

Library Services and Facilities in the Christian Missionary Colleges in Chennai in the ICT Environment: Implications for the Empowerment of Higher Education in Tamil Nadu

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Abstract

The Christian missionaries occupy the most important place in spreading education among the public. Colleges form the vital part of Higher education and libraries in colleges are the primary source of Information for all the learning activities. The colleges established by the Christian Missionaries contribute to the empowerment of higher education in India in general and Tamilnadu in particular. This paper presents a survey of 14 libraries attached to the Christian Missionary colleges in and around Chennai with the following objectives such as, To present the state-of-art- of the Libraries attached to Christian Missionaries in and around Chennai; To survey the library resources, services, manpower, and other infrastructure facilities available in the colleges under survey; To find out the extent of library automation in the colleges under survey and To offer suggestions for the improvement of libraries and in turn the implications for the empowerment of higher education in Tamil Nadu. Based on the survey a few suggestions are given that contribute for the empowerment of higher education in Tamilnadu.

Keywords: College Libraries; Christian Missionary College Libraries; ICT Environment; Higher Education; Tamilnadu; Chennai; Survey.

Introduction

The Christian missionaries occupy the most important place in spreading education among the public. Catholic and protestant missionaries, hailing mainly from Britain, America and Germany, worked with great success. Educational institutions are the logical extension of the Christian missionaries in the dome of education. As the Churches have always realized that the essential tool for development is education, they showed lot of interest in founding and managing educational institutions. When backward communities were deprived of education, it was the Christian missionaries who established

educational institutions throughout India which opened the gates of their schools and colleges for the downtrodden.

Impact of ICT on Libraries

In the recent years Information and Communication Technology (ICT) has made a significant change on all spheres of everyday human life. The impact of ICT has been changed activities of the service sectors such as banking, health, transportation, education, library and information services etc. In the library and information service, it has changed the management of resources as well as dissemination of information services. Application of ICT tools are used for housekeeping operations of Library and information centers such as acquisition, cataloguing, circulation control, serials control, OPAC services.

Role and Functions of College Libraries for the Empowerment of Higher Education

Colleges form the vital part of Higher education and libraries in colleges are the primary source of

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Information for all the learning activities. The power of a college library convey a purpose not just to collect, but also to categorize, conserve and make information accessible to one and all. The role of the library is necessarily dependent upon the educational objectives of the institution. A college library serves two paired purposes to support the university curriculum, and to support the research of the faculty and students.

Some specific functions and objectives of college libraries include - the provision of materials, term papers, expensive research works, projects and supplementary readings for undergraduate and postgraduates students and materials for personal development. Other functions and objectives include to:

- a. Provide up-to-date information resources to support the learning, teaching, research and consultancy activities of the university community.
- b. To collect such information not only in book form but also in non-book such as slides, films, transparencies, government documents, tapes etc.
- c. To give user-oriented service to the college community, by quickly disseminating the information collected to all who need it.
- d. To aid the college to develop the humane liberal and social side of the scientist, by providing selected materials in the arts, humanities and social sciences.
- e. To collect materials produced by the colleges in all its departments and programs and by its entire staff so as to preserve these for posterity and for future research activities.
- f. To provide a centre of excellence of library collections in academic areas selected by the college, for use by the students, staff and researchers.
- g. To participate or cooperate with other libraries within and outside the country in resources sharing and ICT capabilities.

Review of Literature

It is found in the literature survey that, a large number of surveys of different types of libraries have been reported. Since this paper is focusing on survey of libraries in Chennai attached to Christian missionary colleges, in this section only surveys pertaining to Tamil Nadu are considered.

While Ramesh Babu, Nageswara Rao and Baskar

(2015) presents the survey of libraries located in and around Chennai comprising of academic (government and private universities), public and special, Asok Kumar and Ramesh Babu (2007) has surveyed the public libraries in Tamil Nadu with respect to District central libraries. As far as autonomous colleges are concerned, Nageswara Rao and Ramesh Babu (2008) and Nageswara Rao (2010) conducted a survey on Autonomous college libraries, their services, facilities and networking aspects. Similarly in the field of medical colleges, Ravisankar (2009), Joyson Soundararajan (2011) and Selvamani and Ramesh Babu (2014) made an extensive survey of libraries of medical and para-medical including pharmacy educational institutions. On the other hand, Vinayagamoorthy, Ramesh Babu and Gopalakrishnan (2006) and Ramesh Babu and Subramaniyan (1999) surveyed engineering educational institutional libraries and Baskar & Ramesh Babu (2012) on manuscript libraries in Chennai.

