-Resources	3.71	0.61	2.86	0.15
Theses-dissertations	3.86	0.00	2.82	0.00

5= Fully satisfied, 4= Satisfied,3= Partially satisfied,2= Can't say,1= Dissatisfied

The main motto of a library is to satisfy the user needs by providing library resources and services. Table-13 describes the level of satisfaction of faculty members about library resources. Majority of faculty members are highly satisfied with books on respective subjects (mean=4.55) followed by textbooks that are prescribed in syllabus (mean=4.53), and

reference books (mean=4.31). Moreover, the satisfaction is associated with subject journals and newspapers/magazines (mean=4.15), back volumes of journals (mean=3.96), and theses/dissertations (mean=3.86). The table also shows that the majority of students are more than satisfied with textbooks that are prescribed in syllabus (mean=4.19) followed by books on respective subjects (mean=4.02), and reference books (mean=3.76). Moreover, the more than partial satisfaction is associated with newspaper and magazines (mean=3.64), subject journals (mean=3.30), back volumes of journals (mean=3.05).

Above analysis shows that the students are satisfied with library resources like textbooks prescribed in syllabus, and books on respective subjects and reference books, at the same time dissatisfied with e-resources audio-visual materials and theses and dissertations.

Table-14: Opinion about the helpfulness of the library cross-tabulated by respondents' category

User category	Opinion			
	Helpful	**Percentage**	**Not helpful**	**Percentage**
Professor (N=36)	36	100.00	-	-
Associate Professor (N=26)	26	100.00	-	-
Assistant Professor (N=76)	68	89.47	8	10.53
Student (N=548)	533	97.26	15	2.74
Total (N=686)*	**663**	**96.65**	**23**	**3.35**

Table-14 indicates the category-wise opinion about the helpfulness of the library. The data shows that all 36 Professors and 26 Associate professors, and 68 (89.47%) Assistant Professors opined that the library is helpful. Whereas 8 (10.53%) Assistant Professors are opined that the library is not helpful. Whereas the students are concerned, 97.26% of them opined that the library is helpful and 2.74% of students opined that the library is not helpful. The data presented in above table shows that of the 680 respondents those visit library, 663 (96.65%) opined that the library is helpful which indicates the relevancy of library system for the academic activities in Pharmacy colleges.

6.5. *Problems faced by the respondents in the use of library resources*

The majority of previous studies on the use of e-resources have pointed out the occurrence of problems while accessing library resources (Sampath Kumar and Biradar, 2010; Oakleaf, 2011; Chohda, 2015; Popoola, 2017). The research has also attempted to elucidate the persisting problems in the use of library resources in Pharmacy college libraries. The related data is presented in table- 15

Table-15: Problems faced by the respondents while using library resources

Problems	Faculty members (N=138)		Students (N=548)	
	Mean Score	Std. Dev.	Mean Score	Std. Dev.
Improper arrangement of books on shelves	2.28	1.53	2.61	0.39
Lack of assistance from Library staff	2.17	2.06	2.74	0.52
Insufficient of Library working hours	2.01	1.30	2.57	0.33
Improper lighting and ventilation	1.85	0.70	2.35	0.18
Lack of ICT Infrastructure in Library	2.29	1.03	2.56	0.26
Books are kept in closed access	2.83	0.92	3.35	0.23

Table-15 presents the problems faced by faculty members and students while using the library resources. The table clearly indicates that the faculty members also have the similar opinion indicating the closed access system (mean=2.83), lack of ICT infrastructure (mean=2.29), improper shelf arrangement (mean=2.28), and library staff's assistance (mean=2.17) which are the less frequently faced problems by faculty members in the process of using library resources. Further analysis shows that the closed access system (mean=3.35), is frequently faced problem followed by lack of library staff's assistance (mean=2.74), improper shelf arrangement (mean=2.61), and insufficient library working hours (mean=2.57) are the less frequently faced problem by students in the process of using library resources.

7. Discussion and Conclusion

As far as frequency of library visit is concerned, 42.75% of teachers and 37.96% of students visits the library 2-3 days in a week, 15.94% of faculty and 20.80% of students visit library once in a week. Further, 20.43% students visit the library occasionally. (Table-4) hence, the study recommends that librarians and college authority need to take necessary steps in order to visit users on daily basis. The main purpose of library visit for both student

and faculty members is to borrow books, to refer subject books and periodicals, thus library should attract users to use variety of resources other than books and periodicals. Most used library documents by both students and faculty members are textbooks, books on respective subjects, reference books and periodicals, hence library should promote the use of documents such as Audio-visual material, e-resources, and theses etc. The study recommends that library and information centres need to procure relevant documents in order to support the curriculum of users. It is also suggested that, libraries need to arrange the documents in a helpful manner. 'Documents issued to others' and 'Limited copies in library' are main reasons for not locating the needed documents in the library. Therefore, libraries need to purchase sufficient number of multiple copies that can be accessible by every student as well as faculty member. In the study, students are less satisfied pertaining to Audio-visual material, e-resources and theses and dissertations, therefore libraries need to provide such resources and library professional should assist the users and need to give proper orientation to use those resources. Both students and faculty members have pointed out that 'closed access system', 'lack of ICT infrastructure' and 'improper arrangement of books' are major problems. Therefore, this study suggests the college authority should change their policy to keep library in open access and must provide ICT tools to library and library professionals should arrange the books in proper way, for this library classification should be done.

It can be concluded that the need for the evaluation of pharmacy libraries is highly significant in terms of its resources available for the benefit of students, researchers as well as professionals in the pharmaceutical field. The pharmacy libraries are an integral part of an academic teaching and learning process, use of existing knowledge is as important as the discovery of new knowledge. Hence the resources, which available at present in selected Pharmacy college library of Karnataka, should be utilized in the fruitful manner.

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