COLLECTION DEVELOPMENT AND ACCESS MANAGEMENT IN COLLEGE LIBRARIES OF PUNJAB: A STUDY

Thesis Submitted for the Award of the Degree of

DOCTOR OF PHILOSOPHY

In

Library Science

By

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LOVELY PROFESSIONAL UNIVERSITY, PUNJAB
2025

DECLARATION

I, hereby declared that the presented work in the thesis entitled "**Collection Development and Access Management in College Libraries of Punjab: a study**" in fulfillment of degree of **Doctor of Philosophy (Ph.D.)** is outcome of research work carried out by me under the supervision of Dr. Jatinder Kumar, Librarian in Lovely Professional University, Punjab, India. In keeping with general practice of reporting scientific observations, due acknowledgements have been made when ever work described here has been based on findings of another investigator. This work has not been submitted in part or full to any other University or Institute for the award of any degree.

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CERTIFICATE

This is to certify that the work reported in the Ph.D. thesis entitled "Collection Development and Access Management in College Libraries of Punjab: A study "submitted in fulfillment of the requirement for the award of degree of **Doctor of Philosophy (Ph.D.)** in the Library Science, is a research work carried out by SatinderJit Kaur, Reg. No. 41700228, is bonafide record of his/her original work carried out under my supervision and that no part of thesis has been submitted for any other degree, diploma or equivalent course.

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ABSTRACT

The library stands as the nucleus of an educational establishment, playing an indispensable role in the scholastic realm. Its foremost duty lies in catering to the informational requisites of its patrons. The designation 'library' encapsulates a repository of tomes and assorted literary works preserved for perusal, scholarly pursuits, and reference. The augmentation of the library's assemblage is paramount for all its beneficiaries. The evolution of the collection encompasses a meticulously strategized and logical expansion. This evolution comprises an array of undertakings: discerning the needs of the users, appraising the extant collection, delineating the selection guidelines, orchestrating the selection process, reassessing and conserving segments of the collection, and strategizing for resource sharing. In a similar vein, proficient access management is essential for the coherent organization of the library, the maintenance of its informational assets, and the adept and empathetic interaction with its users.

This research aims to examine the collection development and access management of college libraries in Punjab. The primary goal is to assess the current state of these practices in Punjab's college libraries. This study focuses on the various aspects, dimensions, and policies related to library collection development and access management. Due to the scarcity of research on this topic in the context of Punjab's college libraries, it has been chosen for detailed analysis.

Numerous studies have been conducted on library collection and acquisition. Har Singh's survey, "Collection Development in University Libraries: Problems and Prospects: A Study of the Universities of Punjab, Haryana, and Chandigarh," and Ritu Walia's research, "Collection Management in Select College Libraries in Delhi: A Study," are notable examples. Pathak's study focuses on the university libraries of Assam, while Samra discusses the challenges of collection development in the libraries of technical institutions in Assam. However, no research has specifically examined the college libraries of the four regions of Punjab—Doaba, Majha, Malwa, and Puadh—particularly those that are aided colleges and NAAC accredited. This study seeks to understand the methods and types of resources that college librarians provide to their users.

Following objectives have been framed for the study.

1. To assess the status of information resource collections in college libraries across Punjab.

2. To gather information on the policies governing collection development.

3. To explore the role of information technology in the collection development of college libraries.

4. To identify techniques for effectively managing access to library materials.

5. To examine the level of user awareness regarding access to the library collection services.

6. To identify the barriers or problems users face in accessing the collection.

7. To evaluate user satisfaction with access management.

8. To develop a model for collection development and access management in college libraries based on the study's findings.

A comprehensive literature review was conducted to understand the research problem and formulate significant hypotheses;

- Hypothesis 1: A collection development policy is available in all the selected colleges.

- Hypothesis 2: Libraries do not face any challenges regarding the collection development and access management of library collections.

- Hypothesis 3: ICT significantly impacts library collection development and access management methods, contributing to higher NAAC scores.

- Hypothesis 4: College students and faculty members are satisfied with the available collection services and methods of accessing information.

In this study, twenty NAAC-accredited colleges, five from each region, were selected to determine the status of collection development and access management in college libraries of Punjab and to examine user satisfaction and the problems they face. To achieve this, two types of questionnaires were prepared: one for the librarians and another for the users of the college libraries. The sample size was determined based on the guidelines by Krejcie and Morgan (Krejcie & Morgan, 1970). The "Proportionate Stratified Random Sampling Technique" was employed for this study. A sample size of 780 respondents (569 UG students, 172 PG students, and 39 faculty

members) was drawn from a total population of 57,780 (42,713 UG students, 12,466 PG students, and 2,601 faculty members) from the selected colleges. The aim of the study is to identify the barriers users face in accessing the library collection. The colleges included in the study are:

1. DAV College, Jalandhar
2. DAV College, Hoshiarpur
3. Doaba College, Jalandhar
4. HMV College, Jalandhar
5. Kamla Nehru College for Women, Phagwara
6. RR Bawa DAV College for Girls, Batala
7. Shanti Devi Arya Mahila College, Dinanagar
8. BBK DAV College for Women, Amritsar
9. Khalsa College for Women, Amritsar
10. SSM College, Dinanagar
11. A S College, Khanna
12. GHG Khalsa College Gurusar Sadhar, Ludhiana
13. Gujranwala Guru Nanak Khalsa College, Ludhiana
14. Govind National College, Narangwal, Ludhiana
15. SDP College for Women, Ludhiana
16. Mata Gujri College, Fatehgarh Sahib
17. General Shivdev Singh Diwan Gurbachan Singh Khalsa College, Patiala
18. Multani Mal Modi College, Patiala
19. Shri Guru Teg Bahadur Khalsa College, Anandpur Sahib, Roopnagar
20. Amar Shaheed Baba Ajit Singh Jujhar Singh Memorial College, Bela (Ropar)

Based on the study's findings, a model for collection development and access management in college libraries should be developed. All these colleges fall under NAAC circles 1 and 2. Despite the extensive literature available, there is still a lack of relevant and appropriate research on collection development and access management in college libraries. In the Doaba region, DAV College, Jalandhar has the highest number of books (200,000), followed by HMV College, Jalandhar with 105,399 books. The lowest number of books (16,000) is provided by ASBASJSM College, Bela.

MGCFATSAH has the highest number of journals (70), followed by SGTBKCANASAH (65), GSSDGSKCPAT (64), DCJAL (55), and GGNKCLUDH (54). The lowest number of journals (16) is provided by GNCNARLUDH. HMVCJAL has the highest number of magazines (63), followed by BBKDAVCASR and MMMCPAT (60 each). The lowest number of magazines (6) is also provided by GNCNARLUDH.

DAVJAL has the highest number of newspapers (26), followed by HMVCJAL (23), GGNKCLUDH (22), and BBKDAVCASR and GGNKCLUDH (20 each). The lowest number of newspapers (9) is provided by RRBDAVBAT. Studies show that SGTBKCANASAH offers the maximum seating capacity (750), followed by DAVJAL (500). ASBASJSMCBELA provides the lowest seating capacity (40).

The results indicate that all colleges have a substantial collection of books, and users are satisfied with the libraries' collection development and access management.

For future considerations, the following recommendations are made: this study compares collection development and access management in college libraries of Punjab. Future research should focus on comparing these aspects in private and aided NAAC-accredited colleges in Punjab. The following suggestions and recommendations are offered:

- Libraries should increase the use of e-resources.
- Libraries should subscribe to more primary printed and electronic journals.
- Most colleges have memberships with N-list, DELNET databases, and access e-journals from there, but many students do not use these due to a lack of knowledge. Librarians should arrange seminars and workshops to improve database knowledge.
- Libraries should prepare and maintain a collection development policy manual, which should be revised periodically according to the needs and situation of the library.
- Library staff should evaluate the collection annually.
- To provide efficient and effective online services, the number of computers should be increased in all college libraries.

ACKNOWLEDGEMENT

It is a genuine pleasure to express my deep gratitude to everyone who supported me during my endeavor to complete the research works for my doctoral thesis. I would like to whole heart thanks to my supervisor Dr. Jatinder Kumar for his sincere efforts to continuously support me during every stage of my progress in research with his valuable advice and kind-hearted guidance to make the work fruitful and productive. It was impossible without the guidance of the supervisor.

I am very thankful to Dr. Kirandeep and Dr. Hari Om (Faculty members of LPU) for their help and suggestions from time to time. I sincerely thank all the Librarians, library staff, faculty members, and students of the twenty colleges, who spend time filling in the questionnaires for the present study. It would have been a difficult process without the support of librarians, students, and friends who had been there at the various stages of my research to assist with their friendly approach and stimulating discussions. I am also thankful to the authors whose, works I have consulted and cited in my thesis.

The sincerely and heartening strength from my husband S. Gulzar Singh Lubana for helping me financially and boosting me morally and he has always been there for everything and in every way, he could help me from accompanying me to colleges for data collection to helping me in managing my personal and professional life. And I very thankful to my son Prabhjit Singh Lubana to encourage me every time in my research work. Above all, I thank the almighty for blessing me with the best required insights and the confidence to furnish my research to its best.

(Satinder Jit Kaur)

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LIST OF ABBREVIATIONS

ADFD	Advance Diploma in Fashion Designing
ASBAJSMCBELA	Amar Shaheed Baba Ajit Singh Jujhar Singh memorial College, Bela (Ropar)
ASCKHA	AS College, Khanna
BA	Bachelor of Arts
BBA	Bachelor of Business Administration
BBKDAVCASR	BBK DAV College for women, Amritsar
BCA	Bachelor of Computer Application
BD	Bachelor of Diploma
BFA	Bachelor of Fine Arts
BPES	Bachelor of Physical Education and sports
B.Sc.IT	Bachelor of Science Information Technology
CAS	Current Awareness Service
CC	Creative Common
CEC	Collection Evaluation Committee
DAVCHSP	D.A.V.College, Hoshiarpur
DAVJAL	D.A.V.College, Jalandhar
DBT	Department of Bio-Technology
DCA	Diploma in Computer Application
DCJAL	Doaba College, Jalandhar
DOAB	Directory of Open Access Books
GGNKCLUDH	Gujranwala Guru Nanak Khalsa College Ludhiana

GHGKCLUDH	GHG Khalsa College Gurusar Sadhar, Ludhiana
GNCNARLUDH	Govind National College, Narangwal, Ludhiana
GNDUASR	Guru Nanak Dev University, Amritsar
GSSDGSKCPAT	General Shivdev Singh Diwan Gurbachan Singh Khalsa College, Patiala.
HMVCJAL	Hansraj Mahila MahaVidyalaya, Jalandhar
ILL	Inter Library Loan
KNCWPHG	Kamla Nehru College for Women, Phagwara.
KCWASR	Khalsa College for Women, Amritsar
MA	Master of Arts
MGCFATSAH	Mata Gujri College, Fatehgarh Sahib
MMMCPAT	Multani Mal Modi College, Patiala
M.Sc.	Master of Science
NAAC	National Accreditation and Assessment Council
OPAC	Online Public Access Catalogue
PG	Post Graduate
PGDBM	Post Graduate Diploma in Business Management
PGDCA	Post Graduate Diploma in Computer Application
PGDGCFD	Post Graduate Diploma in Garment Construction and Fashion Designing
PUCHD	Panjab University Chandigarh
PU Patiala	Punjabi University Patiala
RRBDAVBAT	RRBawa DAV college for Girls, Batala

SDAMCDIN	Shanti Devi Arya Mahila College, Dinana
SDI	Selective Dissemination of Information
SDPCWLUDH	SDP College for Women, Ludhiana
SGTBKCANASAH	Shri Guru Teg Bhadhur Khalsa College, Anandpur Sahib Roopnagar
SSMCDIN	SSM College, Dinanagar
UG	under Graduate
UGC	University Grant Commission
UPC	University Planning Committee

CHAPTER-1

INTRODUCTION

1.0 INTRODUCTION

Human activities are arranged in the modern era through institutions established by societal mechanisms. Educational research, cultural organizations for the arts, and business and industrial development institutions are comparable to the academy. Libraries are among these crucial institutions, playing a vital role in social progress, as society and libraries are intertwined. Libraries and society are two sides of the same coin, along with academic research centers and cultural organizations.

As a living and growing organism, a library resides at the heart of an academic institution. It aims to provide various types of books, periodicals, and other documents for building and transmitting knowledge to current and future generations. The primary motive of a library is to disseminate knowledge to everyone, with books arranged on shelves or in almirahs for reading. Its vital role is evident in providing valuable services and world-class information to readers without discrimination based on caste, religion, or creed. Libraries fulfill the esteemed role of educating readers through books on diverse subjects (Walia, 2016).

The word 'Library' is derived from the Latin word "Liber," which means book (Dutta, 1975). Different countries use various terms for a collection of books, either public or private. For example, the Latinized Greek word is "Bibliotheca," in French it is "Bibliothèque," in German it is "Bibliothek," in Russian it is "Biblioteka," in Japanese it is "Toshosentsu," and in Italian and Spanish it is "Biblioteca" (Khanna, 1987). According to S.R. Ranganathan, a library is a place where books are collected, stored, and made easily accessible. Readers can personally obtain books to gain knowledge. Furthermore, providing reading materials and other resources to users based on their needs requires a well-planned infrastructure for storing these books (Ranganathan, 1940). A sound library necessitates a carefully thought-out infrastructure to meet the diverse needs of its users.

1.1 ACADEMIC LIBRARY

Books stored in a library serve as faithful mirrors, reflecting the minds and souls of great authors, as Edward Gibbon once said. They connect us with the sacred lives of saints, prominent sages, and erudite scholars, offering nuanced tales filled with wisdom. This connection is why individuals seeking knowledge immerse themselves in books and their rich ambience. An academic library, therefore, is a treasure house of books that enhance the knowledge of those who seek its refuge. In this context, the librarian curates information and knowledge resources to guide learners in an academic setting.

Academic libraries in educational institutions like schools, colleges, and universities fulfill the needs of the academic community and enhance the quality of research. They are also essential for disseminating information and knowledge both within and outside the academic institution.

1.2 COLLEGE LIBRARY

The library is the heart of the college, playing a crucial role in its educational activities. Located on the college premises, it serves teachers, students, and staff. College libraries provide access to current and relevant information across various fields of study, keeping students and teachers informed. They also enable students to self-educate and expand their knowledge, not only in their own disciplines but also in new and diverse areas.

1.2.1 Objectives of College Library

The main objectives of college libraries are;

- To furnish indispensable assets for scholarly inquiry.
- To proffer patrons the most contemporary and pertinent tomes in their respective disciplines.
- To cultivate an ambiance that amalgamates learners, academics, and literature, fostering an inclination towards leisurely reading, self-enlightenment, and scholastic progression.
- To educate and navigate scholars on the proficient utilization of library and reference materials.
- To inspire patrons to engage with library resources for co-curricular undertakings.

1.2.2 Functions of the College library

In accomplish its objectives; a college library carries out the following functions:

- The college library offers a rich trove of sophisticated literature, alongside textbooks and audio-visual materials spanning numerous disciplines.

- It fosters profound and meticulous study among collegiate scholars.

- The library also houses essential literature for students preparing for competitive examinations, paving the way for a promising future.

- It includes daily newspapers, weekly and monthly periodicals on contemporary issues, as well as general information books for students.

- The library subscribes to esteemed journals and diverse subject-specific research bulletins, as recommended by the faculty, to support the research endeavors of both scholars and students.

