

## **USE OF LIBRARIES IN OPEN AND DISTANCE LEARNING SYSTEM: Barriers to the Use of AIU Libraries by Tutors and Students**

**Research Fellow, Abdul Jabbar BHATTI,  
International Islamic University Islamabad  
Islamabad, PAKISTAN**

**Professor Dr. Nabi BUX JUMANI  
Dean, Faculty of Social Sciences,  
International Islamic University Islamabad  
Islamabad, PAKISTAN**

### **ABSTRACT**

This study explores; the library needs of students and tutors of Allama Iqbal Open University (AIU), utilization level of the library facilities and resources, the problems in the use of library, and suggestions for improvement of library facilities for students and tutors. Data collected from 4080 students and 526 tutors belonging to 15 different regional offices showed that students and tutors needed library for various educational purposes, the regional libraries were not being used much, and both tutors and students were facing various problems such as unsuitable library timing, long distance between library and their residence, non availability of latest journals, non availability of required material, lack of temperature control in the library, insufficient study area, lack of latest books, and inadequate staff. For improving library facility at regional level, the students and tutors suggested to; provide more books and journals, expand library timings, arrange library facility at workshop venues, make arrangements to advertise the resources and services at the library to the students, provide computers and internet service, provide trained staff, and arrange partnership with other academic libraries.

**Keywords:** Distance education, library resources, problems in the use of library

### **INTRODUCTION**

Distance education is remarkable for its "easy access to courses", "ease built environment", "offering opportunities for increased diversity in terms of time and location", and "increasing revenue for institutions" (Chaney, Eddy, Dorman, Glessner, Green and Lara-Alecio, 2007, p. 2) and it is "a reality offering students expanded choices in where, when, how, and from whom they learn; a reality making education accessible to ever larger numbers of persons" (Mehrotra, Hollister, and Mc Gahey, 2001, p. ix). This was anticipated by authorities of Pakistan and People's Open University (later named as Allama Iqbal Open University in 1977) was founded in 1974 as world's second (after UK Open University) Open University. It employed the mode of distance education and one of its major objectives was to impart education to the masses in Pakistan at their door-steps.

Because the students in distance mode of education are separated by time and place, they experience "a feeling of isolation and remoteness from other students" (Sacchanand, 2002, p. 2).

Therefore, to bridge the gap between the distance institution and the students, and to minimize the feeling of isolation and remoteness, various support services for the students are essential. Allama Iqbal Open University (AIU) has established the Directorate of Regional Services with a network of 10 regional campuses and 26 regional centers for providing support services to the students. The range of services provided by the regional offices (regional campuses and regional centres) covers all programmes from functional through secondary, intermediate and degree up to Ph.D. levels (AIU, 2007a). As library services are essential support services to distance education students (Sacchanand, 2002, p. 1) and "critical to the development and expansion of such programs" (Lance, 1998, p.3 and Caspers, Fritzt, and Gover, 2001, p. 1), therefore, these regional offices maintain a library for serving the academic and research needs of students and tutors.

Since the regional offices of AIU are not "fully equipped to facilitate students in their studies" (Gujjar, Chauhdary, and Chauhdary, 2009, p. 363), the regional libraries are not exceptions. Arif and Mahmood (2009, 159 —172) conducted a survey entitled 'Libraries' Services at Distance: A Survey of Allama Iqbal Open University Tutors in Pakistan', and found that the majority of the tutors were dissatisfied with the collection and services of the regional libraries. Therefore, it is necessary to find out and discuss the problems and issues that the students and tutors face during the use of regional libraries.

## REVIEW OF LITERATURE

"Libraries have more than 1,000 years of history", and they have been "at the centre of universities since their earliest foundation" (Tarrant, 2008, p. 2). Research shows that if we make it easy for students to access the materials they needed to read and study to pass their exams then they also read far more widely around their subject (Pauli, 2008, p. 1). "The libraries must therefore supplement the classroom and the traditional textbook" (Häggström, 2004, P. 3).

Association of College and Research Libraries [ACRL] (2011, ¶Executive Summary: The Access Entitlement Principle) asserts that "access to adequate library services and resources is essential regardless of where students, faculty, and programs are located and that members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings". Distance learners' expectations, as revealed in literature, "demonstrate a great need of library services" (Niemi, Ehrehard & Neeley, 1998, p. 69). It has been suggested that without ready access to library service, students' learning experience may be unacceptably bound and controlled. Inappropriate accessibility of learning resources raises serious questions of offering "the same academic award to those students without equivalent access to learning resources" (Unwin, Bolton & Stephens, 1997, pp. 9-10). Therefore, Ojedokun (2000, p. 1) asserts that "the provision of library and information services to distant learners is Central to quality distance education".

Distance-learning students require access to the full range of library services; from reference assistance and bibliographic instruction to interlibrary loan, course reserves, circulation, and information network connections. Library research and information literacy remain essential components of the academic learning experience. Providing access takes funding, planning, and a lot of work from library staff. Ogunsola ( 2004, p. 25) thinks that "If we are to produce children who are self-reliant, and better able to fit into their immediate environment and interact successfully with the world at large we need well developed Distance Education System which is well supported by adequate library facilities."

## **CHALLENGES OF LIBRARIES**

Now libraries are not restricted to physically located buildings. Modern age of Information and Communication Technology has increased scope of libraries. At the same time it also has posed many challenges for the libraries. The challenges are alarming especially in the developing countries. According to Reding (2005, P.7)

Libraries face real challenges in coping with the transition to the digital age. To avoid becoming the dinosaurs of the future, they have to adapt, to attract new and young users, and to develop new business models. This implies profound changes in the organisations, in the skills and sometimes in attitude.

Digital library technology manages a large amount of digital content. The growing use of multimedia data has introduced new challenges in storage and communication of objects. Moreover, Information Technology is developing and expanding at a great speed, so, the librarians have to keep pace with these developments. Following are the major challenges to the digital libraries;

- Non-availability of infrastructure,
- Lack of trained manpower,
- Lack of motivation and unwillingness of library staff to adopt the new environment of design and development of digital library,
- Conversion of information from paper to electronic format,
- Accessibility, presentation, packaging, storage and Organization of digitized documents and transmission of digital information,
- Creation of data bases.

However, continuous self updating, having a professional team of dedicated librarians, conduction of continuous education and training programmes for librarians, and offering training skills on particular processes can help in providing solutions to these challenges.

## **PROBLEMS IN THE PROVISION OF LIBRARY SERVICES TO DISTANCE LEARNERS**

Depicting the problems faced by students of distance education programmes, Mirtz (2010, p. 858) declares that "Indeed, the library seems misplaced, ignored, or forgotten in many distance education programs." Scarcity of resources, financial constraints, lack of trained staff, inability to make maximum use of available assets and dearth of modern technological instruments are the problems that predominate in almost every department of developing countries.