All these studies focused on the state-of-the-art-of -libraries in Tamil Nadu and recommended for the complete automation, provision of e-services, manpower development and networking.

These studies relate to the different aspects of libraries particularly college libraries, including library administration, finance, document collection, library staff, services, and physical facilities. Results of the studies revealed that collection and service infrastructure of the libraries in sampled regions were not up to the mark and libraries were struggling to build digital collection and in disseminating digital information due to lack of ICT infrastructure, IT trained manpower and paucity of finances, etc. It is also found that no study on the survey of Christian Missionary colleges in Chennai has been reported and hence this paper bridges the gap and justifies the lacunae in the literature.

Scope and Objectives

The study covers all the Christian Missionary college libraries located in and around Chennai.

The Objectives Are-

- To present the state-of-art- of the Libraries attached to Christian Missionaries in and around Chennai.
- To survey the library resources, services, manpower, and other infrastructure facilities available in the colleges under survey.
- To find out the extent of library automation in the colleges under survey.

- To offer suggestions for the improvement of libraries and in turn the implications for the empowerment of higher education in Tamil Nadu.

addresses of the institutions in the area were collected through formal and informal sources. A short structured questionnaire was emailed to these institutions.

Fifteen questionnaires were sent to Christian arts and Science college libraries based in Chennai only which included both Government Aided and Self Financing Colleges. Fourteen libraries responded and the response rate is 93.3% (Table 1). The state-of-the-art-of-the libraries surveyed in and around Chennai has been presented in Appendix-A.

Methodology

The present study involves the Christian Arts and Science colleges in Chennai only. A survey was done using a structured questionnaire as a tool. The email

Analysis and Discussion

Table 1: Number of questionnaires distributed and Responses received

S. No.	Description	No. of Colleges
1	Number of Questionnaires Distributed	15
2	Number of Questionnaires Responded	14
3	Number of Questionnaires Not Responded	1

Table 2: Year of Establishment of the colleges

S. No.	Description	No. of Colleges	Percentage
1	Established Before 1950	3	21.43%
2	Between 1951 and 1975	0	0
3	Between 1976 and 2000	7	50%
4	After the year 2000	4	28.57%

Table 3: Nature of Management of the colleges

S. No.	Description	No. of Colleges	Percentage
1	Catholic	8	57.14%
2	CSI	3	21.43%
3	Syrian	2	14.29%
4	Malayala Minority	1	7.14%

Table 4: Status of the Colleges

S. No.	Description	No. of Colleges	Percentage
1	Autonomous	3	21.43%
2	Self - Finance	11	78.57%

Table 5: Area of the Library

S. No.	Description	No. of Colleges	Percentage
1	Below 1,000 sq. ft.	2	14.29%
2	Between 1,001 and 5,000 sq. ft.	9	64.28%
3	Between 5,001 and 10,000 sq. ft.	1	7.14%
4	Above 10,000 sq. ft.	2	14.29%

Table 6: Staff Strength in the Library

S. No.	Description	No. of Colleges	Percentage
1	Below 5 Staff Members	10	71.43%
2	Between 6 and 10 Staff Members	1	7.14%
3	Between 11 and 15 Staff Members	2	14.29%
4	Not recruited	1	7.14%

Table 7: Number of Books in the Library

S. No.	Description	No. of Colleges	Percentage
1	Below 5,000 Books	2	14.29%
2	Between 5,001 and 50,000 Books	9	64.28%
3	Between 50,001 and 1,00,000 Books	0	0.00%
4	Above 1 Lakh Books	3	21.43%

Table 2 shows that 3 colleges (21.43%) were established prior to 1950 and between 1976 and 2000, 7 colleges (50%) were established and after the year 2000, only 4 colleges (28.57%) colleges were established.