- To enhance ease of access to its resources, the library meticulously categorizes and arranges books on shelves based on their priority; showcases new acquisitions separately; and provides services such as bibliographic, indexing, and abstracting.

1.3 ABOUT PUNJAB

Punjab, located in the northwest part of India, derives its name from the Persian words "Punj" and "Aab," meaning water of five rivers. Presently, only three rivers—Sutlej, Ravi, and Beas—flow through Punjab. Throughout history, Punjab has been known by various names. During the Aryan era, it was called SaptaSindhva, the land of seven rivers. The Persians referred to it as Hafta Hindvas. Eventually, the name Punjab emerged after the rivers Sarasvati and Indus dried up, leaving five rivers in the region. The other two rivers, Chenab and Jhelum, now flow through Punjab in present-day Pakistan (Singh, 2005).

In 1947, when India gained independence, Punjab was divided into two parts: one became part of India, and the other part joined Pakistan. Further, in March 1966, the Indian government reorganized Punjab based on linguistic lines. Following the Shah Commission's recommendations, the new state of Haryana was created from the Hindi-speaking regions of Punjab, while some areas were transferred to Himachal

Pradesh. Districts such as Ambala, Karnal, Rohtak, Hisar, Gurgaon, and Mahendragarh were incorporated into Haryana. The Sangrur district was divided, and Hindi-speaking areas of Jind were transferred to Haryana, resulting in the formation of a separate Jind district.

Kangra, Shimla, Kullu, Lahaul, Spiti, and Una Sub-Tehsil of Hoshiarpur (Hindi-speaking areas) were transferred to Himachal Pradesh. Nalagarh, previously part of Himachal Pradesh's Ambala district, was added to Himachal and placed under Shimla district. Rupnagar and Kharar Tehsils, previously part of Ambala district, were separated to form the new Rupnagar district and added to Punjab. The present state of Punjab was thus established on 1st November 1966 (Hans, 2000).

Table 1.1: Regional Distribution of Administrative Districts

District of Majha Region	District of Doaba Region	District of Malwa Region	District of Puadh Region
Amritsar	Hoshiarpur	Barnala	Fatehgarh Sahib
Gurdaspur	Jalandhar	Bathinda	Patiala
Pathankot	Kapurthala	Faridkot	Roopnagar
TaranTaran Sahib	Shaheed Bhagat Singh Nagar (Nawanshehar)	Fazilka	Sahibzada Ajit Singh Nagar (Mohali)
		Ferozepur	
		Ludhiana	
		Mansa	
		Moga	
		Sri Mukatsar Sahib	
		Sangrur	

(Wasu & Dalam, 2018)

The Malwa area of Punjab and some parts of Haryana are located between two rivers -the Yamuna and the Sutlej. The Doaba region is the land of two rivers- the Sutlej and the Beas. Majha is located in the middle of the plains of Punjab, and the most significant part of it is called Bari Doab. It's said to be the center of ancient Punjab. Puadh is a region of Punjab and Haryana, and it's situated between the Ghaggar and Sutlej rivers. (**Source:** *http://discovered India.com*)

1.3.1 Punjab: Higher Education

Under graduation and post-graduation level courses are taught in Punjab. There are 4 State Universities, 13 Private Universities, and 5 Universities of National Importance, 64 government colleges, 33 Constituent colleges, 152 Private Aided Colleges, and 426 Private Self-Financed Colleges. College education is rising in Punjab continuously. Colleges in Punjab have a high enrollment rate per college than all over India. In Punjab, the enrollment of female candidates is comparatively more in higher education than other states of India. **(Source:** *pbhe.punjab.gov.in)*

1.4 DEFINITION OF THE TERMS

The central point of this study is planning and deciding a broad spectrum of library, librarians, and user activities. It mainly studies the policies and procedures adopted for selecting library materials, and satisfying user's needs. It analyses the library access management system by evaluating the present collection with the help of various library functions.

1. **Collection:** It is collecting, and accumulated an assortment of things of a particular type **(Robinson, 2004).**

2. **Development:** The action of developing or the state of being developed, a new product or idea, a new stage in a changing situation **(Illustrated Oxford Dictionary, 2011).**

3. **Collection Developments: According to the U.S. National Library of Medicine (2018)** Developing a library collection includes, determining and coordinating a selection policy, assessing the needs of users and potential users, conducting collection use studies, evaluating the collection, determining collection needs, selecting materials, planning for resource sharing, maintaining the collection, weeding and budgeting. (*www.definitions.net*)

4. **Access:** means an opportunity to approach or step into a place. In other words, it refers to the right or opportunity to use something or see someone **(Cambridge Advanced Learner's Dictionary, 2003).**

5. **Management:** The action of managing, the managers of an organization (Illustrated Oxford Dictionary, 2011)

6. **Access Management:** Access management is relating to authorizing users, even in online or offline. It is the art of organizing and arranging library resources, and introducing the users to how to access them.

7. **College:** A self-contained institution or part of a university that provides students with higher education, further education, or professional training.**(Robinson, 2004).**

8. **Library:** A store house of books, films, records, videos, etc. for public or private use **(Robinson, 2004).**

9. **College Library:** To fulfill the requirements of the reader, the college library is owned, operated, and maintained by the librarian. **(Harrods, 1971).**

10. **Punjab:** According to **Encyclopedia Britannica** "Punjab is a combination of two Persian words, Panj (five) + ab(water)."

Based on the above, we can say that the library collection development process is related to specific sources like books, magazines, journals, maps, charts, e-resources etc. The resources are used by the users with the following rules, regulations and policies: For the user's convenience, the information resources are carefully selected and acquired for necessity of the readers. Access management is the process by which user access is ensured in the library.

1.5 COLLECTION DEVELOPMENT

A library is a reservoir where books are collected and an essential process is initiated. The library is a fundamental part of the college, serving the needs of faculty and students. Readers may borrow books for several days to derive the desired benefit from them. Reading materials are collected in the library and are readily available to users. The development of the library collection is of utmost importance for all users, who visit to obtain the necessary information from e-books, e-journals, disks, or DVDs.

In librarianship, "Collection Development" has undergone various changes. The terms "Selection Policy," "Collection Development Policy," and "Acquisition Policy" are often used interchangeably by librarians, but they are not synonymous. Collection development refers to a hierarchical process that begins with decision-making and

ends with acquisition. This comprehensive procedure enables the library to obtain various materials to make informed decisions during the selection and development of the collection (Dalal, 2018 and Jagannathan, 1988).

Collection Development encompasses various plans for the rational and systematic building of a library's collection. This term describes numerous activities performed by librarians, such as assessing users' needs, examining the current collection, coordinating the acquisition of items, deciding on selection policies, and re-evaluating and storing materials (Parmeswaran, 1997 and Malik & Ahmadi, 2020).

Librarians gather the necessary information for their users and help identify the strengths and weaknesses of the materials in the library. This dynamic cycle of selection and continuous evaluation involves user studies, policies, selection, acquisitions, weeding, and evolution (Evans, 2004).

The library stores, catalogs, and arranges various books on different subjects, including original texts, so that even external readers can find their desired resources conveniently. Users can access books, periodicals, government publications, academic theses, dissertations, research reports, conference proceedings, and reviews by eminent writers for their research work. Additionally, the library offers literature, trade books, rare photographs, paintings, microfilms, and more, benefiting the students. Notably, library collection throws light on the qualitative parameters of the librarian maintaining the data perfectly. This means providing necessary and timely information to the users so that they may get the rare material available here.

1.5.1 Purpose of the Collection Development-

The intentions of collection development in a library are as follows:

1. To fulfill the obligation of meeting the needs of academic groups.
2. To seek out information concerning the needs of users and readers.
3. To select and acquire resources that provides reliable information to readers when required.
4. To judiciously allocate the library budget.
5. To periodically review the collection for the purpose of weeding out outdated or irrelevant materials.
6. To distribute and disseminate academic resources, such as books and journal articles. Networking **(Rath & Rath, 2014).**

1.5.2 Function of Collection Development

Primary goal of creation of collection is to:

1. Identify as well as select reading material

2. Preservation of reading material

3. Evaluation or collection assessment.

4. Deselecting or withdrawing of obsolete reading material.

Collection development has undergone significant changes with the dynamic progress in the library domain. Accumulation involves the selection, maintenance, acquisition, and evaluation of library resources, benefiting libraries and helping users access various types of information materials. This process is the most extensive and challenging aspect of library management. To address these challenges, a systematic plan is formulated to meet the users' needs effectively.

1.5.3 Collection Development Process:

Collection Development and management is a process accomplished through strategic planning. Several stages are responsible for the selecting and finalizing user material during the collection development process. These are number six: firstly community analysis, selection policies, selection, acquisition, de-selection and last, evaluation.(Evans and Saponaro, 2005).

The process, as well as the phase of collection development in libraries, includes aspect writing and revising of collection development policies from time to time,
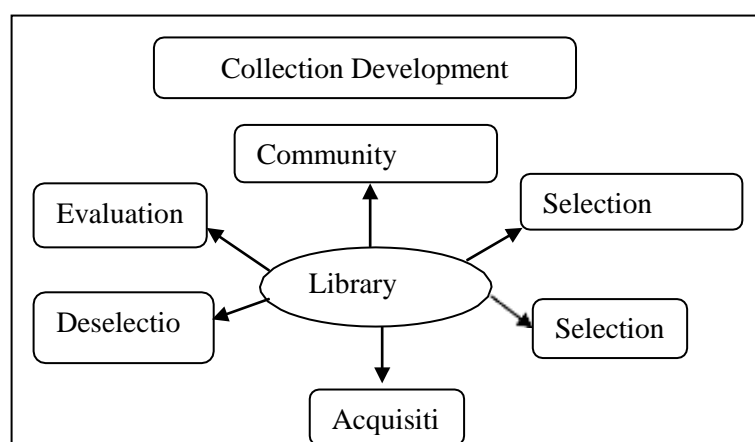
Figure1.1: Collection Development Process

segregation of the library budget for books, periodicals and e-resources, e-books, e-journals, call for quotations from vendors and preparation of empanel of vendors with terms and conditions of the college, selection of material in all formats from various sources like catalogue, reviews, bibliographies, etc. for acquisition, revision and negotiation of contracts to acquire and access about electronic resources, management and evaluation of the collections through stock verification, weeding, storage, preservation, etc. **(Johnson, Evansen, et., 2012).** The collection development process further includes evaluation and assessment of collections, collaboration with other libraries for cooperation in resource sharing, inter-library loans, document delivery services and cooperative collection development, etc.

Given this, collection development and access management are done systematically. Creation and ongoing enhancement of a resource collection are done according to the library user needs and the library's mission.

Community Analysis: Community means the people who use the library. At this point, the librarian's goal is determining how many people use the library and their needs. When doing a user analysis, some things to consider are if there's enough money available, how many and how qualified the staff are, and how much research they're doing. Plus, the user's studies, their info needs, needs assessment, and information audit are all part of the community analysis. It also includes figuring out what kind of person the user is.

Selection Policies: The selection policies ensure that authorities and users are involved in the collection building process. An appropriate collection of resources allows for a rational way of spending resources to build resources based on user needs and also brings uniformity to the resource selection process.

Selection: It is a challenging for librarians to find reliable staff for the library's block. The list of books proposed by the department head and the college faculty member may be varied and lengthy. Therefore, the head or person in charge of the library must carefully select the books suggested by the college faculty.

Acquisition: Knowledge of publishers and the book trade is essential for the acquisition process, along with an understanding of the necessary procedures, practices, and policies. This includes policies related to library materials, such as gifts,

exchanges, and documents. An accessioned librarian should be adept at navigating various levels of order placement using bibliographical access. Preparing and sending orders is a significant responsibility, requiring meticulous attention.

In the current digital age, vendors play an increasingly important role in sourcing books according to customer demand. Librarians handle numerous tasks, including purchasing, organizing, and distributing books, periodicals, publications, and other materials. Modern communication methods have facilitated easy access to required materials or documents and streamlined order processing between libraries and vendors. This has led to notable improvements in library facilities and services.

De-Selection: This process is also known as weeding. It is an essential step in collection development without it, the collection becomes aged and outdated and difficult to maintain. In this process, the library staff discards unwanted, damaged book or information materials with some determined conditions. Old and redundant reading materials are out thrown from the library, adding more copies of universally used reading materials and asking users to replace the lost books. The process of de-selection of books has been met with criticized due to the belief that libraries should be able to accommodate all materials in circulation, regardless of their condition.

Evaluation: The central part of library development is the evaluating library materials. In this process, library materials are compared to the checklist, the accession register, the online check with OPAC, and then the new materials are bought by the librarian based on the user's needs.

1.5.4 Book Selection Theories

The following are some of the main book selection theories which are promoted by the specialist in the field of library book selection:

1.5.4.1 McColvin's theory of Book Selection:

LionelMc Colvin's says about "Theory of Book Selection" the "Demand Theory" means that book selection is "based on demand". The demand is a technique to collect books according to user's requirements. The supply refers to the variety of titles of books that the library acquires and provides to the users. The first principle of McColvin's theory is presentation must be fully complete to the demand and not subject to it". According to McColvin, "theory of books selection" emphasizes that

books are "nothing in themselves" until they are made useful by demand. The increase in demand is directly related to the book selection that provides greater result and outcomes".(McColvin,1925).

1.5.4.2 Drury's book selection theory:

Drury's book selection theory sets appropriate standards for evaluating books, assessing their contents, selecting the best titles on various subjects, and stocking classics and standard works for optimal use. This theory aims to ensure that readers can access the necessary books promptly. Libraries should procure critical books to meet desirable demands, making book selection an indispensable function. Three crucial factors in the book selection process are books, readers, and funds. It's essential to consider both user preferences and the offerings of books. To make books accessible, librarians should acquire them in both print and digital formats, aligning with the library's goals.

Assessing the reputation of publishers, their outputs, and specializations in the collection is vital. Librarians must also be knowledgeable about authors, their works, and their standing, as well as understand costs, values, and user demand. User demand can be gauged through circulation statistics, user requests, and other methods. Additionally, a library should regularly evaluate its collection and discard unused books. During the selection process, various selection tools should be utilized, such as publishers' catalogues, exhibitions, books on approval, advice from individuals, and visits to book agents. According to Drury's theory, the reader is the central theme (Drury, 1930).

1.5.4.3 Ranganathan's book selection theory:

Ranganathan's first four laws underpin the principles of book selection in libraries. The second law, "Every reader his/her book," emphasizes that selectors must address the needs of library users. The third law, "Every book its reader," advocates for the utilization of all available books in the library. The fourth law, "Save the time of the reader," stresses the importance of providing books efficiently without wasting the reader's time.

In his Book Selection Theory, Ranganathan outlined various sources for book selection, including feedback from readers, suggestions, book reviews in periodicals, bibliographies, national bibliographies, and trade catalogues. Additionally, he

recommended consulting bibliographies of sixty reference works, periodical publications, abstracting journals, and translations. His theory also encourages librarians to regularly review their collections and remove outdated or unused materials. (Ranganathan & Gopinath, 1966).