Same is the case with the library services to distance learners in Pakistan. Ojedokun (2000, p. 11) identified following problems faced by the libraries that needed to be addressed:

- Inadequate funding
- Inadequate staffing
- Communication problems due to distance
- Insufficient communication between academic departments and librarians
- Distant learners lack of information literacy skills
- Inadequate copies of library materials for distant and residential students
- Lack of enabling infrastructure including IT infrastructure

Muswaz (2003, pp.220-221) conducted a research on "Distance Education Library Services in Swaziland" and found that the respondents complained about:

- **Insufficient information resources**
- **Insufficient OPAC and Internet terminals**
- **Outdated materials**
- **Inadequate staff support**
- **Mutilated books and long service queues**
- **Missing books, unreliable photocopying services and unfriendly security personnel**
- **Poor and unreliable air conditioning**
- **Thefts and inconveniences caused by the annual December-January holiday shut down.**

**Ault (2002, p. 46) mentions following barriers to providing library services to distance learners:**

- **Geographical:** learners in foreign country or rural area are at a disadvantage, depending on their location, they might not have stable or quality Internet access and they might have limited local libraries or resources.
- **Technological:** barriers include not only unstable or slow access to the Internet, and the bandwidth limitations of the Internet.
- **Budgetary and staffing:** stagnant or decreasing budgets (Library services for distance learners can be expensive since many of these services require an addition or revision to current services, which may require more money and/or more staff.)

**Ault (2002, p. 47) then suggests that "the library must balance the need to offer equivalent access to library services with these restrictions. The library must develop innovative and cost-effective ways to deliver traditional services in a non-traditional way to non-traditional students."**

## **AN OVERVIEW OF AIOU LIBRARIES**

**Although AIOU is utilizing various media for imparting education to its students, yet the printed books are the major components of AIOU teaching system (AIOU, 2005, P. 5). Therefore, these libraries of AIOU have collection of printed material as Charan (2006, p. 146), speaking about print media collection, says that "The [Central] library depends upon enriched collection. The useful material, which can meet the needs of users, is necessary feature of the library". Thus, these libraries are endeavoring to transform the students from passive text books/study guides readers to active discoverers of knowledge. This, in turn, helps the students to perform well in completing the assignments, as Parnell (2002, p.4) suggests that "the students who make use of distance education libraries achieve better results in assignments than those who do not". According to AIOU (2007b, p. 1) "The [Central] library has thousands of print and non-print materials to provide academic facilities to the students and teachers, the periodicals section receives 48 professional journals and 61 light reading magazines regularly."**

**Modern libraries have been redefined as places to get access to information in any format, whether it is stored inside the building or not. AIOU has also taken steps to provide modern technological sources of information such as computers and online access to data bases. At the Central Library the South Asian Distance Education Resource Center [SADERC] carries Video, CDs, Audio-cassettes, microfiche, slides etc. on a variety of subject.**

A Satellite Dish Receiver has also been installed to provide viewing facility of various international news and educational channels to the readers. Internet facility is available in the library which is being widely used by the faculty, staff and students of the university (AIOU, 2007b, p. 1). Recently, access to Online- Digital Library has been provided with the cooperation of Higher Education Commission of Pakistan. This gives a free-access opportunity to many on-payment electronic resources.

To make provision for research and for the advancement and dissemination of knowledge is one of the objectives of AIOU. Libraries of AIOU Campuses contain important materials in the particular field and associated fields for the researchers. The theses section of the Central Library carries more than 3000 theses on different subjects. The clientele for theses comprises researchers, scholars and students from within and outside the university.

According to AIOU (1998, p. 90) the library should open sub-branches of the main library in places where student concentration is appreciable. Therefore, AIOU has opened libraries at the regional levels. The Central library has undertaken the responsibility of managing the activities of the regional libraries. According to AIOU (2005, p. 257) "Central Library has established a section for regional office libraries service, to purchase and mailing the books of courses and other research material to the Regional Libraries and help to develop their collection." and keeping in view the importance of library services for the learners, AIOU has taken serious measures to upgrade and expand the library facility for its students and academics.

#### **PROCEDURE OF THE STUDY**

Objectives of the study were to; explore the library needs of students as well as tutors of M.Ed./M.A. Education at AIOU, determine utilization level of the library facilities and resources at Regional Level, find out the problems in the use of library and, solicit suggestions for improvement of library facilities for students and tutors. The sample of the study included; Central library and the libraries of six Regional Campuses (60%) and eight Regional Centres (31%) selected by stratified random sampling method, 4080 students (24%) of M.Ed./M.A. (Education) enrolled for the courses 831, 837, 838 and 840 during the session Spring 2008, and 526 tutors (47%) of the sampled students selected by convenient sampling method. The students of M.Ed./M.A. (Education) enrolled during the Semester Spring 2008, Who agreed to cooperate were included in the sample of the study. However, the regional offices where the enrolment was low (regional offices of Sindh and Balochistan provinces), the students who were enrolled in the previous semesters were included. The students and tutors were selected from the Regional Campuses and Regional Centres of the libraries included in the sample of the study. For the Central Library, the students were taken from the Regional Campus of Islamabad.

Data were collected through questionnaires from students and tutors. In the preparation of tools of the study, Literature concerning libraries, ACRL Guidelines 2005, visits to Libraries of AIOU, Bahauddin Zakaria University Multan and Islamia University Bahawal Pur, and discussions with the librarians of the libraries visited were the main sources of guidance. The questionnaires for students and tutors included both open ended and close ended questions. Along with space for answers to the open ended questions, the possible answers of these open ended questions were also given. The Questionnaires were administered personally or sent by post. For administering the questionnaire personally, the occasions of workshops were utilized. The response received were tabulated, analyzed and interpreted in the light of objectives of the study by applying percentages and mean scores.

For the analysis of the data obtained on five point Likert's scale, each category was allotted numerical value from -2 to +2. The response Strongly agree was allotted +2, Agree +1, Undecided 0, Disagree -1 and Strongly Disagree -2. For the calculation of average the numerical values of undecided were excluded.

As one respondent mentioned more than one problem or suggestion, the percentages were calculated with respect to total number of respondents of concerned regional office and not the total number of mentioned problems/suggestions.