The Table 3 indicates that 8 colleges (57.14 %) were managed by Catholics, CSI governed 3 colleges (21.43%) and 2 colleges (14.29%) were of Syrian Management while 1 college (7.14%) was administered by Malayala Minority.

Table 4 shows that out of 14 Christian arts and science colleges in Chennai, 3 colleges (21.43%) were autonomous while the remaining 11 colleges (78.57%) were self-financed.

The data in Table 5 shows that, only 2 colleges (14.29%) had library space of less than 1000 sq feet

whereas 9 Colleges (64.29%) had library whose area was between 1000 and 5000 Sq feet and 1 college (7.14%) had library space between 5000 and 10,000 Sq feet, on the other hand, 2 colleges (14.29%) had their library space 10,000 Sq feet.

Table 6 shows that out of 14 colleges who responded, 10 college libraries (71.43%) had staff strength below 5, while 1 college library (7.14%) had staff count from 6 to 10 and 2 college libraries (14.29%) had staff strength from 11 to 15 and 1 College library (7.14%) had not yet recruited a Librarian

It is found in Table 7 that 2 college libraries (14.29%) had collection below 5000 in number and 9 college libraries (64.29%) had collection between 5000 and 50,000 and 3 libraries (21.43 %) had developed a collection of more than one lakh.

Table 8: Number of periodicals

S. No.	Description	National Journals		International Journals	
		No. of Colleges	Percentage	No. of Colleges	Percentage
1	Below 50 Periodicals	10	71.43%	11	78.57%
2	Between 51 and 100 Periodicals	2	14.29%	0	0.00
3	Between 101 and 500 Periodicals	1	7.14%	0	0.00
4	Periodicals not subscribed	1	7.14%	3	21.43%

Table 9: Number of back volumes

S. No.	Description	No. of Colleges	Percentage
1	Below 50 Back Volumes	2	14.29%
2	Between 51 and 100 Back Volumes	2	14.29%
3	Between 101 and 500 Back Volumes	2	14.29%
4	Between 501 and 1000 Back Volumes	1	7.14%
5	Between 1001 and 5000 Back Volumes	1	7.14%
6	More than 5000 Back Volumes	1	7.14%
7	Does not have any Back Volumes	5	35.71%

Table 10: Number of Audio /Video/CDs/DVDs

S. No.	Description	No. of Colleges	Percentage
1	Below 100	2	14.29%
2	101-500	6	42.86%
3	500-1000	2	14.29%
4	Not Available	4	28.57%

Table 11: Availability of E-books & E-Journals

S. No.	Description	No. of Colleges	Percentage
1	Ebooks Subscribed	9	64.29%
2	Ebooks not subscribed	5	35.71%
3	Ejournals subscribed	9	64.29%
4	Ejournals not subscribed	5	35.71%

The Table 8 shows that 10 College libraries (71.43%) had subscription of national journals of less than 50 while 2 libraries (14.29%) had national journal subscription between 50 and 100 and 1 library (7.14%) had national journal subscription in the range between 101-500 while 1 College library (7.14%) since its new had not started its journal subscription yet. The above table also shows that 11 college libraries

(78.57%) had international journals below 50 while 3 libraries (21.43%) did not subscribe to any International journals.

Table 9 specifies that 2 College libraries (14.29%) had back volumes of periodicals below 50 while 2 libraries (14.29%) had back volumes in the range 51-100 in number and 2 libraries (14.29%) had back

volumes between 101-500 while 1 college library (7.14%) had back volumes in the range between 501-1000 in number and 1 college library (7.14%) had back volumes between 1001-5000 and 1 library (7.14%) had more than 5000 back volumes and 5 libraries (35.71%) did not have any back volumes.

The Table 10 points out that 2 college libraries (14.29%) had collection of audio visual materials below 100 while 6 libraries (42.86%) had A/V materials in the range of 101-500 ,while 2 college libraries (14.29%) had audiovisual materials in the range between 500 and 1000 and 4 colleges (28.57%) did not have any A/V materials.