1.5.4.4 Dewey's principle of book selection:

According to Dewey's Book Selection Theory, a library should select the documents within the allocated budget and fulfill the needs of a maximum number of users. It recommends the provision of excellent reading material for many groups of readers at a lower cost. He emphasized that the best material helps library users to get knowledge, recreation, and pleasure in reading. After that, we can say that this principle states that the best reading material for many groups is at minimum cost of groups at minimum cost. **(Khan, 2009).**

1.5.4.5 IFLA guidelines for collection development:

It highlights that collection development in libraries should be based on the current assessments of the users, and analysis should be done on the basis of usage statistics, demographic projections and limitation of budget. It includes selection, collection assessment, and selection and de-sections practices, access (i.e., format, ownership v. licensing, etc.) and planning for sharing resource. The collection development guidelines of e-resources include technical feasibility like authentication through IP access, remote access, capability and compatibility with software, storage, maintenance, programs which facilitate access to the e-resources, hardware and provide platform to access the e-resources. Similarly, functionality and reliability like search and retrieval functions (for example truncation, browsing, search history, downloading, exporting, etc.). Vendors are support to training and support of users; trials of production; demonstrations; system notification process; statistical reporting; customization; bibliographic data (e.g., MARC record); data security; archiving policies; etc. Purchasing model: Purchase, subscription; pay per review; rental, etc. Pricing model: Single user;

Multiple users at the same time; access options; and after termination achieving rights; etc.

1.5.5 Selection process in development of collection in libraries of college:

In the mid-20th century, material selection in libraries was primarily the responsibility of librarians and library staff, rather than the faculty of various departments. However, because material selection is a crucial aspect of library operations, the involvement of department heads is essential. The question of "who selects the materials in the library" has always been a fundamental element of the collection development process. In most college libraries, collection development is a collaborative effort between staff and faculty. Effective resource selection requires a combination of knowledge, skills, and appropriate tools. Libraries frequently face the challenge of developing a well-rounded collection within a constrained budget, necessitating the acquisition of quality resources while adhering to financial limitations. Libraries must obtain a diverse range of materials, including books, journals, magazines, newspapers, brochures, maps, and non-print resources such as electronic, audio, and visual media. The collection development process involves identifying suitable selection tools and recommending appropriate resources to faculty members. Library professionals, faculty, scholars, and students all play vital roles in this process. Additionally, it is important to develop a strategic plan for acquiring valuable documents, consulting with faculty and subject experts to guide these decisions, while keeping budgetary constraints in mind.

1.5.6 Selection tools/aids

Selection tools or aids help the librarians to select and prepare the subject-wise list of books. A librarian may distribute such selection tools to respective departments and ask them to recommend books for their students. Such selection tools contain the entire bibliographic information and at times may also provide the abstract of the title. Such tools are published by publishers, commercial agencies and media producers for the sake of libraries. These include publisher's catalogs, national bibliographies, online databases, current trade bibliographies, reviewing sources, books exhibitions, etc. It would be very hard for a library to select books in the absence of such tools. **(Evans, 2004)**

1.6. ACCESS MANAGEMENT

Ranganathan's fourth law emphasizes the significance of saving time, which translates into efficient access management. Access management involves the systematic

organization of library resources, adept handling of user interactions, and meticulous upkeep of information assets. Optimal results are achieved through effective organization. A library is not merely a physical space but a dynamic entity where books interact with users, addressing their needs and assisting with research. Access management underpins these principles, and the library's overall development hinges on them. Without adherence to these principles, users cannot achieve their desired outcomes.

Librarians and users alike must be well-versed in current internet and technological advancements to work efficiently. Academic libraries offer access to resources both online and offline. Offline resources include books, maps, dictionaries, encyclopedias, and pamphlets, while online resources encompass e-books and digital materials. Access management continually evolves to improve library access methods. Traditional practices, such as maintaining printed books on shelves within a library and monitoring entrances with a gateman, are still in use. In high-traffic libraries, identifying all users becomes challenging, so users may be issued library cards or identity cards. Initially, handwritten or printed card catalogs assisted readers in locating books, with manual lending processes in place. Catalog cards were crucial for identifying book details and locations. Abstracting and indexing journals, such as the Ulrich International Periodical Directory, Psychological Abstracts, Biological Abstracts, and Chemical Abstracts, played significant roles in information retrieval. The digital era has introduced changes: users can now access resources via CDs/DVDs offline or online through the internet. This shift allows users to access library resources from anywhere (https://youtu.be/p31seiw4KN0). According to Techopedia (techopedia.com/definition/28004/access-management-am), access management involves using library identity cards to regulate user access and ensure compliance with various roles and policies. Identity Access Management helps distinguish between valid and invalid users, with two primary types of access management in practice.

1.6.1 Offline Access Management

Offline Access Management System is further divided into two types:

1.6.1.1 Open Access: With the increased understanding of users needs, the libraries gradually adopted the open access system in which the users have the freedom to browse through the library collections placed in the open stack area.

1.6.1.2 Closed Access: In a closed access system, since the document is kept under lock and key do not have direct access by the users and the access was through some mediator.

1.6.2 Online Access Management.

Online Access Management System is further divided into two types:

1.6.2.1 Open Access: Online open access means the source that can be opened without any login password. The users take free of cost study material from it.

1.6.2.2 Closed Access: To enhance knowledge and fulfill the needs of the users, library adopts membership of some databases and familiarizes students with these databases. So, the students take information from it according to their requirement. Membership payment has been paid by the library. Students is used these services anywhere, with the help of login password.

1.6.3 Objectives of Access Management

1. To put books on shelves properly for users.

2. Students access the book.

3. Classifying the books in the right way.

4. Creating a hassle free library access management routine.

Access management is related to authorizing users, even in old period or modern period or online access or offline access. It is an art to organize, arranged there sources which is present in the library, and introduces access process to the users related to library resources.

1.7 ABOUT NAAC

NAAC stands National Assessment and Accreditation Council. It was established in 1994 by the University Grants Commission (UGC). It is situated in Bengaluru. The origin of this council was as a result of the instructions of NPE (National Policy of Education 1986). The purpose of Council is to test the overall efficiency of the higher

educational institutions. It also keeps a keen eye on their sources and maintenance of the library. It draws a proper format for the development of a good library which covers four areas, namely managing committee and administration of the library, accumulation and serve, area of use services, and uses of technology. The NAAC grades institutions on eight-grade steps.

Table 1.2: NAAC score with grade

Range of Institutinal CGPA	Letter Grade	Performance Descriptor
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited

(*Naac.gov.in/index.php/assessment-accrediation#accrediation*)

1.7.1 Objectives of NAAC

1. Make better the quality of Higher Education Institutions.

2. Promoting self-analysis, individual liability, autonomy, and creativeness in higher education.

3. Strengthening the academic system to enhance the quality in teaching and research.

4. Collaborating with other stakeholders in higher education to evaluate, promote, and sustain higher education institutions (*naac.gov.in*)

1.7.2 ROLE OF LIBRARY IN NAAC

The libraries play an important role in fulfilling the informatics needs. Library science plays a significant role to develop the parent institutions. For this purpose libraries pursuing new modes of academic learning and research. It stands as the support system for a wider range of academic activities in an educational institution. The Librarian also plays two vital roles, firstly as a member of the college and then

secondly as a leader of the library. He can actively participate in Higher Education Institution (HEI) Registration, Information for Quality Assessment (IIQA) Submission, Self-Study Report (SSR) Submission, Quantitative Metrics (QnM) Assessment for Pre-Qualification, Peer Team Visit (PTV) Management Process, SSR Qualitative Metrics (QlM) and actual Assessment Process by Peer Team (PT). Therole of the library and the librarian in the overall NAAC process are:

- Librarian supports activities organized within the institute and these activities may vary according to the disciplines. He may guide the institute to create the library website, web pages, use of ICT in library, etc.

- The librarian can help plan, communicate, manage, and present each activity. NAAC and Academic Audit require a lot of records to be kept, so the librarian can help keep them organized.

- The librarian plays an important role in the feedback loop, as they are in contact with a large number of students. They can provide special services for advanced and slow learners.

- They can also help keep IT equipment up to date, such as Wi-Fi, and e-content development facilities. They can setup systems and procedures for maintain and use the library.

- They can also support capability improvement and development schemes such as guidance for competitive examination.

- The library can establish systems and planning for maintaining and use of the library. The library can establish systems and planning for maintaining and use of the library. **(Kulkarni, 2018)**

Table1.3: Distribution of weight ages across Key Indicators(KIs)

Criteria	Key Indicators(KIs)	Universities	Autonomous Colleges	Affiliated/Constituent Colleges
1.Curricular Aspects	1.1*(U)Curriculum Design and Development	50	50	NA
	1.1.*(A)Curricular Planning and Implementation	NA	NA	20
	1.2Academic Flexibility	50	40	30
	1.3CurriculumEnrichment	30	40	30
	1.4FeedbackSystem	20	20	20
	Total	150	150	100
2. Teaching- Learning and Evaluation	2.1StudentEnrolment and Profile	10	20	30
	2.2Cateringto Student Diversity	20	30	50
	2.3Teaching-LearningProcess	20	50	50
	2.4TeacherProfile and Quality	50	60	80
	2.5EvaluationProcessandReforms	40	40	50
	2.6StudentPerformance and Learning Outcomes	30	50	40
	2.7Student satisfaction Survey	30	50	50
	Total	200	300	350

Criteria	Key Indicators(KIs)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges
3. Research, Innovations and Extension	3.1 Promotion of Research and Facilities	20	20	NA
	3.2 Resource Mobilization for Research	20	10	10
	3.3 Innovation Ecosystem	30	20	10
	3.4 Research Publications and Awards	100	20	20
	3.5 Consultancy	20	10	NA
	3.6 Extension Activities	40	50	60
	3.7 Collaboration	20	20	20
	Total	250	150	120
4.Infrastructure and Learning Resources	4.1 Physical Facilities	**30**	**30**	**30**
	4.2 Library as a Learning Resource	**20**	**20**	**20**
	4.3 IT Infrastructure	**30**	**30**	**30**
	4.4 Maintenance of Campus Infrastructure	**20**	**20**	**20**
	Total	**100**	**100**	**100**

Criteria	Key Indicators(KIs)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges
5.Student Support and Progression	5.1StudentSupport	30	30	50
	5.2StudentProgression	40	30	45
	5.3StudentParticipationandActivities	20	30	25
	5.4AlumniEngagement	10	10	10
	Total	100	100	130
6.Governance, Leadership and Management	6.1InstitutionalVisionandLeadership	10	10	10
	6.2StrategyDevelopmentandDeployment	10	10	10
	6.3FacultyEmpowermentStrategies	30	30	30
	6.4FinancialManagementandResourceMobilization	20	20	20
	6.5 Internal Quality Assurance System	30	30	30
	Total	100	100	100
7.Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50	50	50
	7.2BestPractices	30	30	30
	7.3InstitutionalDistinctiveness	20	20	20
	Total	100	100	100
	TOTALSCORE	1000 *	1000 *	1000 *

*In case of HEIs who exercise to opt for the ≤5% of Non Applicable Metrics, the total score will vary.

(*www.naac.gov.in>RAF_Affiliated_college_Manual*)

1.8 STATEMENT OF THE PROBLEM

In contemporary times, collection development and access management have become crucial components of effective college libraries. Their significance is undeniable. College libraries in Punjab, too, cannot operate optimally without robust access management and collection development strategies. For these methods to be utilized efficiently, college libraries must be well-equipped, both in terms of quantity and quality. These practices are essential for addressing the various challenges and issues faced by college libraries. Hence, there is a pressing need to explore the subject thoroughly, leading to the present study titled "Collection Development and Access Management of College Libraries in Punjab: A Study."

1.9 NEED OF THE STUDY

An essential facet of library collection and access management is delineating the breadth and precision of operational procedures. A collection oriented towards user needs augments satisfaction, while adept access management ensures the seamless retrieval of requisite documents to fulfill informational requisites. This research endeavors to probe how academic libraries in Punjab curate their collections and administer access. It will scrutinize elements such as the informational demands of users, the methodologies employed for document selection, the policies governing collection development, and the obstacles associated with access management within these institutions. Despite a plethora of studies concerning document collection, a conspicuous void exists in research focused on collection development and access management in college libraries throughout Punjab, specifically in the regions of Doaba, Majha, Malwa, and Puadh. This highlights the imperative for an exhaustive examination of the difficulties these libraries face in both collection development and access management.

1.10 SIGNIFICANCE OF THE STUDY

The study would analyze different methods of collection development based on concern library policies and would also explore the methods used for Access Management. The study is quite significant as it will cover only NAAC accreditation colleges from Doaba, Malwa, Majha, and Puadh regions of Punjab which is affiliated with GNDU ASR, PU CHD, and PUP.

1.11 OBJECTIVES

Following are the motive of the study:

1. To assess the status of information resource collections in college libraries across Punjab.

2. To gather information on the policies governing collection development.

3. To explore the role of information technology in the collection development of college libraries.

4. To identify techniques for effectively managing access to library materials.

5. To examine the level of user awareness regarding access to the library collection services.

6. To identify the barriers or problems users face in accessing the collection.

7. To evaluate user satisfaction with access management.

8. To develop a model for collection development and access management in college libraries based on the study's findings.

1.12 HYPOTHESIS FOR RESEARCH

The following assumptions have been made for this study:

- Hypothesis 1: A collection development policy is available in all the selected colleges.

- Hypothesis 2: Libraries do not face any challenges regarding the collection development and access management of library collections.

- Hypothesis 3: ICT significantly impacts library collection development and access management methods, contributing to higher NAAC scores.

- Hypothesis 4: College students and faculty members are satisfied with the available collection services and methods of accessing information.

1.13 SCOPE OF STUDY

This study focuses on government-aided colleges of Punjab's Doaba, Majha, Malwa, and Puadh regions that are NAAC accredited and affiliated with State Universities, including Punjabi University, Patiala, Guru Nanak Dev University, Amritsar, and Panjab University, Chandigarh.

Table 1.4: List of the colleges considered for study

Sr. No.	Name of the College	Affiliating University	Date of Establishment	NAAC Grade and Year	NAAC Score of Colleges
Colleges of Doaba Region					
1	DAV College, Jalandhar	Guru Nanak Dev University, Amritsar	1918	A/2014	3.76
2	DAV College, Hoshiarpur	Panjab University, Chandigarh	1926	A/2014	3.02
3	Doaba College, Jalandhar	Guru Nanak Dev University, Amritsar	1941	A/2014	3.06
4	HMV Jalandhar	Guru Nanak Dev University, Amritsar	1948	A/2013	3.83
5	Kamla Nehru College for Women, Phagwara.	Guru Nanak Dev University, Amritsar	1965	A++/2017	3.55
Colleges of Majha Region					
6	RR Bawa D.A.V.College for Girls, Batala	Guru Nanak Dev University, Amritsar	1965	A/2013	3.06
7	Shanti Devi Arya Mahila College, Dinanagar	Guru Nanak Dev University, Amritsar	1965	A/2013	3.02
8	BBKDAV College for Women, Amritsar	Guru Nanak Dev University, Amritsar	1967	A/2014	3.5
9	Khalsa College For Women, Amritsar	Guru Nanak Dev University, Amritsar	1968	A/2017	3.36
10	SSM College, Dinanagar	Guru Nanak Dev University, Amritsar	1973	A/2016	3.04

Sr. No.	Name of the College	Affiliating University	Date of Establishment	NAAC Grade and Year	NAAC Score for Colleges
Colleges of Malwa Region					
11	AS College, Khanna	Panjab University, Chandigarh	1947	A/2016	3.51
12	GHG Khalsa College Gurusar Sadhar, Ludhiana	Panjab University, Chandigarh	1948	A/2015	3.11
13	Gujranwala Guru Nanak Khalsa College, Ludhiana	Panjab University, Chandigarh	1953	B/2015	2.63
14	Govind National College, Narangwal, Ludhiana	Panjab University, Chandigarh	1966	B++/2015	2.79
15	SDP College for Women, Ludhiana	Panjab University, Chandigarh	1968	A/2017	3.04
College of Puadh Region					
16	Mata Gujri College, Fatehgarh Sahib	Punjabi University, Patiala	1957	A/2016	3.09
17	General Shivdev Singh Diwan Gurbachan Singh Khalsa College, Patiala.	Punjabi University, Patiala	1960	A/2015	3.02
18	Multani Mal Modi College, Patiala	Punjabi University, Patiala	1967	A/2015	3.26
19	Shri Guru Teg Bhadhur Khalsa College, Anandpur Sahib, Roopnagar	Punjabi University, Patiala	1968	A/2014	3.01
20	Amar Shaheed Baba Ajit Singh Jujhar Singh memorial College, Bela (Ropar)	Punjabi University, Patiala	1975	B/2013	2.37

1.14 LIMITATIONS OF THE STUDY

The work is restricted to the selected 20 government-aided colleges in the regions of the Doaba, Malwa, Majha, and Puadh. The colleges with NAAC accreditation and affiliated with the State Universities, PUP, GNDU ASR., PU CHD. Will be considered for the study.