## **FINDINGS**

- All the students from different Regional Offices agreed with the statements that they needed library for preparing assignments (the range of average score was from +0.6 to +1.3), preparation for final exams (the range of average score was from +0.6 to +1.0), and research purposes (the range of average score was from +0.6 to +1.7). The tutors agreed that they needed library for enhancing their teaching skills (the range of average score was from +0.6 to +1.5), evaluation of assignments (the range of average score was from +0.6 to +1.4), and research purposes (the range of average score was from +0.6 to +1.7). (Appendix: 1)
- The students lived up to 120 kilometres away from their regional libraries. The students of regional office G lived within 40 kilometres of their library and most of the students (43% to 90%) from other regional offices lived within 1-60 kilometres of the regional libraries. A good number of students (27% to 36%) from the Regional Offices A, C, D, F, and M lived within 41-60 kilometres of the regional libraries. 35% students from the Regional Offices I lived within 61-80 kilometres of the regional libraries. On the whole 22% students lived within 20 kilometres, 23% lived from 21 to 40 kilometres, 21% lived from 41 to 60 kilometres, 16% from 61 to 80 kilometres and the rest lived more than 80 kilometres away from their regional library. (Appendix: 2)
- The tutors lived up to 120 kilometres away from their regional libraries. The tutors of regional office G lived within 40 kilometres of their library and most of the tutors (72% to 100%) from other regional offices lived within 1-60 kilometres of the regional libraries. A good number of tutors (32% to 38%) from the Regional Offices E, I, and O lived within 41-60 kilometres of the regional libraries. On the whole 32% tutors lived within 20 kilometres, 28% lived from 21 to 40 kilometres, 22% lived from 41 to 60 kilometres, 10% from 61 to 80 kilometres. Only 8% lived more than 80 kilometres away from their regional library. (Appendix: 3)
- Only the Regional Offices G, I, and E had comparatively significant number (95.5%, 45%, and 40% respectively) of students who had visited the library. The range of students, from other regional offices, visiting library was from 37% to 11%. All the tutors from most of the regional offices (B, C, E, G, H, I, K, and M) claimed that they had visited their regional library. The range of tutors visiting the regional library from other regional offices was from 67% to 87.5%. A small number (36%) of total students but majority (93%) of total tutors had visited the library. (Appendix: 4)
- The students from all the regional offices did not visit library daily or weekly except few (0.5% to 1.5% daily and 6% to 15% weekly) of the regional offices G, I, K, and M as well as 9% to 10% (weekly) students of E and L. Most of the students (84% to 100%) visited the library after 1 or more than 1month.

Majority of the students of regional offices E, G, I, J, K, and M (range was from 30% to 41%) visited library after 1 month, those of H (37%) and N (45%) visited library after 2 months, those of A, C, and L visited library after 3 months (range was from 35% to 46%), and those of B, D, F, and O visited library after 4 months (range was from 36% to 44%).

As a whole majority of the students visited library monthly (30%), after 2 months (23%), after 3 months (20%), or 4 months (19%). (Appendix: 5)

- Few tutors (0% to 10%) from the regional offices visited the regional library daily. The range of tutors visiting the regional library weekly was from 0% to 30% except those of G with 56%. Most of the tutors (36% to 100%) visited the library after 1 or more than 1 month. Majority of the tutors of regional offices E (32%), H (50%), I (42%), and K (42%) visited library monthly, those of B (28%), F (45%), L (30%), M (44%), and N (43%) visited library after 2 months, those of J (33%) visited library after 3 months, and those of A (55%) and O (40%) visited after 4 months. On the whole, the tutors visited library monthly (25%), weekly (21%), after 2 months (19%), or after 3 months/4 months (15%). (Appendix: 6)
- A few students (0% to 11%) admitted that they had no time to visit library. The major reasons of not visiting library were unsuitable library timings (Range was from 32% to 74%), long distances between students' residence and the library (28% to 59%), lack of awareness about library resources (32% to 55%) and unavailability of required material at the library (22% to 46%). From 4% to 11% students had no time to visit library. 20% to 39% students did not visit library as they had no training to use library. From 2% to 22% students did not visit library as they used other academic libraries. From 5% to 23% students blamed that due to social taboos (such as Pardah [wearing veil], not allowing women to travel alone) they did not visit library. On the whole, the major reasons of not visiting library were the unsuitable library timing (53% students), unawareness of the library resources (46% students), long distance between student's residence and library (40% students), and unavailability of required material at the library (34%). (Appendix: 7)
- Most of the students (range was from 45% to 78%) of regional offices A, B, C, D, E, F, J, L, M, N, and O spent 1-2 hours in library. Some students of H (31%), I (32%), K (26%), N (36%), and G (17%) spent 1-2 hours during a library visit. The range of students spending 2-3 hours per library visit of regional offices C, G, H, I, K, L, N, and O was from 34% to 56%, while those of A, B, C, D, E, F, J, and M was from 22% to 30%. Except students of regional office G (25%), E (21%), and M (23%), a few (less than 18%) students spent 5-6 hours in library. Except few students of E (3%), G (14%), I (10%), K (9%), and M (3%), no student spent more than 6 hours per library visit. On the whole most of the students spent 1-2 hours (38%) or 3-4 hours (38%) per their library visit. Except the tutors of G (34%) and I (38%) who spent 5-6 hours in library per library visit, most of the tutors (range was from 40% to 67%) from the other regional offices spent 1-2 hours in library per library visit. On the whole most of the tutors spent 1-2 hours (44%) or 3-4 hours (31%) per their library visit. (Appendix: 8)
- Except those from G, mostly the students complained against unsuitable library timings (43% to 73%), non availability of required material (27 to 77%) and long distances (21% to 64%). Non availability of latest journals was the problem of most of the students (57%) from the Regional Office G. 06% to 35% students criticized lack of fresh books and non availability of latest journals.



Many students (21% to 48%) from Regional Offices A, B, D, J, K, L, M, and O complained against lack of temperature control in the library. From 24% to 52% students from regional offices A, B, C, D, F, J, L, and O said that study area in the library was insufficient. From 21% to 35% students from the Regional Offices A, B, C, D, J, L and O thought that there was inadequate staff in the library. The rank of the problem was Unsuitable Library Timing (1), Long distance between library and students' residence (2), Non availability of latest journals(3), Non availability of required material (4), Lack of Temperature Control(5), Insufficient study area (6), Lack of latest books (7), and Inadequate staff (8). (Appendix: 9)

- Except the tutors from G, mostly the tutors complained against unsuitable library timings (40% to 80%), non availability of required material (34% to 82%) and long distances (0% to 82%). 12% to 55% tutors criticized lack of fresh books and non availability of latest journals. Many tutors (24% to 40%) from Regional Offices B, C, D, J, K, L, M, N, and O complained against lack of temperature control in the library. From 30% to 60% tutors from regional offices A, B, C, D, F, J, L, N, and O said that study area in the library was insufficient. From 30% to 47% tutors from the regional offices A, C, D, J, L, N and O thought that there was inadequate staff in the library. The rank of the problems was:

- Unsuitable Library Timing (1),
- Non availability of required material (2),
- Long distance between library and tutors' residence (3),
- Lack of latest books (4),
- Insufficient study area (5),
- Non availability of latest journals (6),
- Inadequate staff (7), and
- Lack of Temperature Control (8) (Appendix 10)