Table 11 shows that 9 College libraries (64.29%) had both E-books and E-journals collection while 5 college libraries (35.71%) did not have any E-books and E-journals.

The data in Table 12 indicates that 9 college libraries (64.29%) had the policy for weeding out of library

materials while 5 libraries (35.71%) did not follow any weeding out policy.

The Table 13 shows that 9 college libraries (64.29%) followed Dewey Decimal Classification (DDC) while 2 libraries (14.29%) followed Universal Decimal Classification (UDC) and 3 college libraries (21.43%) did not have any classification scheme in their libraries.

Table 14 shows that 9 college libraries (64.29%) followed OPAC and AACR in their libraries while 5 libraries (35.71%) did not follow any cataloguing code in their libraries.

Table 15 shows that while only binding was done in 8 college libraries (57.14%) for preserving their materials, Fumigation was carried out in only one college library (7.14%) while combination of Binding and Dusting and pesticides was done in 3 libraries (21.43%). One library did both Binding and Dusting while and one library (7.14%) did not follow any preservation method.

Table 12: Weeding out policy

S. No.	Description	No. of Colleges	Percentage
1	Availability of Weeding out policy	9	64.29%
2	Non Availability of Weeding out policy	5	35.71%

Table 13: Classification scheme followed

S. No.	Description	No. of Colleges	Percentage
1	DDC	9	64.29%
2	UDC	2	14.29%
3	No Classification	3	21.43%

Table 14: Cataloguing code adopted

S. No.	Description	No. of Colleges	Percentage
1	OPAC/AACR	9	64.29%
2	No Cataloguing	5	35.71%

Table 15: Preservation methods

S. No.	Description	No. of Colleges	Percentage
1	Only Binding	8	57.14%
2	Only Fumigation	1	7.14%
3	Binding, Dusting and Pesticides	3	21.43%
4	Binding & Dusting	1	7.14%
5	Preservation not yet started	1	7.14%

Table 16: Automation software used

S. No.	Description	No. of Colleges	Percentage
1	In-House	2	14.29%
2	Autolib	5	35.71%
3	e-BLIS	2	14.29%
4	Non Availability of the software	5	35.71%

Table 16 shows that 5 college libraries (35.71%) had automated their libraries using Autolib software while 2 libraries (14.29%) had e-BLIS as their automation software while two college libraries (14.29%) had their in house software for automating

their library operations while 5 libraries (35.71%) had not automated their library.

Table 17 shows that 9 college libraries (64.29%) had digitized their library services while 5 libraries (35.71%) are yet to start their digitization.

Table 17: Digitization

S. No.	Description	No. of Colleges	Percentage
1	Digitization Done	9	64.29%
2	Digitization not done	5	35.71%

Table 18: Technical services

S. No.	Technical Services	No. of Colleges	Percentage
1	Only Circulation	4	28.57%
2	Circulation, Reference and Reprography	9	64.29%
3	Circulation & Reprography	1	7.14%

Table 19: ICT Based Services

S. No.	Description	No. of Colleges	Percentage
1	OPAC	3	21.42%
2	DBS	2	14.29%
3	OPAC & BLOG	2	14.29%
4	OPAC & E-J	2	14.29%
5	Non Availability of ICT	5	35.71%

Table 20: Participation in Networks

S. No.	Description	No. of Colleges	Percentage
1	INFLIBNET	8	57.14%
2	INFLIBNET /DELNET	2	14.29%
3	Non subscription to Networks	4	28.57%

Table 18 reveals that 4 College libraries (28.57%) had only circulation services while 9 college libraries (64.29%) had all three services namely Circulation, Reference services and Reprography and one college had both Circulation and Reprography in their libraries

The Table 19 exhibits that access to Online Public Access Catalog (OPAC) was available in 3 college libraries (21.42%). While DBS is followed in 2 college libraries (14.29%), 2 college libraries (14.29%) had combination of OPAC & BLOG. On the other hand OPAC and E-Journals were available in 2 colleges (14.29%). It is significant to note that, none of ICT based services were provided in 5 college libraries (35.71%)

The data in Table 20 indicates that 8 College libraries were members of INFLIBNET while two college libraries (14.29%) were members of both INFLIBNET and DELNET while 4 college libraries (35.71%) were not members of any networked community.