1.15 RESEARCH METHODOLOGY

1.15.1 Type of Data

The collection of data is an essential part of research. The researcher used survey method to study. This type of data collection helps research and solves the problem of acquiring college libraries in Punjab.

Primary Data: The primary sources, journals/periodicals, prospectus, brochures, standards, monograph, reports, websites, etc. were used for the study. Librarians and the reader of the college libraries were also consult using questionnaires.

Secondary Data: The secondary data for the study are: books, journals, dictionaries, encyclopedias, yearbooks, directories; databases etc.

1.15.2 Method and Tool of Data Collection

Two distinct questionnaires were designed for data collection: one for college librarians and the other for library users. These questionnaires were distributed manually to both groups. The first questionnaire, intended for librarians, focused on the resources available for collection and their utilization within college libraries. The second questionnaire targeted users, including faculty members and students. It addressed aspects such as the collection's scope, resource availability, awareness of the collection development process, collection development policies, recommendations, and overall satisfaction with both print and electronic resources.

The design of these questionnaires was informed by Ritu Walia's thesis, "Collection Management in Select College Libraries in Delhi: A Study," M.B. Umesh's work on "Collection Development in Law College Libraries Affiliated with Karnataka State Law University, Hubli: A Study," and Lamkhogen Vaiphei's thesis, "Problems and Prospects of Library Automation in Manipur."

1.15.3 Instrument Validity & Reliability

The questionnaires were prepared using research from a previous thesis and consulting with the supervisor. The validity and reliability of the questionnaires have been verified using expert opinions, focused group and pilot study prior to distribution.

1.15.4 Instrument Pre-testing

The researcher consulted the librarian of D.A.V.College Hoshiarpur regarding the questionnaire. Some modifications related to data including deletions, additions were made in light of their valuable suggestions a final questionnaire was prepared. Two questionnaires, one for the librarian and the other for users, were designed in a way that included maximum information in relation to collection development and access management procedure of the library that was depend on the goals and assumptions of the study.

1.16 SAMPLE POPULATION

Faculty of the college and users of the 20 colleges of Punjab regions Doaba, Malwa, Majha, and Puadh formed the universe of the study. Table 1.1 below describes a view of the total number of faculty members and students of UG, PG classes based on websites, prospectuses, telephonic conversation, etc. of various colleges under the study:

Table1.5: List of the Sample Population for study

S.No.	Name of the Colleges	Students(Approximate)		Faculty(Approximate)	Total Population
		UG	PG	mate)	
	Colleges of Doaba Region				
1.	**DAVCollege, Jalandhar**	4500	1000	200	5700
2.	DAVCollege, Hoshiarpur	1380	120	100	1600
3.	Doaba College, Jalandhar	1700	300	100	2100
4.	HMVJalandhar	3000	1000	200	4200
5.	Kamla Nehru College for Women, Phagwara	3000	250	100	3350
	Colleges of Majha Region				
6	RR Bawa DAVcollege for Girls, Batala	1500	500	100	2100
7	Shanti Devi Arya Mahila College, Dinanagar	1500	500	100	2100
8	BBKDAV College for women, Amritsar	2883	338	250	3471
9	Khalsa College for women, Amritsar	900	600	200	1700
10	SSM College, Dinanagar	1500	1500	100	3100

		Colleges of Malwa Region			
11	AS College Khanna	1500	337	80	1917
12	GHG Khalsa College Gurusar Sadhar, Ludhiana	2200	800	98	3098
13	Gujranwala Guru Nanak Khalsa College, Ludhiana	1800	200	70	2070
14	Govind National College, Narangwal, Ludhiana	515	188	45	748
15	SDP College for Women, Ludhiana	599	113	48	760
		College of Puadh Region			
16	Mata Gujri College, Fatehgarh Sahib	3000	2000	250	5250
17	General Shivdev Singh Diwan Gurbachan Singh Khalsa College, Patiala.	4200	2000	315	6515
18	Multani Mal Modi College, Patiala	3000	500	86	3586
19	Shri Guru Teg Bhadhur Khalsa College, Anandpur Sahib Roopnagar	3036	120	109	3265
20	Amar Shaheed Baba Ajit Singh Jujhar Singh Memorial College, Bela(Ropar)	1000	100	50	1150
	Total	42713	12466	2601	57780

Sample Population of UG, PG Students and Faculty members of 20 colleges

1.17 SAMPLING DESIGN

In this study, the sample size was selected based on the sample size given by Krejcie and Morgan (Krejcie& Morgan, 1970). "Proportionate Stratified Random Sampling Technique" was used for the study. The representative sample size of 780 respondents (569 UG Students, 172 PG students, and 39 faculty members) was taken out of a total population (42713 UG Students, 12466 PG students, and 2601 faculty members) from the colleges selected for the study.

$$ n = \frac{x^2 NP(1-P)}{e^2(N-1)+x^2P(1-P)} $$

- N=Population Size
- e^2=Margin of Error
- X²=3.841 Chi-Square is a table value
- P=Population Proportion

Table 1.6: Sample Size related Study

S.No.	Name of the Colleges	Students UG/PG		Faculty	Total Population
	Colleges of Doaba Region				
1.	**DAV College, Jalandhar**	60	13	3	76
2.	D.A.V.College, Hoshiarpur	18	2	2	22
3.	Doaba College, Jalandhar	23	4	2	29
4.	HMVJalandhar	40	13	3	56
5.	Kamla Nehru College for Women, Phagwara	40	3	2	45
	Colleges of Majha Region				
6	RR Bawa DAV college for Girls, Batala	20	7	2	29

7	Shanti Devi Arya Mahila College, Dinanagar	20	7	2	29
8	BBK DAV College for women, Amritsar	39	5	3	47
9	Khalsa College for women, Amritsar	12	8	3	23
10	SSM College, Dinanagar	19	20	2	41
Colleges of Malwa Region					
11	AS College Khanna	20	6	1	27
12	GHG Khalsa College Gurusar Sadhar, Ludhiana	29	11	1	41
13	Gujranwala Guru Nanak Khalsa College Ludhiana	24	3	1	28
14	Govind National College, Narangwal, Ludhiana	7	3	1	11
15	SDP College for Women, Ludhiana	8	2	1	11
College of Puadh Region					
16	Mata Gujri College, Fatehgarh Sahib	40	27	3	70
17	GSSDGS Khalsa College, Patiala.	56	27	4	87
18	Multani Mal Modi College, Patiala	40	7	1	48
19	Shri Guru Teg Bhadhur Khalsa College, Anandpur Sahib, Roopnagar	41	2	1	44
20	Amar Shaheed Baba Ajit Singh Jujhar Singh Memorial College, Bela(Ropar)	13	2	1	16
	Total	569	172	39	780

Sample Size of UG, PG Students and Faculty members of 20 colleges

1.18 DATA TABULATION:

Data was collected from the 20 colleges of four regions of Punjab. For this purpose, two questionnaires were prepared, one for the library incharge or the librarian and other for the readers of the college library. Both questionnaires were filled by the librarians and the users with interactive in colleges.

1.19 DATA SYNTHESIZATION:

After the collection of data, it was synthesized. Unrelated and unwanted data was reduced from the questionnaire before entering it in Google form or in the excel file.

1.20 DATA ANALYSIS AND INTERPRETATION

Data Analysis is an evaluation of data using various methods of analytical and logical reasoning in order to examine each component of collected data. The process of obtaining raw data and converting it into information is useful to the user. Data gathered from various sources is reviewed, and then analyzed to form comprehensive note of findings and conclusions. The statistical software package SPSS was used to analyze the data collection. Chi-Square was used to testing the hypothesis. The mean, median, and mode of analysis were also used.

1.21 PRESENTATION OF DATA

The analysis of data was arranged and presented as simply as possible. In this study, data has been presented in tabular form for different aspects along with graphical representation. Graphs are represented in such a way that they are self-explanatory. Both tabular form and graphs supplement the textual presentation also.

1.22 BIBLIOGRAPHICAL REFERENCES

References are an important part of every study. Mandeley References Software was used for references. APA style is used for the reference and bibliography in the present study.

1.23 CHAPTER PLAN

The study has been divided into five chapters with further divisions into sections with their sub heading.

Chapter1: Introduction

In this chapter, discuss the library, Collection Development, Access Management, NAAC accreditation of Aided-Colleges of Punjab affiliated with PU, Chandigarh, GNDU, Amritsar and PbiU, Patiala, Statement of the Problem, Need of the study, Significance of the study, Objectives and goals of the study, Hypothesis for Research, Scope and area of study, Limitations and Research Methodology.

Chapter2: Review of Literature

The present review of the existing literature in library science contains not only the

opinion of a person who has judged the total contents of the writer. After going through the writer's, research opinion, the reviewer criticizes or applauds the writer opinions keeping in mind the APA citation style. Here, the whole literature review activity has been sub-categorized keeping in mind idea/ideas, concept/concepts related to the subject. The book itself has been so arranged that all the contents contained there should reflect them through the criticism of the reviewer. The book has been arranged chronologically according to the table of the publication.

Chapter3: Profile of Colleges and College Libraries of Punjab

This chapter discusses the colleges and college libraries of the Doaba, Malwa, Majha, and Puadh region of Punjab. The colleges with NAAC accreditation and affiliated with state universities PU, Chandigarh, GNDU, Amritsar and PU, Patiala, Statement will be considered for study.

Chapter4: Data Analysis and interpretation

Data has been collected by way of answers to questionnaires distributed to librarians and students of college which comes under PU, Chandigarh, GNDU, Amritsar and PbiU, Patiala, Statement with NAAC accreditation of Doaba, Malwa, Majha, and Puadh region of Punjab. The inferences are also drawn and systematically presented in this chapter with the help of tables.

Chapter5: Findings, Summary, Conclusion, and Suggestions.

In conclusion, this chapter presents the outcomes of the research, including recommendations and conclusions, before concluding with the questionnaire and bibliography.

1.24 CONCLUSION

The college library is a complex and important part of the college. A college cannot be imagined without a library. It is a significant part of any college. Books are kept in the library for reading purposes. And collection development assists in proper management of the library. It involves the decision-making process to access the need of user, to evaluate the present collection, to weed out and to store the important parts of collection. If a library built systematically, it fulfills the demands of teaching, learning and research related problems. Know a day, libraries are not only providing data to user in offline mode, but online material is also accessible to users.

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CHAPTER - II
REVIEW OF LITERATURE

2.0 INTRODUCTION

In the chapter titled "Review of Literature," the researcher is expected to provide an in-depth analysis and a comprehensive overview of existing work in the relevant field. This chapter aims to consolidate knowledge about the research problem and explore its implications. It is crucial for the researcher to organize the subject matter effectively and identify any gaps in current research.

To conduct meaningful research, it is essential to address practical problems with well-informed solutions. This chapter specifically examines resources related to the accumulation and management of library resources in college libraries across Punjab.

For a thorough investigation, relevant research articles were downloaded from sources such as Shodhganga, JSTOR, the Indian Federation Library Association, Library Philosophy & Practice, the International Journal of Informatics & Information Studies, Scopus index, Web of Science, DESIDOC Journal of Library & Information Technology, the International Journal of Innovations Science & Research Technology, the American Library Association, the Journal of Informatics & Information Science, and the Journal of Librarianship & Administration. Additionally, visits were made to the library departments of esteemed universities. Keywords utilized in the research include collection development, acquisition, access management, and the role of libraries in NAAC.

The significance of this study is underscored by the extensive and diverse nature of the literature available. Streamlining this literature is essential for a structured analysis. This chapter provides a detailed chronological review of studies, organizing the literature into specific subgroups to facilitate a systematic investigation. The sub groups are –

1. Collection status of the college library

2. Collection development policy

3. Ascertain the impact of ICT

4. Access Management

5. Users Satisfaction

6. NAAC (Role of Libraries)

2.1 COLLECTION STATUS OF THE COLLEGE LIBRARY

The important pillar of a college is its library. It is a primarily aid to teaching program. A well-organized library is a treasure to any college so it becomes a responsibility of the library incharge or staff to manage and preserve the library effectively. In addition to this reading material should be arranged properly for the users.

Kanwal (2006) delineates collection management as encompassing all strategic, managerial, and practical aspects linked with the development and procurement of library collections. However, a noticeable gap exists in LIS literature concerning the semantic progression of this topic. This study elucidates the nexus between various collection-related terminologies and the continuously evolving forms of scholarly publishing within libraries. The conclusion asserts that the proliferation of emerging terminology is driven by the direct influence of technological advancements in academic fields. This dynamic usage pattern underpins the expansion of objectives and operational methodologies within contemporary libraries. **Casserly (2008)** investigated collection management, emphasizing its role in providing insights into the collection's configuration, financial allocations, library expenditures, budgeting, and policies pertaining to collection development. Presently, numerous college and university libraries are advancing, necessitating future collection management research to concentrate on efficacy, outcomes, and impacts. A study by **Ghosh and Panda (2010)** in India presented perspectives on serial collections in libraries, highlighting data from the nation's top institutions. Their research unveiled the extent of budgetary allocations dedicated to periodical subscriptions and other study materials essential for fulfilling students' and users' needs. **Johnson, Evenson, and colleagues** (2012) aimed to foster an understanding of the critical challenges libraries face in constructing e-portfolios. The section on acquisition and collection evolution, established in 1996, focuses on diverse electronic resources, whether purchased, licensed, freely available online, born digital, or multi-format (e.g., CD-ROMs). This section includes: policies on collection development, evaluation of electronic

resources, licensing considerations, and the review and renewal processes, all of which benefit the library. **Khayal (2013)** explored the comparative analysis between special law libraries and academic law libraries, concluding that series growth, offerings, and annual budgets are more substantial in special law libraries than in academic ones. This suggests that judicial libraries hold a superior position compared to academic law libraries. **Sinha (2013)** discusses the challenges and solutions for collection development and access management of both print and non-print materials in academic libraries. Collection development in libraries is a process of planning and acquiring a balanced collection of resources, including study materials in various formats such as books, journals, online resources, and other media. **Johnson (2014)** provides an overview of collection management and development, emphasizing the responsibilities of librarians in these areas. **Sasikala and Nagaratnamani (2014)** examine collection development practices in colleges and universities in Andhra Pradesh. Their findings indicate that most institutions still adhere to traditional collection development strategies and library access methods, while some are adopting newer approaches. **Das (2015)** highlights the importance that the University Grants Commission (UGC) places on library facilities in higher education. The study found that information accumulation, repository management, and circulation in modern academic libraries are based on specific best practices. **Giri, Sen, and Mahesh (2015)** investigate collection development methods in five major institutions in New Delhi, assessing current rules and practices. They note inconsistencies in approaches to determining the need for multiple copies of books in libraries. **Mahendra (2015)** presents an analytical study of collection development in academic libraries affiliated with Biju Patnaik University of Technology (BPUT), Odisha, elucidating the function of collection development in these institutions. **Matarazzo and Pearlstein (2015)** report that two-thirds of corporate library managers surveyed found their services were not aligned with customer needs, and a similar proportion struggled to articulate the value of their libraries. **Oyeleye (2015)** identifies two primary methods of acquisition: gifts and purchases. The study reveals that book acquisitions were primarily through gifts, while journals were mostly purchased. **Khan and Bhatti (2016)** explore factors influencing collection development and management in Pakistani university libraries. These factors include the objectives of collection development and management, user needs, collection development policies and approaches, budgets, selection criteria for reading materials, and format

considerations. **Patel (2016)** concludes that library professionals must be vigilant in creating a balanced collection. The study emphasizes that the library is a resource that enhances study and research, and that collection development should be informed by both research and experience**. Singh (2016)** presents a comparative analysis of university libraries in Punjab, Haryana, and Chandigarh. The study reveals that while each university library has a collection development policy, these policies are not up to standard. Singh recommends that librarians should organize both print and non-print collections, develop acquisition policies, and conduct orientation programs to increase user awareness. **Walia (2016)** emphasizes the importance of understanding policy-related collection practices, material selection techniques, and e-collection management in Delhi colleges. The study also highlights the challenges faced by library staff in building their collections. **Reddy and Chandrasekumar (2017)** focus on the collection development of the Dravidian University Library from 2011 to 2016, examining collection growth by subject, school, and department within the university. **Kumar and Gaur (2018)** discuss the concepts and challenges of collection development and management, particularly in the context of the changing landscape of electronic documents in management libraries. **Adesina (2019)** assesses the adequacy of university library collections. The study provides valuable information on collection assessment and suggests that library resources should be adequate, with universities acquiring information resources through both gifts and purchases.