- Mostly the students suggested expanding library timings (4%(G) and from 40%(M) to 82%(N)), providing more books and research journals (16%(G) and from 42%(D) to 86%(F)), arranging library facility at workshop venues (from 4%(G) to 88%(O)), and making known to the students facilities at the library(from 8%(G) to 87%(L)). From 1% (I) to 69% (H) suggested to provide computers and internet service, from 2% (I) to 74% (K) suggested to provide trained staff, and From 4% (G) to 88% (O) suggested to arrange partnership with other academic libraries. Overall ranking of students' suggestions was;

- 1. Provide more books and journals (50% students),
- 2. Expand library timings (43%students),
- 3. Arrange library facility at workshop venues (37% students),
- 4. Make known to the Students facilities at the library (36% students),
- 5. Provide computers and internet service (35% students), and
- 6. Provide trained staff (32% students) and arrange partnership with other academic libraries (32% students). (Appendix 11)

- Mostly the tutors suggested expanding library timings (8%(G)and from 27%(H) to 82%(N)), providing more books and research journals (from 16%(G) to 92%(D)), arranging library facility at workshop venues (from 4%(G) to 72%(B)), and making known to the students facilities at the



library(from 22%(G) to 92%(B)). From 12% (I) to 64% (F) tutors suggested to provide computers and internet service, from 12% (H) to 86% (C) suggested to provide trained staff, and From 9% (G) to 62% (H) suggested to arrange partnership with other academic libraries. Overall ranking of tutors' suggestions was;

- Expand library timings (77%tutors),
- Make known to the students facilities at the library (59% tutors),
- Provide more books and journals (58% tutors),
- Provide computers and internet service (43% tutors),
- Arrange partnership with other academic libraries (41% tutors),
- Arrange library facility at workshop venues (38% tutors), and
- Provide trained staff (34% tutors). (Appendix 12)

## **CONCLUSIONS**

- The students needed library for preparing assignments, preparation for final exams, and research purposes. The tutors needed library for enhancing their teaching skills, evaluation of assignments, and research purposes.
- The students lived as far as 120 kilometres away from their regional libraries. However, most of the students from lived within 1-60 kilometres of the regional libraries. The students of regional office G (Islamabad) lived more close to the library.
- The tutors lived as far as 120 kilometres away from their regional libraries. However, most of the tutors from lived within 1-60 kilometres of the regional libraries. Comparatively more tutors lived within 20 kilometres of the regional library. The tutors of regional office G (Islamabad) lived more close to the library.
- The Regional Offices G, I, and E had comparatively more number of students who had visited the library. The number of students who had visited the library from other regional offices was less. Most of the tutors from the regional offices claimed that they had visited their regional library.
- There were few students and tutors who visited library daily or weekly. Majority of the students and tutors visited library monthly. There were many students and tutors who visited library after 2 months, after 3 months, or 4 months. It means most of the students visited library once, twice, three times or four times in an academic semester.
- The students disclosed that they could not visit library because of; the unsuitable library timing, unawareness of the library resources, long distance between student's residence and library, and unavailability of required material at the library.
- Most of the students and tutors from the majority of regional centres spent just 1-2 hours in library. Students and tutors from regional office G (Islamabad) spent more time in the library. Moreover, the students and tutors of regional campuses spent more time in library than those of regional centres.
- The students and tutors complained against unsuitable library timing, long distance, non availability of latest journals, non availability of required material, lack of temperature control, insufficient study area, lack of latest books, and inadequate staff. Non availability of latest journals was the problem of most of the students from the Regional Office G (Islamabad).

- For improving library facility at regional level, the students and tutors suggested to; provide more books and journals, expand library timings, arrange library facility at workshop venues, make arrangements to advertise the resources and services at the library to the students, provide computers and internet service, provide trained staff, and arrange partnership with other academic libraries.

## RECOMMENDATIONS

On the basis of the findings and conclusions, it is recommended that the library facility at regional level of AIOU can be improved by removing the barriers to the use of library, that can be done by;

- Arranging collaboration with other academic libraries, especially the libraries of colleges as the building of the colleges is already being used by AIOU for workshops and examinations.
- Adjusting the library timings in such a way that the library users (who are usually full time employees) can use them without disturbing their routines.
- Arranging seminars etc. to attract students and tutors to visit library more frequently.
- Training the tutors to enforce the students to visit library.
- Purchasing the requested/relevant books.
- Interconnecting the Central Library and the Regional Libraries to avail the facility of digital library and free access to online journals and books.
- The visits of the authorities of Central library to motivate the Regional librarians and to be aware of the problems of the Regional libraries.
- Advertisement of the resources available in the libraries.
- Equipping the Regional libraries with proper; staff, collections and services.

## BIODATA and CONTACT Addresses of the AUTHORS



**Professor Dr. Nabi Bux JUMANI** is working as Dean Faculty of Social Science, International Islamic University Islamabad, Pakistan. Dr Jumani has acquired his academic credentials for B.Ed, M.Ed., M.Phil., Ph.D., and Post Doc. His areas of study and specialization have been Teacher Education, Curriculum Development, and Distance Education. Prof. Jumani has been in the field of education for over 25 years and has dealt with different levels of educational systems from Secondary to University level as well as in policy making organization-Curriculum Wing of Federal Ministry of Education Pakistan. His work has got space in the International Journals published not only in

Pakistan, also from India, USA, Turkey, Japan, South Africa and Azerbaijan etc. He has written a good number of chapters/units/books on education in general and teacher training in particular. Moreover, has also written and reviewed a lot of scripts of educational programs/teacher education programs for radio and T.V. He is member of national curriculum review committee of Higher Education Commission as well as Federal Ministry of Education Pakistan. Prof. Jumani is on the Editorial Board of Journals of high standards, like IRRODL (International Review of Research in Open and Distance Learning-published from Canada), TOJDE (Turkish online Journal of Distance Education – published from Turkey), Turkish Online Journal of Education Technology (published from Turkey) EJEL (Electronic Journal of E-Learning-published from United Kingdom), Quarterly Review of Distance Education (published by Information Age Publishing, USA), CIER (Contemporary Issues in Education Research-published from USA) etc, in addition to being on the Board for Pakistan Journal of Education and Asian JDE.