Implications for the Empowerment of Higher Education in Tamilnadu

The changes that are occurring in technology, in research, teaching and learning have created a very different context for the missions of academic and research libraries. This evolving context can afford a moment of opportunity if libraries and librarians can respond to change in proactive and visionary ways. There are diverse and unmet needs now arising within

the academy many of which closely align with the traditional self-definitions of academic and research libraries. To the extent that libraries and their leaders can reposition themselves to serve these evolving needs which pertain in part to the centralized storage, description, and delivery of academic resources, and in part to the organization and support of scholarly communication within and across higher educational institutions, libraries will emerge as even more central and vibrant resources for their institutions.

In view of the information requirements of the college clientele, it is suggested that the libraries shall plan a functional and effective collection building program in the field of Arts, Commerce and Science and allied subjects. It is also suggested to acquire both print and non-print materials Realising the recent attempts at the global level towards the establishment of Digital / Virtual libraries, it is suggested that the Christian Missionary college libraries shall venture towards this direction. Of course, there may be preliminary obstacles in the Indian context. However, if it is implemented, there would be a better trend in the proper augmentation of the resources among the Christian Missionary college libraries.

Faculty - Librarian Collaboration

Ensure faculty really understands that faculty/ librarian collaboration is fundamental to successful research assignments and that without it the research process and assignment quality will suffer. Faculty must appreciate existing problem areas before collaboration can begin in earnest! Faculty

Appendix -A
State-of-the-art-of-the Libraries in Chennai

Name of the College	Year of Establishment	Nature of Management	Library Area in Sq.ft	Library Staff	Books	National Periodicals	International Periodicals	Back Volume	Audio-Video	e-books	Non-Book Materials	Weeding out Policy	Classification	Technical Processing	Preservation Methods	Automation Software	Digitization	Traditional Services	ICT Based Services	Participation in Networks
Alpha Arts & Science College	1996	Malayala Minority	4200	2	15658	48	8	0	420	NLIST	NLIST & DELNET	Y	DDC	OPAC	B	In-House	Y	C&RSS&R	OPAC	INFUBINET DELNET
Annai Voilet College of Arts & Science	1997	CSI	1800	2	10000	8	2	100	150	0	0	Y	LUDC	OPAC	F	AUTOLIB	Y	C&RSS&R	OPAC	INFUBINET
Annai Velakanni's College for Women	2000	Catholic	1420	2	12500	21	3	200	180	NLIST	NLIST	Y	DDC	NO	B	AUTOLIB	Y	C&RSS&R	DBS	INFUBINET
Chevalier T.Thomas Elizabeth College for Women	1985	Catholic	2009	3	20000	24	5	500	100	NLIST	NLIST	Y	DDC	OPAC	B&D&S	AUTOLIB	PARTIAL	C&RSS&R	OPAC & BLOG	INFUBINET
Loyola College	1925	Catholic	53745	13	1,15,000	103	43	0	900	145000	9000	Y	DDC	AACR	B	AUTOLIB	STARTED	C&RSS&R	OPAC & E-J	INFUBINET
Madras Christian College	1837	CSI	36000	6	1,67,500	66	15	8350	450	150000	8000	Y	DDC	AACR	B&D&S	e-BLIS	Y	C&RSS&R	DBS	INFUBINET DELNET
Madha Arts and Science College	2006	Catholic	2000	1	2500	10	0	0	0	0	0	N	NO	NO	B	NO	NO	C	NO	NO
Mar Gregorios Arts & Science College	1997	Malik-Syn Catholic	1356	2	12350	16	3	100	20	0	0	N	DDC	AACR	B	NO	NO	C	NO	NO
Nazareth College of Arts and Science	2000	CSI	600	1	5700	25	0	0	0	NLIST	NLIST	N	LUDC	NO	B	NO	NO	C	NO	INFUBINET
Patrician College of Arts and Science	2001	Catholic	3132	2	15800	24	5	25	260	NLIST	NLIST	N	DDC	OPAC	B	MODILIB	Y	C&RSS&R	OPAC BLOG	INFUBINET
St.Thomas College of Arts and Science	1999	Orthodox Syrian	2000	2	9000	8	2	30	20	1000	300	Y	DDC	AACR	B	AUTOLIB	Y	C&RSS&R	OPAC	INFUBINET
Stella Maris College	1947	Catholic	6500	15	1,35,000	87	10	3444	808	NLIST	NLIST	Y	DDC	OPAC	B&D&S	e-BLIS	Y	C&RSS&R	OPAC, E-J	INFUBINET
St. Anne's Arts and Science College	2014	Catholic	500	0	2000	0	0	0	0	0	0	N	NO	NO	NO	NO	NO	C	NO	NO
St. Joseph's College (Arts & Science)	2005	Catholic	2000	2	16000	10	3	1000	0	0	0	Y	NO	NO	B/D	NO	NO	C&R	NO	NO