Khan (2019) explores critical issues in collection development and management, including acquisition, classification, cataloguing, preservation, and conservation. The study also examines policies and techniques employed by selected libraries. **Muzzammil (2019)** concludes that there are significant differences in the collections of six court libraries in India. Various factors influence library services and collection development in these libraries. While e-documents are minimal compared to print materials, the study notes that budgets are growing annually. **Mango, Lumbago, and Labour (2020)** use both qualitative and quantitative methods to examine the approaches and factors affecting collection processes in four academic libraries. **Kumar (2022)** reveals the best practices of print books procurement inselect central university libraries in northern India, including getting maximum discount and supply of ordered books, and empanelling vendors. Questionnaire method was used for data collection. Data was shown into two tables. First presents the outcomes of analysed

data regarding book procurement procedures in each undertaken central university and second table displays books procurement procedures undertaken by the central university.

Collection development encompasses the selection, acquisition, and evaluation of materials, both print and non-print. Numerous studies have been conducted to assess the availability and composition of library resources, generally yielding satisfactory results.

2.2 COLLECTION DEVELOPMENT POLICY

Library operations are facilitated by well-defined rules and regulations. To achieve smooth functioning, college libraries must document their policies, rules, and regulations.

Kanwal (2006) emphasizes the crucial role of collection management policies in university libraries. The study recommends that librarians enhance their professional education and engage in self-study to improve their understanding of collection management policies. **Cabonero and Mayrena (2012)** demonstrate that collection development policies are based on recognized practices and stakeholder input. These policies are essential for realizing an institution's vision, mission, objectives, and goals. Key functions of a collection development policy include: selection, acquisition, donation management, weeding, preservation, loss and replacement procedures, copyright compliance, ground rules, collection development programs, collaboration, policy review and revision, reflection of current practices, and involvement of librarians, faculty, students, and directors. **Kaur and Gaur (2017)** note the significant impact of digital resources on academic library collection development policies. Libraries are redefining their policies to address selection, acquisition, preservation, and distribution of these resources. **Dalal (2018)** identifies collection development as a crucial and challenging aspect of library management. It involves acquiring new materials, allocating budgets, developing policies, modifying plans, and meeting user needs. Important components of collection management include storage, weeding, and preservation. **Muzzammil (2019)** reveals that the Supreme Court, Delhi High Court, and Allahabad High Court operate without formal collection development policies. Collection development is a fundamental aspect of any institutional library, providing users with necessary information. Key factors

influencing collection development include budget allocation, user demands, staff quality, and library consortia. These factors have significantly impacted academic libraries' collection development policies. To ensure the acquisition of quality materials, librarians should follow proper channels. Weeding is an essential process in maintaining and updating library collections.

In summary, collection development policies are written declarations of a library's intentions regarding information resource development. They guide the selection, acquisition, and management of materials to meet user needs and support institutional goals

2.3 AS CERTAINING THE IMPACT OF ICT

Information technology has evolved rapidly in recent years, significantly impacting libraries. The development of digital libraries, the Internet, electronic publications, and CD-ROMs has transformed librarians' operations.

Sanchez and Quesada (2006) discuss collection development in a digital context, proposing a user-centric approach. They view digital collection development as a logical consequence of integrating information technologies into organizations. The transition from traditional library models has facilitated the development of digital collections as resources for digital libraries. **Perrone (2009)** examines how academic librarians manage the integration of e-book collections into their holdings, focusing on selection criteria and collection development issues. This case study was part of research for the International Master of Information Science (IMIS) dissertation, jointly offered by the University of Parma (Italy) and the University of Northumbria (UK). **Johnson (2012)** highlights the importance of electronic resources in research and academic libraries, noting their increasing significance in collection-building activities. Various e-resources are discussed, including e-journals, e-books, full-text databases, indexing and abstracting databases, reference databases, numeric and statistical databases, e-images, and e-audio/visual resources accessible via computer. **Swain, Satpathy, and Rautaray (2013)** address the challenges and solutions in collection development and access management of both print and digital resources in academic libraries. **Breeding (2015)** identifies increased cooperation, resource sharing, collaborative collection management, lower costs per institution, and a broader universe of content as key features of modern libraries. **Samra (2015)**

observes that libraries in Assam's Technical Institutes require proper collections with up-to-date technology, including audio-visual aids and artificial intelligence. Well-experienced and trained staff is necessary to manage these well-equipped libraries. **Satpathy and Rabindra (2015)** note that modern academic libraries are acquiring new electronic resources due to their multidimensional advantages over print books.

Naik and Yadagiri (2017) conclude that ICT has transformed library processes in collection, organization, and service delivery. LIS professionals must evaluate present scenarios and future needs to implement intelligent tools that will enhance future services.

Information and Communication Technologies (ICTs) have revolutionized librarians' perspectives and operations. Computer and telecommunications technologies have particularly impacted the collection, storage, organization, processing, analysis, presentation, communication, and sharing of information. IT-based resources are now considered essential for all types of libraries, consuming a significant portion of library budgets. Additionally, these technologies have addressed space constraints in libraries.

2.4 ACCESS MANAGEMENT

Dr. Ranganathan's third law of library science states, "Every book has a reader." Access to library books is most beneficial when users read them, as the true value of books lies in their use. Many authors have written about access management in libraries. Effective access management can be either offline or online, and can follow open or closed models. **Macke and Sewell (2011)** define "open" and "closed" access, noting that academic libraries often struggle with video access due to cost and fragility concerns. While closed stacks may preserve DVDs, open stacks can better serve patrons and increase collection visibility and use. **Mullen (2012)** discusses how collection development with open access materials requires different skills, as traditional acquisition patterns and quality benchmarks may not apply. The author explores various open access resources, including scholarly journals, monographs, and educational resources. **Saarti and Vattulainen (2013)** find that European libraries prioritize conservation and preservation of print resources, with many also preserving digital resources. They propose a model to promote less-used printed resources and note the need for cooperation in planning print collections.

Chakravarty (2013) describes two types of access management: closed access, where materials are locked away, and open access, where materials are freely available. The author concludes that open access is more beneficial to users. **Grabowsky (2015)** discusses the impact of open access on traditional and new collection management responsibilities. The author notes the growth of the open access movement and its predicted dominance in scholarly publishing, recommending that academic libraries continue to support open access initiatives. Wasitarini and Tritawirasta (2015) examine Indonesia's National Libraries, which use a closed access system. Despite limited direct access, these libraries offer various services based on the UTAUT model, and users are reportedly satisfied with the system. **Chakrabarti (2017)** highlights the growth of open access documents, particularly e-books in Library and Information Science available through the Directory of Open Access Books (DOAB). **Elahi (2018)** discusses Open Access Repositories in Bangladesh, noting the slow growth of these repositories and proposing suggestions for their development. **Selga and Cristobal (2018)** explore the relationship between library service quality, user satisfaction, and loyalty at the University of St. Louis College Library in the Philippines. **Chatterjee and Samanta (2022)** examine access management strategies in public academic libraries, discussing open, partial, and closed access policies. They argue that effective access management can attract more patrons and enhance knowledge dissemination.

In conclusion, libraries employ either open or closed access management systems. Open access allows users to browse shelves directly, while closed access requires staff mediation. The choice between these systems depends on various factors, including user preferences, resource types, and institutional needs.

2.5 USERS SATISFACTION

Users are central to the library's mission, with its primary function being to satisfy their intellectual needs. When readers are satisfied with the library's services, the library successfully fulfills its goals.

Khan (2009) found that readers were pleased with the infrastructure of the AMU Library and expressed satisfaction with services such as the number of cards, book issuance, and loan periods. **Patrick, Aghojare, and Ferdinand (2015)** revealed that students at the Federal University of Petroleum Resources were very happy with their

library's services, particularly appreciating the well-managed collection, advanced infrastructure, and upgraded internet services. A study involving 1300 registered users of the library selected 409 respondents, with 381 responses retrieved, mainly from the College of Science and College of Technology. These respondents requested longer library hours, an updated collection, and increased internet bandwidth. **Saikia and Gohain (2013)** found that the library at Tezpur University plays a crucial role in meeting the multi-dimensional needs of students and researchers, highlighting the importance of user guidance in ensuring satisfaction with library resources and services. According to **Hemavathi (2018),** all 160 respondents were satisfied with the law college library's infrastructure, seating arrangements, furniture, lighting, and book issuance and return processes. The library services were also rated satisfactorily. A study by **Hemavathi and Chandrashekara (2018)** indicated that users were generally unaware of reprographic, OPAC, and current awareness services. Many users visited the library to read newspapers and borrow books. **Gudi and Paradkar (2018)** surveyed 660 students and faculty members from engineering colleges in Pune, with 509 responses received. The study found that users were satisfied with print resources and suggested that librarians consider user feedback when purchasing study resources and increase the number of copies for books in high demand. **Barad (2019)** explored user satisfaction at HULC's library in Shimla, noting that while users were happy with services, infrastructure, and collections, they desired longer library hours, current government publications for competitive exams, and student orientation programs. **Muzzammil (2019)** concluded that court library users were satisfied with services such as circulation, new acquisitions, legal periodicals, reference, CAS, and SDI, though they were less content with reprographic, indexing, and abstracting services. **Adeniran (2020)** studied the relationship between service quality and user satisfaction at Redeemer's University, finding that students were the most frequent library users, followed by academic staff and management sciences students. Overall, users were satisfied with the services offered. **Anmol, Khan, and Muhammad (2021)** revealed that faculty members in Karak, South District (Kakar) KP were generally satisfied with library infrastructure but not with most library services except circulation. The study suggested that to meet users' needs, all required services and infrastructure should be available.

Overall, the studies indicate that user satisfaction is a key indicator of the quality of a library's staff and services. According to one study, 55.2% of users were happy with the library's functioning, 70% found the library timings convenient, 78.75% thought the lending period was adequate, and 40% of weekly users were satisfied with the content available.

2.6 NAAC (ROLE OF LIBRARIES)

According to **Kulkarni (2018)**, the National Assessment and Accreditation Council (NAAC) have revised its framework for the assessment process. College libraries play a crucial role in the institution's progress and accreditation, significantly contributing to the NAAC process. With the revised framework, the importance of Library learning resources has increased, particularly in criterion 4.2. **Navghare (2018)** emphasizes that libraries, as learning resource centers, are vital for the survival and inclusion of individuals in the world. Effective management of library and information services, along with best practices for college libraries, supports their development and maintenance. **Jange (2020)** discusses the role of librarians in the NAAC process and the specific parameters for Library and Information Centres. According to the latest NAAC guidelines, the fourth criterion out of seven focuses on Infrastructure and Learning Resources, with 20 marks allocated to the library. This includes 4 marks for library automation using the Integrated Library Management System, 3 marks for the collection of rare books and manuscripts, 2 marks for electronic books, journals, and databases, 5 marks for the average annual expenditure on books and journals over the past five years, 1 mark for remote access to electronic resources, 2 marks for daily library use by teachers and students, and 3 marks for electronic resources provided by the library staff, such as e-PG Pathshala, CEC (undergraduate), SWAYAM, MOOCs platforms, NPTEL/NME ICT, and institutional LMS.

Libraries serve as gateways to knowledge and culture, essential for both institutions and society. As quiet places conducive to learning, they provide students with the support needed to enhance their knowledge and solve their problems. The library and the librarian play a pivotal role in the overall NAAC process under the revised framework of library learning resources

2.7 RESEARCH GAPS

The role of librarians in a library is to provide access to collections, promote their use, and manage their development and accessibility. A study has highlighted differences in collection development and access management among Punjab colleges. The effectiveness of any college library largely depends on its collection.

1. A detailed literature review revealed that no comprehensive studies have been conducted on college libraries in Punjab's Doaba, Malwa, Majha, and Puadh regions.

2. Har Singh's study, "Collection Development in University Libraries: Problems and Prospects - A Study of the Universities of Punjab, Haryana, and Chandigarh," focuses on university libraries.

3. Ritu Walia researched "Collection Management in Select College Libraries in Delhi: A Study," which is specific to Delhi.

4. Pathak examined the "Impact of Information Technology on Collection Development in University Libraries of Assam."

5. Samra discussed "The Problems of Collection Development in the Libraries of Technical Institutions in Assam."

Therefore, none of the researchers have specifically studied the college libraries of the four regions of Punjab, particularly those NAAC-accredited aided colleges..

2.8 Conclusion

This chapter emphasizes the importance of studying various aspects of collection development and access management in college libraries. Key areas of focus include the collection status of college libraries, collection development policies, the impact of Information and Communication Technologies (ICT), access management, user satisfaction levels, and the role of libraries in NAAC accreditation. The study analyzes the state of collection development, access management, growth of collections such as print and e-resources, budget allocation, as well as user satisfaction, perception, and involvement in library collection development across the four regions of Punjab.

The present investigation reviews the existing literature related to collection development and access management in college libraries of Punjab. Elements such as collection development and access management policies, acquisition, selection, preservation, evaluation, and weeding out are examined to understand their impact on academic libraries.

The literature review reveals a substantial body of work on issues related to collection development and access management. It shows that e-resources are increasingly becoming an essential part of academic library collections, with many colleges adopting an open access system. However, specific studies focusing on collection development and access management in the college libraries of Punjab are notably absent from the literature surveyed.