**Prof. Dr. N. B. JUMANI**  
Professor of Education, Dean, Faculty of Social Science,  
International Islamic University Islamabad, PAKISTAN ([www.iiu.edu.pk](http://www.iiu.edu.pk))  
Cell Number: +92-333-5163083, Islamabad, PAKISTAN  
Email: [nbjumani@yahoo.com](mailto:nbjumani@yahoo.com)



**Abdul Jabbar BHATTI** is working in Punjab Education Department as Subject specialist, currently he is PhD scholar at Department of Education, Faculty of Social Science, International Islamic University Islamabad, Pakistan. Abdul Jabbar Bhatti has acquired diversity in his academic qualifications (B. Sc. M. A. (English), B. Ed. (Science education), M. Ed. (Science education), and M. Phil (Distance and non-formal education). His areas of study and specialization have been Distance Education, science Education, and Curriculum Development. He has published research articles in these areas in various journals. He has studied and researched in traditional formal as well as distance education fields and acquired relevant competencies to deal with formal face-to-face education and distance education systems. He is Subject Specialist in the Punjab Education Department and he has been serving the department for over 14 years. He has taught at different levels of education from secondary to master level.

**Abdul Jabbar BHATTI**  
Research Fellow, International Islamic University Islamabad, PAKISTAN  
Email: [ajbinzoo@yahoo.com](mailto:ajbinzoo@yahoo.com)

## REFERENCES

- ACRL. (2011). Standards for distance learning library services. Retrieved on July 27, 2011 from  
<http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesdistancelearning.cfm>
- AIOU. (2007a). Department Detail. Retrieved on September 5, 2007 from AIOU Website  
<http://www.aiou.edu.pk/DeptDetail.asp?DeptID=37>
- AIOU. (2007b). Department [LIBRARY] Detail. Retrieved on May 15, 2008 from AIOU Website  
<http://www.aiou.edu.pk/LIBRARY.htm>
- AIOU. (2005). *Vice-Chancellor's annual report 2004-2005*. Islamabad: Research and Evaluation Center.
- AIOU. (1998). *Study guide: The concepts and methods of distance education*. Islamabad, AIOU.
- Arif, M. & Mahmood, K. (2009). Libraries' services at distance: A survey of Allama Iqbal Open University tutors in Pakistan. *Journal of Library & Information Services in Distance Learning*, 3: 3, 159 —172. DOI:10.1080/15332900903375390
- Ault, M. (2002). Thinking outside the library. *Journal of Library Administration*, 37: 1, 39-48. DOI: 10.1300/J111v37n01\_05
- Caspe rs, J. Frittz,J. & Gover, A. (2001). Beyond the rhetoric: A study of the impact of the ACRL guidelines for distance library services on selected distance learning programs in higher education. *Journal of Library Administration*, 31(3/4), 127-148.

Chane y, B. H., Eddy, J. M., Dorman, S.V., Glessner, L. L., Green, B.L. & Lara-Alecio, R. (2007). *A Primer on Quality Indicators of Distance Education*. Health Promotion Practice, Oct 2007; DOI: 1524839906298498v1, Society for Public Health Education. Retrieved on April12, 2008 from [http://hpp.sagepub.com/cgi/rapid\\_pdf/1524839906298498v1](http://hpp.sagepub.com/cgi/rapid_pdf/1524839906298498v1)

Charan, J. M. (2006). AIOU central library in the 21st century: A research report. *Journal of Social Sciences and Humanities*, Vol. XIV, No.1, Spring 2006.

Gujjar, A. H., Chauhdary, B. N., & Chauhdary, A. H. (2009). A comparative study of student support services of Allama Iqbal Open University and the Open University of Sri Lanka. *Educational Research and Review* Vol. 4 (7), pp. 354-364, July 2009. <http://www.academicjournals.org/ERR/PDF/Pdf%202009/Jul/Gujjar%20et%20al.pdf> Retrieved on August 17, 2011.

Häggs tröm, B. M. (Ed.) .(2004). *The Role of Libraries in Lifelong Learning: Final report of the IFLA project under the Section for Public Libraries*. Retrieved on April 22, 2008 from <http://www.ifla.org/VII/s8/proj/Lifelong-LearningReport.pdf>

Lance , K. C. (1998). *The Role of academic and public libraries in distance education FAST FACTS*, No. 138 January 14, 1998. Retrieved on March23, 2009 from <http://www.lrs.org/documents/fastfacts/138DIST.PDF>

Mehrotra, C. M., Hollister, C. D., & McGahey, L. (2001). *Distance learning: Principles for effective design, delivery, and evaluation*. Thousand Oaks, CA: Sage Publications, Inc. Mirtz, R. (2010). Spatial metaphors and distance learning library services: Why “where” makes a difference. *Journal of Library Administration*, 50: 7, 857 —866. DOI: 10.1080/01930826.2010.488984

Muswaz. (2003). *Distance Education Library Services in Swaziland*. Information Development, SAGE Publications. Vol. 19, No. 3, 040596. Retrieved on April11, 2009 from <http://idv.sagepub.com/cgi/content/refs/19/3/214>

Niemi, J. A., Ehrehard, B. J. & Neeley, L. (1998). Off-Campus library support for distance adult learners. *Library Trends*, 47(1), 65-74.

Ogunsola, L. A. ( 2004). Adequate Library Facilities in Nigeria: A Key Contributor to Sustainable Distance Education System. *J. Soc. Sci.*, 9(1): 23-27 (2004). Retrieved on July17, 2008 from <http://www.krepublishers.com/02-Journals/JSS/JSS-09-0-000-000-2004-Web/JSS-09-1-001-073-2004-Abst-PDF/JSS-09-1-023-027-2004-Ogunsola-L-A/JSS-09-1-023-027-2004-Ogunsola-L-A.pdf>.

Ojedokun, A. A. (2000). Library support services for distance education in Southern Africa. Retrieved on April19, 2008, from <http://www.unisanet.unisa.edu.au/cccc/papers/refereed/paper30/paper30-1.htm>

Parnell, S. (2002). Redefining the cost and complexity of library services for open and distance learning. *The International Review of Research in Open and Distance Learning [Online]* Vol.3 No. 2. Retrieved on August 13, 2007 from <http://www.irrodl.org/index.php/irrodl/article/view/102/562>

Reding, V. ( 2005). The role of libraries in the information society: CENL Conference Luxembourg. 29 September 2005. Retrieved on March 28, 2008 from [Retrieved from http://www.library.utt.ro/LIS\\_Bologna.pdf](http://www.library.utt.ro/LIS_Bologna.pdf).