Binding - B; Dusting - D; Fumigation - F; Pesticides - P; Circulation - C; Current Awareness Service - CAS; Database Search - DBS; Document Delivery Service - DDS; E-Journal - E-J; E-Mail Alert - EMA; Electronic Thesis Dissertation - E/TD; Institutional Repositories - IR; Lamination -L; Reference Service - RS; Reprography - R; Social Networking Sites- SNS; Translation - T

misconceptions regarding student research skills: often assume research skills sufficient or can be easily learned. Existing faculty perceptions of librarians: often do not see us as equal partners in research or teaching process. Student perceptions of librarians and library: Lack clear perceptions of reference function, experience considerable library anxiety but faculty don't necessarily realize this.

Librarians will take a more active role in programmes aimed at improving retention, persistence, and student success. Grow partnerships with instructional faculty and direct support of curricular goals. Continue development of assessment that is tied directly to course learning outcomes. Libraries will continue to morph into collaborative learning centers with mixed-use space. Librarians will continue to adapt to the changing landscape of higher education. The ready availability of information on the Internet, and its widespread use, really presents Librarians with an opportunity, not a threat. Technology Savvy users realize they need help, which Librarians can provide. Librarians now face difficulties and complicity challenges due to new trends in information access. In the present technological/Internet era the professionals have to change themselves as the information profession is being changed. Now information specialists have to work as e-information resources in which various professional groups are expected to map strategies that lead to produce, manage, maintain and service the information (Ramesh Babu, 2011).

However, these are a few lukewarm measures taken at the state or aggregate level. Given the intensity of the nexus between high fees combined with poor quality and no accountability of the private institutions, the state does make an attempt but an effective one because of the nature of dynamic and complex relationship among education, finance and polity.

Conclusion

This study brought to notice that majority of the libraries did not have collection development policies. Lack of constant training for librarians, inadequate staff and lack of support from administration were some of the major problems found. It was further found that majority of the libraries did not involve their users in formulation of policies and did not implement these for collection development. Study revealed the need to train librarians on collection development. Libraries of the 21st century can help to fight poverty and narrow the gap between rich and poor. And

libraries are taking a central role in this notable movement through providing opportunities to the poor in gaining knowledge. India is a land of diversity and the prime importance of India is national integration. Library is the best agent for the national integration in India through its innumerable services. The roles of the library and the librarian in a knowledge society cannot be underestimated. In this era of information explosion and the increasing virtual access to knowledge, libraries and librarians need to be up-to-date in meeting the information expectation of their users. Challenges brought by this information explosion will make the library and librarians stand up to their professional responsibility to meet with the challenges of information provision in the knowledge society. Above all, the institutions, colleges and universities need to invest further to develop the state of the art of infrastructure facilities with information commons areas where users can plug and play networked environment inside and outside the library for greater access to all types of information resources.

As an integral part of the campus, the academic library will be profoundly affected by changes in the academy itself. Thus it is important that the library, while implementing and managing internal change, continues to look outward at the university as a whole (CETUS, 1997: 3). Changes in higher education, the new student-centered paradigm and new learning and teaching approaches have also created a need for a reconceptualisation of the roles and responsibilities of the librarians.

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