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CHAPTER - III

PROFILE OF COLLEGES AND COLLEGE LIBRARIES OF PUNJAB

3.0 INTRODUCTION

This chapter gives profiles of 20 colleges which were selected for the study. The information given this chapter has been collected from college websites and from the questionnaire, distributed to the librarian and users of these colleges, to which they responded well. These colleges are affiliated by PUCHD, PUP and GNDU ASR, which is located in Doaba, Majha, Malwa, and Puadh regions of Punjab.

Region wise Information and Data, collected from select college libraries are given below:

3.1 COLLEGES OF DOABA REGION

3.1.1 D.A.V. College, Jalandhar (1918)

DAV College was built in 1918 memorable of Maharishi Dayanand Saraswati. This college is famous for imparting modern knowledge in collaboration with Vedic traditions. This institution is providing matchless services to the youth. It is touching new heights in the social, economical and political spheres of lie. It is affiliated by GNDU Amritsar and accredited with „A‟ grade by NAAC with 3.76 CGPA in 2014. This famous college of doaba region is by UGC under 2(F) and 12(B) in 1956.

Figure 3.1: Image of D.A.V. College, Jalandhar

This institution is equipped with modern infrastructure that consists of smart and spacious classroom, well-furnished library with DELNET, Hi-tech science labs, computer labs with internet connections. There are five hostels situated in college for boys and girls students and sports persons. Lush green lawns and big play grounds are also there. (**Source:***https://www.davjalandhar.com*)

3.1.1.1 Strength of faculty and students

The college has 5500 students on its roll and there are 200 faculty members.

3.1.1.2. Courses Offered

The college offered many courses for UG and PG classes.

Table 3.1: Courses offered by the D.A.V. College Jalandhar

Level Courses	Courses Offered
Post Graduate Courses	**Humanities:** M.A.(Economics, English, Hindi, Punjabi, History, Political Science, Sanskrit) **Science:** M.Sc. in Chemistry, Physics, Zoology, Information Science, Mathematics, Computer Science **Commerce:**M.Com
Under Graduate Courses	Humanities:BA, BA in Journalism & Mass Communication **Science:** BSc (Med.), BSc (Non-Med.), BSc (Eco.), B.Sc. (Computer science), B.Sc. (Bio-Technology), B.Sc. (IT),Bachelor of food Science and Technology(BFST) **Commerce:** Bachelor of Commerce(Regular and Honors) **Business:** BBA(Bachelor of Business Administration)
Post Graduate Diploma Courses	Post Graduate Diploma (Financial Services, Web-Designing, Computer Science)
Diploma Courses	Diploma course in Computer Application

Table Source: https://www.davjalandhar.com

3.1.1.3 About Library of the College

Figure 3.2: Image of Lajpat Rai Library

Table 3.2: Information about Lajpat Rai Library

Name of the Library	Lajpat Rai library
No .of Registered Faculty	Appro.200
No. of Registered Students	Appro.5500
No. of Library Staff	13
Nature of Library building	Separate building
Total area of Library (Sq. ft.)	10,000sq. ft.
Sitting capacity	500
No. of Books	2lakh
No. of Journals	43
No. of Magazines	50
No. of Newspapers	26
No. of Audio-Visual aids	145 CD" s
E-Resources	N-List, Delnet
Library Automated	Fully Automated
Name of Software	Alice for windows
Access management provided to users	Open access
Library Budget	Above 5 lakh
Time of the Library	9:00a.m. to 8:00p.m.

(Information Source: Questionnaire)

3.1.1.4 Library Infrastructure

    a. The two notice boards which are framed for the library matters are situated outside the library.

    b. Property Counter

    c. Information Desk

    d. Circulation Counter

    e. Librarian's Office

    f. Processing Section

    g. Reference Section

    h. Library Catalogues

    i. Reading Room

3.1.1.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library allows every institution user to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for academic activities, research related queries, and recreation purpose of its users.

c) **Digital library Services:** The college library includes a separate digital section of e-resources with computer terminals for better services.

d) **Remote Access Services:** For the remote access of e-resources outside the college campus, the librarian provides an Id/Password to the library users.

e) **Internet:** The college library has Internet services and can access the academic resources through specified criteria. The use of Id/Password protects E-resources access.

f) **User Assistance Services:** Library staff helps and assists the library's users in every aspect. Along with this, OPAC terminals can be used to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides a Photostat facility for students and faculty members, during college working hours.

h) **Display Services of New Arrival:** Display racks are filled with the newly added selected books in the library. Thus, when users enter the library, it is an attractive corner.

i) **Newspaper Clipping Services:** Every activity conducted in college is present in the newspaper. The Librarian preserved all activities of college in the cutting register.

3.1.1.6 Library Automation

Library is fully automated using Alice for window software.

3.1.2 DAV College, Hoshiarpur (1926)

DAV College, Hoshiarpur is the very old academic institution. During the last ten years, this college has made great efforts to shine in field of Academic, sports and extra-curricular activities. It is established in 1926 as grant in aid institution, affiliated to Panjab University Chandigarh. In 2014 this college is accredited with NAAC grade 'A' and CGPA 3.02 located on the Hoshiarpur-Chandigarh road. Governance of this college has supported education in rural areas. It is situated in the rural heart land of Punjab. The institution has great reputation in the area. This institution also recognized by UGC under section 2(F) in 1956. (**Kumar and Kaur, 2021**)

Figure 3.3: Image of D.A.V. College, Hoshiarpur

All activities are done by institution under the supervision of the D.A.V. Managing Committee. It is well-known in the area. The institution offered computer science and application courses as a vocational. This college has been named among the top 100 colleges in the country. This rank has been given by India Today Groups by conducting National Level Survey. **(Kumar and Kaur, 2021)** This college provides better opportunities to all without discrimination their caste, religion or status.**(Source:*https://davchsp.org.in*)**

3.1.2.1 Strength of faculty and students

It boasts of an accomplished faculty of about more than one hundred members who not only provide academic knowledge to more than one thousand and five hundred students, but also work for their overall development.

3.1.2.2 Courses Offered

It offers the following courses which are given in the table 3.3

Table 3.3: Courses offered by the D.A.V.College, Hoshiarpur

Level Courses	Courses Offered
Post Graduate Courses	**Humanities:** M.A. in Punjabi, History, Political Science **Science:** M.Sc. in Information Technology Commerce:M. Com
Under Graduate Courses	**Humanities:** BA **Science:** B.Sc (Med.), B.Sc(Non-Med.), B.Sc(Computer Science), B.Sc(Agriculture)
	Commerce: Bachelor of Commerce(with e-commerce) **Computer:** Bachelor of Computer Application
PG Diploma Courses	Postgraduate diploma in Computer and Fashion Designing (PGDFD).
Bachelor of Vocational Studies (B.Voc.)	Tourism & Hospitality Management, Retail Management, and Hospitality, Catering, Travel, Tourism & service Industry.

Source: *https://davchsp.org.in*

3.1.2.3 About Library of the College

Figure 3.4: Image of Dr. Ram Swarup Gupta Library

Table 3.4: Information about Dr.Ram Swarup Gupta Library

Name of the Library	Dr.Ram Swarup Gupta Library
No .of Registered Faculty	Appro.100
No. of Registered Students	Appro.1500
No. of Library Staff	6
Nature of Library building	Separate building
Total area of Library(Sq. ft.)	5,000sq. ft.
Sitting capacity	150
No. of Books	50000
No. of Journals	35
No. of Magazines	10
No. of Newspapers	11
No. of Audio-Visual aids	40CD" s
E-Resources	N-List, Delnet

Library Automated	Fully Automated
Name of Software	Campus Analyzer
Access management provided to users	Open access
Library Budget	1-3 lakh
Time of the Library	9:00 a.m. to 4:00 p.m.

(Information Source: Questionnaire)

3.1.2.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library.

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.1.2.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library allows every institution user to get for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for academic activities, research related queries and recreation of its users.

c) **Digital library Services:** For better services, college library includes a separate digital section of e-resources with computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-

resources outside the campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of Internet services and one can access the academic resources through specified criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the library.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.1.2.6 Library Automation

The college library is using CAMPUS ANALYZER Software for the functioning of college library.

3.1.3. Doaba College, Jalandhar (1941)

Doaba College Jalandhar is one of the multi-faculty post graduate co-education colleges in north India. Doaba College was established in 1941 by the visionary founders of the college. The founders of the college are: Shrine Swami Narayan (Shrine Swami) Bindrabhan Sodhi, Raisund Chandrasekhar (Raisund Dasgupta) Dass, Shine Guru (Shrine Guru) Jagan Nath Mishal and Acharya Lajya Vati are the Arya Samay icons and stalwarts of the freedom struggle. They laid the foundation of Doaba college in order to promote the philosophy of maharishi swami Dayanand.(**Source:** https://www.doabacollege.net)

Figure 3.5: Image of Doaba College, Jalandhar

This institution has recently been recognized by UGC as a college with potential for excellence. This college has made a name for itself by successfully setting up in Jalandhar. This college is the first Community Radio Raabta 90.8 mhz. under the Ministry of Information. The college has been re-accredited "A" Grade by NAAC. The total student strength is 2000 which including 300 Post Graduate students and total staff strength is 100. The college campus covered in 21 Acres field. The college has established laboratory in different field for the benefits and gain knowledge of the students. Sh Yash Chopra audio visual T.V. Studio, food production labs, language lab, and SPSS lab provide career oriented training and skill to the prospective students.(**Source:** *https://www.doabacollege.net*)

3.1.3.1 Strength of faculty and Students

It boasts of an accomplished faculty of about approximately 100 members and approximately 2000 students.

3.1.3.2 Courses Offered

The college has 12 Post Graduate, 18 under Graduate courses are offered to the students.

Table 3.5: Courses offered by the Doaba College, Jalandhar

Level Courses	Courses Offered
Post Graduate Courses	**Humanities:** M.A. in English, Economics, Pol. Science, Punjabi MA Journalism and Mass Communications (MAJMC), Master in Tourism Management (MTM) **Science:** Mathematics, Chemistry, Computer Science, **Commerce:** M.Com
Under Graduate Courses	**Humanities:** BA, BA Journalism and Mass Communications (BAJMC), Bachelor of Tourism and Hotel Management (BTHM) **Science:** B.Sc (Med.), B.Sc(Non-Med.), B.Sc (Computer Science). B.Sc (Agriculture), B.Sc. (Biotechnology), B.Sc. (Economics) B.Sc.(IT) **Commerce:** B.Com, B.Com (Financial Services) **Computer:** Bachelor of Computer Application.
Post Graduate Diploma Courses	Post Graduate Diploma in Computer Application.
Education Courses	BA/B.Ed.(4 year integrated course approved by NCTE) B.Sc/B.Ed.(4 year integrated course approved by NCTE)
Diploma Courses	Diploma in Food Production
Skill Development Courses	Certificate Course in Tally Certificate Courses in Organic Farming, Internet of Thing, Basics of Computer and Internet, Culinary Arts, Bakery/ Confectionary, Snacks Making, Tailoring and Dress Designing, Painting and Crafts, Video Editing, Audio Editing, Photography. Coaching for Teacher eligibility test CTET/PSTET

Source: https*://www.doabacollege.ne*

3.1.3.3 About the College Library:

Figure 3.6: Image of Doaba College Library

Table 3.6: Information of Doaba College Library

Name of the Library	Doaba College Library
No. of Registered Faculty	Appro.100
No. of Registered Students	Appro.2000
No. of Library Staff	7
Nature of Library building	Separate building
Total area of Library(Sq. ft.)	10,000sq. ft.
Sitting capacity	200
No. of Books	72000
No. of Journals	55
No. of Magazines	41
No. of Newspapers	15
No. of Audio-Visual aids	279CD" s
E-Resources	E-ShodhSindhu
Library Automated	Fully Automated
Name of Software	CampusWhizz

Access management provided to users	Open Access
Library Budget	1-3 lakh
Time of the Library	9:00 a.m. to 4:00 p.m.

(Information Source: Questionnaire)

3.1.3.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library.

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Librarian Office

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Reading Room

j. Digital Section

3.1.3.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c) **Open Shelve System:** College library has provided open shelf system facility for all the students. They are regularly consulting library collection in open and congenial environment.

d) **Digital library Services:** For better services college library includes a separate digital library section of e-resources with computer terminals.

e) **Internet:** The college library has the facility of Internet services and one can access the academic resources through specified criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the library.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus, when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.1.3.6 Library Automation

The college library is using CAMPUS WHIZZ Software for the functioning of college library.

3.1.4 Hansraj Mahila Mahavidyalaya, Jalandhar (1948)

Hansraj Mahila Mahavidyalaya, Jalandhar is one of the top Institutions of North India offering quality education of value-based and employment-oriented quality to women. Firstly it was established in 1927 in Lahore with the support of Mahatma Gandhi Ji, a very devoted and unselfish worker of the DAV Movement. In 1927, Mahatma Gandhi Jyotiba founded the college in Lahore with the humble aim of educating girls. Students of the college actively took part in the struggle for Independence. The college shifted to Jalandhar after partition and was re-established in 1948. The current core block of the college was inaugurated on November 7, 1959, by the then Vice President of India, Dr.SARVAPALLI RADHA Krishanan, an enlightened soul.

Figure 3.7: Image of Hansraj Mahila Mahavidyalaya, Jalandhar

Currently, the college is among the oldest institutions set up by the DAV college management committee, under the leadership and direction of a brilliant and visionary leader, Dr.Poonam S Suri, the President of the DAVCMC in New Delhi. The college takes higher rank in India amongst the women colleges in the NAAC re-accreditation, i.e., 3.83 of 4. The college is recognized by the Union Government of India (UGC) as a "College of Excellence" .In February 2019, the college was awarded the Assocham Education Excellence Award by the Government of India for its outstanding contribution in providing quality education at an affordable price and for taking initiatives for the promotion of social responsibility and atmosphere of excellence. The college was declared an excellent college in the same year of June 2019 by the magazine OUTLOOK.(*Source: https://www.hrmmv.org*)

3.1.4.1 Strength of faculty and students
It boasts of an accomplished faculty of about approximately 200 members and approximately 4000 students.

3.1.4.2 Courses Offered
Courses available in college are as follows:

Table 3.7: Courses offered by the Hansraj Mahila Mahavidyalaya, Jalandhar

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** English, Hindi, Punjabi, Political Science, Music, Economics, Music Instrumental, Music Vocal, Journalism and Mass Communication, Diploma in Counseling (PG level). **Science:** Chemistry, Physics, Botany, Information technology, Mathematics, Computer Science, Bioinformatics. **Commerce:** M.Com
Post Graduate Diplomas	**Computer Science:** Post Graduate Diploma in Computer Application, Post Graduate Diploma in Cyber Law and Information Security **Commerce:** Post Gradate Diploma in Financial Services **Business:** Post Graduate Diploma in Business Management.
Skill Oriented Programmes Post Graduate Level	M.Sc. (Fashion Designing & Merchandizing), M.Voc.(Web Technology & Multimedia, Cosmetology & Wellness, Mental Health Counseling), Post Graduate Diploma in Garment Construction and Fashion Designing, Post Graduate Diploma in Cosmetology.
Under Graduate Courses	**Humanities:** BA, Bachelor of Physical Education and sports. **Science:** B.Sc.(Med.), B.Sc. (Non-Med.), B.Sc. (Eco.), B.Sc (Computer science), B.Sc. (Bio-Technology), B.Sc(IT) **Computer:** Bachelor of Computer Application **Commerce:** Bachelor of Commerce (Pass course, Financial Services and Honors). **Business:** Bachelor of Business Administration.
Skill Oriented Programmes Under Graduate Level	Bachelor of Design Multimedia, Bachelor of Design, Bachelor of Fine Arts (Painting), B.Sc. Fashion Designing, B.Voc.(Web Technology & Multimedia, Banking &Financial Services, E-Commerce and Digital Marketing, Cosmetology & Wellness, Fashion Technology, Journal & Media, Mental Health Counseling), Diploma in Cosmetology, DCA

Source: *ht*tps*ww.hrmmv.org*

3.1.4.3 About the College Library

Figure 3.8: Image of Swami Dayanand Library

Table 3.8: Information about Swami Day anand Library

Name of the Library	Swami Dayanand Library
No. of Registered Faculty	Appro.200
No. of Registered Students	Appro.4000
No. of Library Staff	7
Nature of Library building	Separate building
Total area of Library(Sq. ft.)	10,000sq. ft.
Sitting capacity	200
No. of Books	72000
No. of Journals	55
No. of Magazines	41
No. of Newspapers	15
No. of Audio-Visual aids	279 CD's
E-Resources	E-ShodhSindhu
Library Automated	Fully Automated
Name of Software	Alice of Windows
Access management provided to users	Open access
Library Budget	1-3 lakh
Time of the Library	9:00 a.m. to 4:00 p.m.