**Sacchanand, C. (2002). Information literacy instruction to distance students in higher education: librarians' key role. Retrieved on July16, 2008 from <http://www.ifla.org/IV/ifla68/papers/113-098e.pdf>**

**Tarrant, J. (2008). Not just another student Service. Link, Issue 5 December 2008, The Association of Commonwealth Universities. Retrieved on April17, 2009 from <http://www.acu.ac.uk/libraries/link-issue-5.pdf>**

**Unwin, L., Bolton, N., & Stephens, K. (1997). *The role of the library in distance learning*, final report. London: British Library.**

## APPENDICES

### Appendix: 1

List of Number of Students and Tutors from the Regional Offices of AIOU Included in the Sample of Study

Sr. No.	Name of the Regional Office	Acronym	Number of	
			Students	Tutors
1.	Regional Campus Abbot Abad	A	100	25
2.	Regional Centre Bahawalpur	B	400	50
3.	Regional Centre D.G.Khan	C	400	50
4.	Regional Centre D.I. Khan	D	100	15
5.	Regional Campus Faisalabad	E	400	50
6.	Regional Centre Gilgat	F	100	15
7.	Regional Campus Islamabad	G	400	50
8.	Regional Campus Karachi	H	50	08
9.	Regional Campus Lahore	I	400	50
10.	Regional Centre Mianwali	J	400	40
11.	Regional Campus Multan	K	400	50
12.	Regional Centre Muzaffar Abad	L	100	15
13.	Regional Campus Peshawar	M	400	50
14.	Regional Campus Quetta	N	30	08
15.	Regional Centre Sahiwal	O	400	50
Total			4080	526

### Appendix: 2

Need of Library as Perceived by the Students and Tutors

Regional Offices	Need of library as perceived by					
	Preparing assignments	Students for Preparation for final exams	Research purpose	Enhancing teaching skills	Tutors for Evaluation of assignments	Research purpose
A	+0.9	+0.7	+1.00	+1.3	+0.8	+1.6
B	+0.7	+0.6	+0.9	+0.6	+1.1	+0.9
C	+0.8	+0.6	+0.6	+1.1	+0.8	+1.1
D	+0.7	+0.7	+0.6	+0.7	+1.2	+1.3
E	+0.7	+0.8	0.7	+0.9	+0.9	+1.1
F	+1.1	+0.6	+1.2	+1.4	+0.8	+1.7
G	+0.8	+1.0	0.6	+1.3	+1.2	+1.4
H	+1.3	+0.7	+0.9	+1.4	+1.1	+0.9
I	+1.2	+0.9	+1.7	+1.0	+0.6	+1.0
J	+0.7	+0.6	+0.7	+1.2	+1.0	+0.9
K	+0.8	+0.6	+1.1	+1.1	+1.4	+1.5
L	+0.6	+0.7	+0.8	+1.5	+0.8	+1.2
M	+0.8	+0.8	+0.6	+1.4	+1.2	+1.0
N	+1.2	+0.6	+0.9	+1.3	+0.9	+1.6
O	+0.8	+0.8	+0.7	+1.1	+0.7	+1.2
Average	+0.9	+0.7	+0.9	+1.2	+1.0	+1.2

### Appendix: 3 Distances between Students' Residences and the Library

Students From Regional Offices	Distance in Kilometres											
	1-20		21-40		41-60		61-80		81-100		100-120	
	%	n	%	n	%	n	%	n	%	n	%	n
A	24	24	22	22	31	31	11	11	07	07	05	05
B	83	21	66	17	91	23	64	16	70	18	26	07
C	46	12	93	23	129	32	59	15	28	07	45	11
D	17	17	15	15	36	36	06	06	14	14	12	12
E	79	20	84	21	93	23	86	22	49	12	09	02
F	17	17	41	41	27	27	08	08	05	05	02	02
G	264	66	136	34								
H	12	24	14	28	04	08	11	22	06	12	03	06
I	28	07	47	12	97	24	131	35	73	18	24	06
J	81	21	68	17	72	18	57	14	70	17	52	13
K	96	24	103	26	78	20	45	11	61	15	17	04
L	31	31	29	29	24	24	06	06	10	10		
M	45	11	79	20	106	27	65	16	46	11	59	15
N	08	27	14	47	05	16	03	10				
O	58	15	131	33	76	19	97	24	38	10		
<b>Average</b>	<b>889</b>	<b>22</b>	<b>942</b>	<b>23</b>	<b>869</b>	<b>21</b>	<b>649</b>	<b>16</b>	<b>477</b>	<b>12</b>	<b>254</b>	<b>06</b>

### Appendix: 4 Distances between Tutors' Residences and the Library

Tutors from Regional Offices	Distance in Kilometres											
	1-20		21-40		41-60		61-80		81-100		100-120	
	n	%	n	%	n	%	n	%	n	%	n	%
A	12	48	07	28	03	12	03	12				
B	12	24	16	32	13	26	07	14	01	02	01	02
C	17	34	05	10	14	28	04	08	08	16	02	04
D	06	40	06	40	03	20						
E	15	30	13	26	16	32	04	08	02	04		
F	06	40	07	47	02	13						
G	33	66	17	34								
H	02	25	04	50	02	25						
I	05	10	15	30	19	38	04	10	06	12	01	02
J	14	35	06	15	06	15	07	17	03	07	04	10
K	14	28	11	22	13	26	06	12	04	12	02	04
L	06	40	04	27	03	20	02	13				
M	13	26	18	36	06	12	08	16	04	08	01	02
N	03	48	05	62								
O	09	18	14	28	17	34	07	14	03	06		
<b>Average</b>	<b>167</b>	<b>32</b>	<b>148</b>	<b>28</b>	<b>117</b>	<b>22</b>	<b>52</b>	<b>10</b>	<b>31</b>	<b>06</b>	<b>11</b>	<b>02</b>



## Appendix: 5

### The Frequency of Students' and Tutors' Visit to the library 4

Regional Offices	Number of Students Who				Number of Tutors Who			
	Visited Library		Did not visit library		Visited Library		Did not Visit Library	
	n	%	n	%	n	%	n	%
A	37	37	63	63	20	80	05	20
B	43	11	357	90	50	100		
C	122	30.5	278	69.5	50	100		
D	33	33	67	67	12	87	03	12
E	159	40	241	61	50	100		
F	22	22	78	78	11	73	04	27
G	382	95.5	18	4.5	50	100		
H	16	32	34	68	08	100		
I	182	45.5	218	54.5	50	100		
J	94	23.5	306	76.5	33	82.5	07	17.5
K	131	33	269	67	50	100		
L	31	31	69	69	10	67	05	33
M	116	29	284	71	50	100		
N	11	37	19	63	07	87.5	01	12.5
O	77	19	323	81	40	80	10	23
<b>Average</b>	<b>1456</b>	<b>36</b>	<b>2624</b>	<b>64</b>	<b>491</b>	<b>93</b>	<b>35</b>	<b>07</b>

## Appendix: 6

### Frequency of Visits of Students who had Visited the Library

Regional Offices	Students Visiting the Library											
	Daily		Weekly		Monthly		Bimonthly		After 3 months		After 4 Months	
	n	%	n	%	n	%	n	%	n	%	n	%
A					02	05	09	24	17	46	09	24
B					04	09	08	19	12	28	19	44
C					16	13	31	25	43	35	32	26
D					09	27	06	18	04	12	14	42
E			14	09	64	40	29	18	25	16	27	17
F					02	09	07	32	04	18	09	41
G	04	01	46	12	120	31	97	25	81	21	34	09
H					03	19	06	37	04	25	03	19
I	01	0.5	11	06	59	32	47	26	28	15	36	20
J					39	41	28	30	17	18	10	11
K	02	1.5	19	14.5	50	38	26	20	13	10	21	16
L			03	10	06	19	05	16	11	35	06	19
M	01	01	17	15	35	30	23	20	13	11	27	23
N					01	09	05	45	03	27	02	18
O					26	34	08	10	15	19	28	36
<b>Average</b>	<b>08</b>	<b>0.5</b>	<b>110</b>	<b>07.5</b>	<b>436</b>	<b>30</b>	<b>335</b>	<b>23</b>	<b>290</b>	<b>20</b>	<b>277</b>	<b>19</b>

## Appendix: 7 Frequency of Tutors' Visit to the Library

Regional Offices	Tutors Visiting the Library											
	Daily		Weekly		Monthly		Bimonthly		After 3Months		After 4 Months	
	n	%	n	%	n	%	n	%	n	%	n	%
A			01	05	03	15	04	20	01	05	11	55
B	02	04	05	10	11	22	13	26	12	24	07	14
C	05	10	10	20	06	12	09	18	07	14	13	26
D			01	08	04	33	03	25	02	17	02	17
E	05	10	13	26	16	32	03	06	10	20	03	06
F					02	18	05	45	01	09	03	27
G	05	10	27	56	08	16	04	08	06	12		
H			01	12.5	04	50	02	25	01	12.5		
I	04	08	15	30	21	42	08	16	02	04		
J			04	12	06	18	03	09	11	33	09	27
K	03	06	09	18	21	42	07	14	04	08	06	12
L	01	10	02	20	02	20	03	30	01	10	01	10
M	02	04	07	14	13	26	22	44	03	06	03	06
N			02	29	02	29	03	43				
O			04	10	03	7.5	06	15	11	27.5	16	40
Average	27	05	101	21	122	25	95	19	72	15	74	15

## Appendix: 8 Students' Reasoning for not Visiting Library

Regional Office	Students Admitting the Reason															
	I. <sup>a</sup>		II. <sup>b</sup>		III. <sup>c</sup>		IV. <sup>d</sup>		V. <sup>e</sup>		VI. <sup>f</sup>		VII. <sup>g</sup>		VII <sup>h</sup>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A	05	08	36	57	38	60	09	14	34	54	37	59	29	46	24	38
B	18	05	38	11	162	45	31	09	142	40	116	32	127	36	43	12
C	11	04	29	10	147	53	06	02	86	30	153	55	71	26	14	05
D	06	09	13	20	38	56	04	06	23	34	29	43	18	27		
E	19	08	61	25	137	57	46	19	143	59	126	54	104	23	18	07
F			24	27	45	51	04	05	51	58	49	56	37	42		
G	02	11	03	18	05	27	04	22								
H			08	24	14	41	24	71	17	50	06	18	15	44		
I	13	06	32	15	109	50	93	43	97	44	133	61	47	22	29	13
J	15	06	137	45	192	63	158	52	104	34	114	37	59	19	36	12
K	28	11	32	13	129	47	37	14	113	42	148	55	97	36	46	17
L	02	03	24	35	27	39	07	10	19	28	26	38	32	46		
M	14	04	68	24	161	57	24	08	99	35	139	49	93	33	67	23
N			11	58	14	74	08	42	09	47	12	63	13	68		
O	22	07	69	21	183	57	16	05	121	27	127	39	142	44	83	13
Average	155	06	585	22	1401	53	471	18	1058	40	1215	46	884	34	360	14

*Note.* a=I. Do not have time to visit library, b=II. Tutor or the study guides do not demand use library, c=III. Library timings do not suit, d=IV. Use another academic library that is near, e=V There is a long distance between your residence and library f=VI. Do not know the resources at the library, g= VII. Library does not have the required material, h= VIII. Social taboos (pardah, society does not permit)

### Appendix: 9

#### Average Time Spent by the Students and Tutors in Library per visit

Library of Regional Office	Average Time (in Hours) Spent in Library per visit															
	Students								Tutors							
	1-2		3-4		5-6		7-8		1-2		3-4		5-6		7-8	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A	29	78	08	22					08	40	06	30	05	25	01	05
B	24	56	12	28	07	16			26	52	09	18	13	26	02	04
C	61	50	49	40	12	10			27	54	14	28	06	12	03	06
D	19	58	09	27	05	15			08	67	04	33				
E	74	47	47	30	34	21	04	03	25	50	17	34	08	16		
F	17	77	05	23					06	55	05	45				
G	64	17	169	44	97	25	52	14	11	22	16	32	17	34	06	12
H	05	31	09	56	02	12			02	25	05	63	01	12		
I	58	32	74	41	31	17	19	10	04	08	17	34	19	38	10	20
J	53	56	27	29	14	15			18	55	12	36	03	09		
K	34	26	69	53	15	11	13	09	27	54	16	32	07	14		
L	16	52	12	39	03	10			05	50	03	30	02	20		
M	52	45	34	29	27	23	03	03	26	52	12	24	08	16	04	08
N	04	36	06	55	01	09			04	57	02	29	01	14		
O	41	53	26	34	10	13			20	50	14	35	05	12	01	02
<b>Average</b>	<b>55</b>	<b>138</b>	<b>556</b>	<b>38</b>	<b>258</b>	<b>18</b>	<b>91</b>	<b>06</b>	<b>217</b>	<b>44</b>	<b>152</b>	<b>31</b>	<b>95</b>	<b>19</b>	<b>27</b>	<b>05</b>

### Appendix: 10

#### Students' Opinion about the Problems in Using Library

Library c Regional Offices	Students facing problem															
	I.		II.		III.		IV.		V.		VI.		VII.		VIII.	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A	19	51	14	38	24	65	17	46	12	32	19	51	09	24	20	54
B	27	63	09	21	20	46	05	12	21	49	14	33	15	35	19	44
C	58	48	23	19	42	34	15	12	31	25	23	19	26	22	49	40
D	19	58	13	39	16	48	11	33	08	24	09	27	07	21	21	64
E	68	43	37	23	44	27	12	08	12	08	33	21	16	10	34	21
F	11	50	02	09	17	77	05	23	09	41	06	27	04	18	14	64
G	48	13	15	04	26	07	63	16	21	05	21	75	42	11		
H	07	44	01	06	11	69	06	37	02	12	09	56	01	06	07	44
I	92	51	05	03	57	31	74	41	19	10	49	27	04	02	11	64
J	84	67	47	37	72	57	15	12	46	37	41	33	26	21	56	44
K	71	54	38	29	54	41	10	08	15	11	31	24	22	17	47	36
L	20	65	08	26	15	48	11	35	16	52	02	06	07	23	18	58
M	61	53	26	22	16	21	08	07	13	11	19	16	07	06	64	55
N	05	45	01	09	07	64	05	45	02	18	03	27	01	09	06	54
O	56	73	37	48	45	56	13	17	37	48	18	23	27	35	39	51
<b>Total</b>	<b>646</b>	<b>276</b>	<b>466</b>	<b>260</b>	<b>264</b>	<b>491</b>	<b>217</b>	<b>510</b>								
<b>Ranks</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>6</b>	<b>3</b>	<b>8</b>	<b>2</b>								