(Information Source: Questionnaire)

3.1.4.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library.

b. Property Counter

c. Information Des

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

k. Peace Zone

3.1.4.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with 22 computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of Internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password protected.

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f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the library.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.1.4.6 Library Automation

The college library is using Alice of Windows Software for the functioning of college library.

3.1.5 Kamla Nehru College for Women, Phagwara (1965)

Figure 3.9: Image of Kamla Nehru College for Women, Phagwara

It was in 1965 that some idealistic imaginative visionaries of Phagwara perceived the acute challenge to fabricate a better social set by educating the women. So, with the solemn Endeavour and unconquerable spirit of "Sh Bhag Ram Singh, Sh. Hans Raj

Bansal, Pt. Kishori Lal and Sh. Jogendra Nath Joshi," came into existence. This college named Phagwara College for women, having a secular commitment to expand its light in all directions and successful to achieve faith of the progressive citizens of Phagwara. This institution was started with 70 students in Handa Janj Ghar.(Source:***www.kncw.org***)

3.1.5.1 Strength of faculty and students:

It boasts of an accomplished faculty of about approximately 100 faculty members and approximately 3250 students.

3.1.5.2 Courses Offered

Courses available in college are as follows:

Table 3.9: Courses offered by the Kamla Nehru College for Women, Phagwara

Level Courses	Courses Offered
Post Graduate Courses	**Science: M.Sc. (Fashion designing)** **Commerce:**M.Com
UG Courses	**Humanities:** BA **Science:** B.Sc (Med./Non-Med./ Computer Science/Economics/Fashion designing) **Commerce:**B.Com(RegularandHonours) **Computer:** Bachelor of Computer Application(BCA) **Business:** Bachelor of Business administration
PG Diploma Courses	Post Graduate Diploma in Computer Application, Postgraduate Diploma in Cosmetology in Beauty Culture (1year), Post Graduate Diploma in Garment Construction of Fashion Designing
Vocational Courses	B.Voc.in Beauty and Wellness
Diploma Courses	Diploma in Computer Application

Source:*www.kncw.org*

3.1.5.3 About the College Library:

Figure 3.10: Image of Library of Kamla Nehru College for Women, Phagwara

Table 3.10: Information about Kamla Nehru College Library

Name of the Library	College Library
No. of Registered Faculty	Appro.100
No. of Registered Students	Appro.3250
No. of Library Staff	2
Nature of Library building	Separate building
Total area of Library(Sq. ft.)	10,000sq. ft.
Sitting capacity	200
No. of Books	30000 approx.
No. of Journals	34
No. of Magazines	40
No. of Newspapers	11
No. of Audio-Visual aids	100CD" s
E-Resources	Delnet, Inflibnet
Library Automated	Fully Automation
Name of Software	NETTLIB
Access management provided to users	Open access
Library Budget	1-3lakh
Time of the Library	9:00 a.m. to 4:00 p.m.

(Information Source: Questionnaire)

3.1.5.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.1.5.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of Internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password protected.

f) User Assistance Services: Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) Reprographic Services: The Library provides Photostat facility to the students and for the faculty members, during working hours of the library.

h) Display Services of New Arrival: Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) Newspaper Clipping Services: Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.1.5.6 Library Automation

The college library is using NETT LIB Software for the functioning of college library.

3.2 COLLEGES OF MAJHA REGION

3.2.1 RR Bawa D.A.V. College for Girls, Batala (1965):

RR Bawa D.A.V. College vision is to "Empower women through education". The college has a concrete multi-layered strategy to turn this vision into reality and works with an idea: "Sa Vidya Ya Vimuktaya" which means education liberates.

Figure 3.11: Image of RRBawa D.A.V.College for Girls, Batala

In college, students learn empowerment, enlightenment, education, knowledge, discipline, ethics, creativity, and skill development. Through a disciplined and ethical approach, they are taught to channel their creative expressions effectively. This college is a leading educational institute for girls in the region, and it would not be an exaggeration to say that it is one of the finest institutions in the entire District of Gurdaspur.

The college has a glorious history as its foundation. It has once again been awarded an 'A' grade by the NAAC team from Bangalore. The present is equally splendid, as it has been conferred with the status of College with Potential for Excellence and the Centre for Community College by the UGC. The college boasts a phenomenal number of merit positions, a remarkable tally of university positions, and an exceptional aggregate of 1st positions with 100% results in almost all classes.(**Source:** *https://rrbdav.org*)

3.2.1.1 Strength of faculty and students:

Total strength of students of this college is approximately 2000 and approximately 100 faculty members in the college.

3.2.1.2 Courses Offered

There are many courses are run in the college under Graduate, Post Graduate, Certificate and Diploma Courses.

Table 3.11: Courses offered by the RRB D.A.V. College for Girls, Batala

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** Hindi, Punjabi, Economics **Science:** Information Technology, Mathematics, Computer Science, Fashion Designing **Commerce:** M.Com

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Under Graduate Courses	**Humanities:** BA(Regular/Vocational),Bachelor of women empowerment **Science:** B.Sc. (Med.), B.Sc.(Non-Med.), B.Sc. (Eco.), B.Sc (Computer science), B.Sc.(CN&D), B.Sc (FD) **Computer:** Bachelor of Computer Application **Commerce:** Bachelor of Commerce (Regular, Financial Services). **Business:** Bachelor of Business Administration.
Under Graduate Diploma Courses	Cosmetology & health care, Computer Application, Garment Construction & Fashion Designing, Diploma in Computer Application DCA
UG Add on courses	Fashion Designing, Food preservation, Cosmetology, Cooking Catering & event Management communication skills, clinical diagnostic Techniques, Computer Animation & Graphics.
Community Colleges Courses	Certificate & Diploma in beauty & fitness, Certificate & Diploma in Banking & Insurance, Certificate & Diploma in Hotel Management & Tourism Certificate & Diploma in Biotechnology.

Source: *https://rrbdav.org*

3.2.1.3 About the College Library

Figure 3.12: Image of Library of RR Bawa DAV College for Girls, Batala

Table 3.12: Information about RR Bawa DAV College Library

Name of the Library	RR Bawa D.A.V. College Library
No. of Registered Faculty	100Approx.
No. of Registered Students	2000 approx.
No. of Library Staff	4
Nature of Library building	Separate Building
Total area of Library(Sq. ft.)	10,000 sq.ft approx.
Sitting capacity	138
No. of Books	39,520
No. of Journals	10
No. of Magazines	23
No. of Newspapers	9
No. of Audio-Visual aids	341
E-Resources	N-List
Library Automated	Fully Automated
Name of Software	Library Management Software
Access management provided to users	Open access
Library Budget	Below one lakh
Library Timing	9:15a.m. to 4:45 p.m.

(Information Source: Questionnaire)

3.2.1.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g.   Periodical Section

h.   Reference Section

i.   Text Book Section

j.   Digital Section

3.2.1.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of internet services and one can access the academic resources through specified criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the library.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.2.1.6 Library Automation

Library Management Software is running in the college library for the functioning of library.

3.2.2 Swami Swatantranand Memorial College, Dinanagar (1973)

Swami Swatantranand Memorial College which is establish in 1973, is one of the distinguish institution of the area. It is the only co-educational institution, which is taken "A" grade in Re-accreditation by NAAC. Swami Swatranand ji the freedom fighter and staunch Arya Samajist, is a founder of this college/institution. The college is progressive under the guidance of the present Acharya, Swami Sadanandji.

Figure 3.13: Image of Swami Swatantranand Memorial College, Dinanagar

Over the past 46 years, the seeds planted by the college's founders have taken root. This institution takes pride in providing high-quality services in this backward, rural, and board belt region by carving a niche in the educational landscape. Hoping to become one of the fastest-growing and best-in-class institutions, the college has been growing at its own pace. The college not only pays attention only academic activities but also plays an important role in sports, co-curricular activities and youth welfare programs. College runs under the principal Dr.R.K. Tuli.

The mission and vision of the institutions is to empower the readers to make them aware of their own lives, to provide a conductive environment for the development of an individual's personality, to provide learning environment and to encourage

students to appreciate the natural and artistic real of life. To provide opportunities for the greatest possible achievements to each and every individual.**(Source: *http://www.ssmdinanagar.org*)**

3.2.2.1 Strength of faculty and students:

The total staff strength is 100 and all are well qualified and the total students strength is 3000, 1500 are under graduate and 1500 are post graduate.

3.2.2.2 Courses Offered

The college is affiliated to G.N.D.U. Amritsar for following courses.

Table 3.13: Courses offered by the Swami Swatantranand Memorial College, Dinanagar

Level of Courses	Courses Offered
Post Graduate Courses	**Humainties:** M.A.inHistory, Economics **Science:** M.Sc. Physics, Information Technology, Mathematics, ComputerScience, Fashion Designing **Commerce:**M.Com
Under Graduate Courses	**Humanities:** BA, Bachelor of Library and Information Science. **Science:** B.Sc.(Med.), B.Sc.(Non-Med.), B.Sc.(IT), B.Sc (FD) **Computer:** Bachelor of Computer Application **Commerce:** Bachelor of Commerce (Regular, Honors).
B.Voc	Web designing and multimedia, animation, E-commerce and digital marketing, Retail management, web designing and development IT Software development, Beauty and Fitness.
Diploma Courses	Diploma Courses in Computer Application (semester system) PGDCA, Diploma in Computer Application, Diploma in library science, office automation and tally, dress designing and tailoring food and beverage production, hardware and networking, tally with GST and Diploma in Communication skills.

Source: https://www.ssmdinanagar.org

3.2.2.3 About the College Library:

Figure 3.14: Image of College Library of Swami Swatantranand Memorial College, Dinanagar

Table 3.14 Information about Swami Swatantranand Memorial College Library

Name of the Library	College Library
No. of Registered Faculty	100 approx.
No. of Registered Students	3000 approx.
No. of Library Staff	7
Nature of Library building	Separate building
Total area of Library(Sq. ft.)	1Kanal
Sitting capacity	200
No. of Books	22500 approx.
No. of Journals	42
No. of Magazines	20
No. of Newspapers	12
No. of Audio-Visual aids	263
E-Resources	Delnet, N-List
Library Automated	Partially automated

Name of Software	Bibliosoft
Access management provided to users	Open access
Library Budget	1-3 lakh
Time of the Library	9:00 a.m. to 4:00 p.m.

Information Source: Questionnaire

3.2.2.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.2.2.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital library section of e-resources with computer terminals.

d) Remote Access Services: For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users.

e) Internet: The college library has the facility of Internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f) User Assistance Services: Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) Reprographic Services: The Library provides Photostat facility to the students and for the faculty members, during working hours of the library.

h) Display Services of New Arrival: Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) Newspaper Clipping Services: Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.2.2.6 Library Automation

The college library is using Bibliosoft Software for the functioning of college library.

3.2.3 Shanti Devi Arya Mahila College, Dinanagar (1965)

Shanti Devi Arya Mahila College was founded in 1965 at Dinanagar, under the blessing of Maharishi Dayanand Sarswatiji. The institute got affiliated in 1968 from GNDU ASR. The mission and vision of the institution is all over development of the students. The integration of academic excellence and professional learning is one of its unique strength. The institutions worked with the desire of promoting the knowledge and practice of Vedas and the foundation of the inspiration for all students was Swami Sarvanand Saraswati, whom god has blessed with super human powers.

Figure 3.15: Image of Shanti Devi Arya Mahila College, Dinanagar

Shanti Devi Arya Mahila College, Dinanagar is taken 'A' Grade in UGC Re-accredited by National Assessment and Accreditation Council (NAAC). DBT gave Star College status to the institution. This is the Post Graduate Multi-Faculty only women college in this border backward area. In this institution multidisciplinary course is run. In infrastructure Science Commerce, Arts, IT, Bio-Technology Block E-Building with 30 Lab Hi-Tech Seminar Hall AC Auditorium Indoor Stadium Gymnasium Hall Smart Class Rooms Language Lab Multimedia Labs with latest gadgets Sports Complex Computer Centre PG Block Administration block Shardanand Hall Triple Story Women Hostel these all are helpful for beauty of the campus. (Source: http://shantidevicollege.org)

3.2.3.1 Strengthoffacultyandstudents:

The total staff strength is 100 and all are well qualified and the total student strength is 2000.

3.2.3.2 Courses Offered

Courses available in college are as follows:

Table 3.15: Courses offered by the Shanti Devi Arya Mahila College, Dinanagar

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** M.A.in Hindi, Economics, English, Punjabi, Pol.Sci. **Science:** M.Sc.in Information Technology, Computer Science, Fashion Technology/Designing & Merchandising **Commerce**: M.Com
PG Diploma Courses	Diploma Courses in Computer Application (semester system) PGDCA, Post Gradate Diploma in Fashion Designing.
Under Graduate Courses	**Humanities:** BA **Science:** B.Sc.(Med./Non-Med./IT/FD/Computer Science/Computer Application/Eco./Bio-Technology) **Computer:** Bachelor of Computer Application **Commerce:** Bachelor of Commerce (Regular). **Business:** Bachelor of Business Administration.
B.Voc	Financial Market & Services, Software development
UG Diploma Courses	Diploma in library science, Diploma in cosmetology, stitching & Tailoring, Diploma in Computer Application

Source: http://shantidevicollege.org

3.2.3.3 About the College Library:

Figure 3.16: Image of College Library of Shanti Devi Arya Mahila College Dinanagar

Table 3.16: Information about Shanti Devi Arya Mahila College Library

Name of the Library	College Library
No. of Registered Faculty	100 approx.
No. of Registered Students	2000 approx.
No. of Library Staff	6
Nature of Library building	Attached to another building
Total area of Library (Sq. ft.)	5000sq.fts. approx.
Sitting capacity	100
No. of Books	26000
No. of Journals	25
No. of Magazines	10
No. of Newspapers	10
No. of Audio-Visual aids	58
E-Resources	Delnet
Library Automated	Fully automated
Name of Software	Smile(Statistical Machine Intelligence and Learning Engine)
Access management provided to users	Open access
Library Budget	1-3 lakh
Time of the Library	9:00 am to 4:00 pm

(Information Source: Questionnaire

3.2.3.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.2.3.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of internet services and one can access them academic resources through specified criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.2.3.6 Library Automation

The college library is using SMILE Software for the functioning of college library.