*Note.* I. Unsuitable Library Timing II. Lack of Temperature Control III. Non availability of required material IV. Lack of latest books V. Insufficient study area VI. Non availability of latest journals VII. Inadequate staff VIII. Long distance

### Appendix: 11

#### Tutors' Opinion about the Problems for Using Library

Library of Regional Offices	Tutors facing problem number															
	I.		II.		III.		IV.		V.		VI.		VII.		VIII.	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A	09	45			12	60	10	50	07	35	06	30	09	45	08	40
B	32	64	16	32	24	48	09	18	18	36	13	26	07	14	26	52
C	40	80	16	32	36	72	13	26	30	60	08	16	15	30	12	24
D	12	80	05	33	09	60	11	27	09	60	05	33	07	47	02	13
E	20	40	04	08	19	38	17	34	05	10	12	24	06	12	21	42
F	07	64			09	82	06	55	04	36	06	55	01	09	09	82
G	06	12			07	14	08	16			06	12				
H	04	50			05	62	03	37	01	12	04	50			06	75
I	29	58			17	34	11	22	09	18	05	10			24	48
J	09	45	07	35	12	60	04	20	06	30	03	15	06	30	08	40
K	26	42	12	24	22	44	08	16	05	10	14	28	13	26		
L	08	80	03	30	06	60	02	20	05	50	02	20	04	40	06	60
M	34	68	13	26	20	40	12	24	07	14	11	22	08	16		
N	31	62	20	40	34	68	27	54	17	34	13	26	19	38	21	42
O	24	48	15	30	31	62	14	28	16	32	10	20	18	36	17	34
<b>Average</b>	<b>291</b>	<b>59</b>	<b>111</b>	<b>23</b>	<b>263</b>	<b>54</b>	<b>155</b>	<b>32</b>	<b>139</b>	<b>28</b>	<b>118</b>	<b>24</b>	<b>113</b>	<b>23</b>	<b>160</b>	<b>33</b>

Note. I. Unsuitable Library Timing II. Lack of Temperature Control III. Non availability of required material IV. Lack of latest books V. Insufficient study area VI. Non availability of latest journals VII. Inadequate staff VIII. Long distance

### Appendix: 12

#### Students' Suggestions for Improvement of Library

Students from Regional Office	Number of Students making suggestions number													
	I.		II.		III.		IV.		V.		VI.		VII.	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A	29	78	27	73	24	65	09	24	11	30	07	19	15	41
B	24	56	33	77	27	63	25	43	22	51	29	67	15	35
C	52	43	67	55	44	36	39	32	36	05	48	39	64	52
D	18	55	14	42	17	52	09	27	11	33	21	64	12	36
E	65	41	74	47	58	36	31	19	68	43	56	35	69	43
F	14	64	19	86	12	55	02	09	01	05	02	09	05	23
G	17	04	61	16	94	25	86	23	126	33	17	04	29	08
H	08	50	13	81	11	69	01	06	09	56	01	06	07	44
I	127	70	106	60	02	01	03	02	83	46	69	38	73	40
J	61	48	72	57	54	43	93	74	17	13	54	43	48	39
K	93	71	99	76	47	36	37	28	39	30	86	65	76	58
L	21	68	17	55	11	35	07	23	05	16	12	39	27	87
M	46	40	65	56	54	47	69	59	14	12	67	58	46	40
N	09	82	09	82	06	55	01	09	05	45	01	09	03	27
O	37	48	45	58	49	64	53	69	17	22	68	88	29	38
<b>Average</b>	<b>621</b>	<b>43</b>	<b>724</b>	<b>50</b>	<b>510</b>	<b>35</b>	<b>465</b>	<b>32</b>	<b>464</b>	<b>32</b>	<b>538</b>	<b>37</b>	<b>518</b>	<b>36</b>

Note. I. Expand library timings II. Provide more books and journals III. Provide computers and internet service IV. Provide trained staff V. Arrange partnership with other academic libraries VI. Arrange library facility at workshop venues VII. Make known to the Students facilities at the library

### Appendix: 13

#### Tutors' Suggestions for Improvement of Library

Students from Regional Office	Number of Tutors making suggestions number													
	I.		II.		III.		IV.		V.		VI.		VII.	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A	14	70	18	90	09	45	01	05	08	40	11	55	07	35
B	43	86	26	52	18	36	31	62	24	48	36	72	46	92
C	35	70	27	54	21	42	43	86	27	54	13	26	29	58
D	08	67	11	92	05	42	02	17	03	25	07	58	05	42
E	32	64	24	48	18	36	07	14	11	22	22	44	27	54
F	05	45	10	91	07	64	01	09	01	09	03	27	03	27
G	04	08	11	22	16	32	12	24	14	28	02	04	11	22
H	03	27	06	75	04	50	01	12	05	62	01	12	04	50
I	34	68	41	82	06	12	07	14	29	58	17	34	20	40
J	17	85	14	70	11	55	13	65	07	35	09	45	18	90
K	41	82	28	54	31	62	06	12	14	28	09	18	33	66
L	07	70	05	50	06	60	08	80	03	30	04	40	09	90
M	39	78	34	68	28	56	08	16	23	46	27	54	42	84
N	05	71	06	86	04	57	01	14	03	43	02	29	04	57
O	45	90	24	48	29	58	25	50	28	56	22	44	32	64
<b>Average</b>	<b>332</b>	<b>77</b>	<b>285</b>	<b>58</b>	<b>213</b>	<b>43</b>	<b>166</b>	<b>34</b>	<b>200</b>	<b>41</b>	<b>185</b>	<b>38</b>	<b>290</b>	<b>59</b>
<b>Ranking</b>	<b>1</b>		<b>3</b>		<b>4</b>		<b>7</b>		<b>5</b>		<b>6</b>		<b>2</b>	

*Note.* I. Expand library timings II. Provide more books and journals III. Provide computers and internet service  
 IV. Provide trained staff V. Arrange partnership with other academic libraries VI. Arrange library facility at  
 workshop venues VII. Make known to the Students facilities at the library