3.2.4 BBKDAV College for women, Amritsar (1967)

A strong contributor to quality higher education across the nation founded in 1967 as a model for women's development. Its motto is "Give a chance to a women's development". To fulfill this motto, the college was established under the favorable of DAV college Managing Committee, New Delhi with the objective of providing the advantages of education to the women. It strives to combine tradition with innovation. The history of the college over the past 50years shows an insatiable drive to keep up with the demands of vocational education and the challenges of technology and communication media. Co-educational and cultural activities also done by the institution for the all round development of the students. The emphasis is on importing in-depth knowledge of a subject and increasing critical abilities so that the students can relate to and apply knowledge in real-life situation. **(Source:** *https://bbkdav.org***)**

Figure 3.17: Image of BBKDAV College for Women, Amritsar

The college has received several honors across all the departments. NCC units and NSS units are awarded with the top honors. To expand the students' horizons, the college offers them extensive exposure through various workshops, guest lectures and exhibitions.**(Source: *https://bbkdav.org*)**

3.2.4.1 Strength of faculty and students:

Total strength of students of this college is approximately 3200 and approximately 250 faculty members in the college.

3.2.4.2 Courses Offered

Courses available in college are as follows:

Table: 3.17 Courses offered by BBKDAV College for Women, Amritsar

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** M.A. in Fine Art, English, Punjabi, MA Journalism and Mass Communication, Masters in Tourism Management **Science:**M.Sc. Computer Science, Internet Studies, Masters of Design Multimedia, Fashion Designing and Merchandising **Commerce:** M. Com

Under Graduate Courses	**Humanities:** BA, BA with Vocational Subjects, BA Hons. English, Journalism and Mass communication **Science:** BSc (Med./Non-Med./IT/Computer Science/Biotechnology) **Computer:** Bachelor of Computer Application **Commerce:** Bachelor of Commerce (Pass and Honors), B.Com (Financial Services).
UG level 4 Years courses	Bachelor of Design, B.Design (Multimedia), BFA (Painting),BFA (Applied Art)

Source: https://bbkdav.org

3.2.4.3 About the College Library:

Figure 3.18: Image of Mahatma Hans Raj Library

Table 3.18: Information about Mahatma Hans Raj Library

Name of the Library	Mahatma Hans Raj Library
No. of Registered Faculty	250
No. of Registered Students	3221
No. of Library Staff	4
Nature of Library building	Attached to another building
Total area of Library (Sq. ft.)	5000 sq. fts. Approx.
Sitting capacity	150

No. of Books	75000
No. of Journals	25
No. of Magazines	60
No. of Newspapers	20
No. of Audio-Visual aids	-
E-Resources	NList, Delnet
Library Automated	Partially automated
Name of Software	Alice for windows
Access management provided to users	Open access
Library Budget	1-3 lakh
Library Timing	9:00 am to 4:45 pm

Information Source: Questionnaire

3.2.4.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.2.4.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of Internet services and one can access the academic resources through specified criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h) **Press Clipping Services:** Every activity which is process in college, present inthenewspaper.TheLibrarianpreservedallactivitiesofcollegeincuttingregister.

i) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

j) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.2.4.6 Library Automation

The college library is using Alice for windows Software for the functioning of college library.

3.2.5 Khalsa College for Women, Amritsar (1968)

Seeing the importance of women's education, the selfless leaders of Punjab realized the need to take action and established the historic Khalsa College for women in July1968. The socialistic aim of the college was to reach out to the young women in the remote and backward areas of the border belt and practically help them overcome the gap between women and men in academic matters and lead a life of grace and dignity.**(Source:** *https://www.kcwasr.org***)**

Figure 3.19: Khalsa College for Women, Amritsar

This institution accredited „A" by NAAC in 2009 and 2017. The key motive of the institution is to give formal and informal education in all fields with the collective efforts of the management, Principal, faculty and staff. The college bloomed as the leading women institutions in the region.**(Source:** *https://www.kcwasr.org***)**

3.2.5.1 Strength of faculty and students:

Total strength of students of this college is approximately 1500 and approximately 200 faculty members in the college.

3.2.5.2 Courses Offered

Courses available in college are as follows:

Table 3.19: Courses offered by the Khalsa College for Women, Amritsar

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** M.A. in Punjabi, Pol.Sci, English, History, Fine Arts. **Science:** M.Sc. Information Technology, Computer Science, Fashion Designing and Merchandising, Mathematics **Commerce:** M.Com
PG Diploma Courses	Post Graduate Diploma in Computer Application, Post Graduate Diploma in Fashion Designing, Post Graduate Diploma in Financial Services, and Post Graduate Diploma in Management.
Under Graduate	**Humanities:** BA, BA (Honors), (English and Pol.Sci.) **Science:** B.Sc. (Med./Non-Med./IT/FD/Computer Application and Computer Science/Eco./Bio-Technology) **Computer:** Bachelor of Computer Application **Commerce:** Bachelor of Commerce. **Business:** Bachelor of Business Administration.
B.Voc Courses	B.Voc.in Fashion Styling and Grooming, B.voc in Information Technology, B.Voc. in Retail Management
Diploma Courses	Diploma in Aviation Hospitality and Catering, Aviation Management/Air Travel Management, Diploma Computer Maintenance, Diploma in Information Technology.

3.2.5.3 About the College Library:

Figure 3.20: Image of Library of Khalsa College for Women, Amritsar

Table 3.20: Information about Khalsa College for Women Library

Name of the Library	College Library
No. of Registered Faculty	200 approx.
No. of Registered Students	1500 approx.
No. of Library Staff	2
Nature of Library building	Separate
Total area of Library(Sq. ft.)	5000sq.fts. approx.
Sitting capacity	150
No. of Books	26,000
No. of Journals	20
No. of Magazines	10
No. of Newspapers	12
No. of Audio-Visual aids	100
E-Resources	N-list, Delnet
Library Automated	Fully automated
Name of Software	E-Governance
Access management provided to users	Online access
Library Budget	Below1lakh
Time of the Library	9:00 am to 4:00 pm

(Information Source: Questionnaire)

3.2.5.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.2.5.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.2.5.6 Library Automation

The college library is using E-Governance Software for the functioning of college library.

3.3 COLLEGE OF MALWA REGION

3.3.1 A.S.College, Khanna (1946)

Anglo Sanskrit High School Khanna is a Post-secondary Education Institution situated on Khanna Samrala road, Kalal Majra, Ludhiana. It was established in 1946. The college is affiliated to Panjab University, Chandigarh. The mission of the college is to provide education to the economically backward and especially rural population and to promote the values of Humanism, Secularism and Nationalism. It gives education in all fields like languages, arts, sciences & technical education. (**Source:** *http://www.asckhn.com*)

Figure 3.21: A.S.College, Khanna

The college has been recognized by UGC under section 2(f) and 12(b). In 2015, NAAC re-accredited the college and awarded it 'A' grade with CGPA of 3.51 of 4. Since the college establish in 1946, it has been striving to achieve various goals and objectives as laid down in the constitution of the institution. The college has been adapting educational and administrative performance in line with the changing trends of higher education. New courses are introduced regularly with the aim to meet the aspirations and requirements of students. Many alumni of the college are achieving enviable positions in their respective fields. (**Source:** *http://www.asckhn.com*)

3.3.1.1 Strength of faculty and students:

Total strength of students of this college is approximately 1800 and approximately100 faculty members in the college.

3.3.1.2 Courses Offered

Courses available in college are as follows:

Table 3.21: Courses offered by the A.S.College, Khanna

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** MA in Economics, English, History, Political Science, Punjabi. **Science:** M.Sc. Chemistry and Mathematics **Commerce:**M.Com
Under Graduate Courses	**Humanities:** BA **Science:** B.Sc. **Computer:** Bachelor of Computer Application **Commerce:** B.Com. (Regular & Hons.) with E-Commerce.
B.Vocational	B.Voc. Multimedia (Graphics and Animations), B.Voc. Banking, Insurance and Retailing.
Add-on-Courses	Bio-Technology, Industrial Chemistry, Travel and Tourism, Vocational Courses

3.3.1.3 About the College Library

Figure 3.22: Image of Library of A.S. College, Khanna

Table 3.22: Information about A.S.College Library

Name of the Library	College Library
No. of Registered Faculty	Approx.80
No. of Registered Students	Approx.1837
No. of Library Staff	3
Nature of Library building	Separate building
Total area of Library(Sq. ft.)	5000sq.fts.
Sitting capacity	150
No. of Books	54846 approx.
No. of Journals	30
No. of Magazines	20
No. of Newspapers	12
No. of Audio-Visual aids	800
E-Resources	NList
Library Automated	Fully Automated
Name of Software	SOUL2.0
Access management provided to users	Open Access
Library Budget	1-3lakh
Time of the Library	8:45 am to 4:00 pm

(Information Source: Questionnaire)

3.3.1.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d.   Acquisition Section

e.   Technical Processing Section

f.   Circulation Section

g.   Periodical Section

h.   Reference Section

i.   Textbook Section

j.   Digital Section

k.   Reading Room

3.3.1.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with 8 computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of Internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h) Audio-Visual Room: Audio-visual room is also available in college library where members can watch educational and recreational movies. The library is also equipped with a Tape-recorded, a Television, a V.C.R, and a CD Player.

i) Display Services of New Arrival: Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

j) Newspaper Clipping Services: Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.3.1.6 Library Automation

The college library is using SOUL2.0 Software for the functioning of college library.

3.3.2 GHG Khalsa College Gurusadhar, Ludhiana (1948)

Figure 3.23: GHG Khalsa College Guru Sadhar, Ludhiana

In 1948, GHG Khalsa College, Guru Sadhar, was established with the blessings of guru Hargobind Sahib Ji. Under Nihang Shamsher Singh Ji, a "Gurumukhi Pathshala" was established in 1920's in a waste stretch of land. At present, college has been developed fastly and fulfills the needs, prayers and activities of the villagers and the institution with attraction of a "wonder in Rural Hinterland". The motto of the college is "Simple living & High Thinking".

This institution situated in 30 acres of land including with beautiful infrastructure like Dhillon Open Air Theatre, Nihang Shamsher Singh Hall and Stadium, Sardar Sardara Singh Sports Complex, Six a side Hockey Astroturf, State of the Art Indoor Shooting Range, Indoor Multipurpose Gymnasium, Faculty Houses, Mata Ganga Girl's Hostel, Guru Hargobind boy's Hostel, an Ultra Modern Seminar Hall, Student Centre, a well-stacked library, up-to-date laboratories, a beautiful Administrative Block, and high teach education dissipation mediums. In modern era, this institution is the right blend of traditional values with its unique ability to make steady yet massive progress with respect to the changing education scenario. (**Source:** *http://www.ghgcollege sadhar.org*)

3.3.2.1 Strength of faculty and students:

Total strength of students of this college is approximately 3000 and approximately 100 faculty members in the college.

3.3.2.2 Courses Offered

Courses available in college are as follows:

Table 3.23: Courses offered by the GHG Khalsa College Guru Sadhar, Ludhiana

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** MA in English, History, Punjabi **Science:** Physics, Mathematics, Chemistry, Information Technology **Commerce:** M.Com **Computer:** PGDCA **Phy.Education:** M.P.Ed.
Under Graduate Courses	**Humanities:** BA **Science:** B.Sc. (Med.) (N/M), Bio-Technology **Computer:** Bachelor of Computer Application **Commerce:** B.Com (Regular) **Business:** Bachelor of Business Administration
Education Courses	BA/B.Ed(4year integrated course approved by NCTE)

Vocational Courses	Computer Applications, Industrial Fish and Fishery, Computer Hardware and Maintenance Certificate Course, Computer based Accounting, Food Processing & Quality Management, Diploma in Medical Lab Technology.

3.3.2.3 About the College Library:

Figure 3.24: Image of Library of GHG Khalsa College Guru Sadhar, Ludhiana

Table 3.24: Information about GHG Khalsa College Guru Sadhar Library

Name of the Library	Central Library
No. of Registered Faculty	98
No. of Registered Students	3000
No. of Library Staff	6
Nature of Library building	Separate Building
Total area of Library (Sq. feet)	---
Sitting capacity	220
No. of Books	51134
No. of Journals	32

No. of Magazines	35
No. of Newspapers	19
No. of Audio-Visual aids	187
E-Resources	NList
Library Automated	Fully Automated
Name of Software	ERP
Access management provided to users	Open access
Library Budget	1-3 lakh
Time of the Library	9:00 am to 4:00 pm

(Information Source: Questionnaire)

3.3.2.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library.

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.3.2.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries andrecreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital library section with computer terminals.

d) **Remote Access Services:** For the service of the remote access of electronic-resources outside campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.3.2.6 Library Automation

LIBMAN Software is using in the library for the functioning of college library.

3.3.3. Gujranwala Guru Nanak Khalsa College, Ludhiana (1953)

Guru Nanak Khalsa College, originally established in C.E. 1917 at Gujranwala (Now in Pakistan). This college is the first college which is built by the name of first guru, Guru Nanak Dev ji, and the founder of Sikhism. After the partition of India, this

college was re-established at Ludhiana in 1953. After re-establishment, the college is now known as Gujranwala Guru Nanak Khalsa College. This college is affiliated to Panjab University, Chandigarh. The prestigious institution is committed to encourage, support and guide the students.

Figure 3.25: Gujranwala Guru Nanak Khalsa College, Ludhiana

It is a fully Wi-Fi, multi faculty, Post Graduate and co-educational institution. This college also approved under-section 2(f) and 12(B) of the UGC Act.1956 and NAAC accredited Grade B with CGPA 2.63 out of four points or scale. The University of Wolverhampton (United Kingdom) has signed a MOU with the institution for promotion of research, Sikh heritage and cultural exchange programs. The institution has also signed a MOU with Punjab Bhawan (Surry) Canada to promote Punjabi Immigrant's Literature. And at present, this college has laid focus in promotion of Academic, Research, Vocational education, ICT and Eco friendly practices. Many famous personalities are alumni of this college. Not only India, even in Pakistan. The aim of the college is to provide quality education to the students and all round development of the students. The college realizes student to social responsibility and motivate them to keep their surroundings clean and green and also strive to encourage them to make the divine and universal teachings of Sri Guru Nanak Dev Ji a part of their practical life.**(Source: *https://www.ggnkcl.com*)**

3.3.3.1 Strength of faculty and students:

Total strength of students of this college is approximately 2000 and approximately 100 faculty members in the college.

3.3.3.2 Courses Offered

Courses available in college are as follows:

Table 3.25: Courses offered by the Gujranwala Guru Nanak Khalsa College, Ludhiana

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** MA in English, Punjabi **Science:** Chemistry. **Commerce:**M.Com **Computer:** PGDCA, PGDMA.
Under Graduate Courses	**Humanities:** BA **Science:** B.Sc.(Med.),B.Sc.(Non-Med.). **Computer:** Bachelor of Computer Application **Commerce:**B.Com
B.Voc. Courses	Web Technology and Multimedia, E-Commerce and Digital Marketing, Banking and Financial Services, Retail Management.
Vocational Subjects	ASM, FTTP.
Add on Courses	Communicative English, Journalism and Bank Management.
Under Community College Scheme	Hardware and Network Maintenance Technology, Accounting and Taxation, Travel and Tourism.
Skill Based courses Under National Skills Qualifications Framework(NSQF)	Diploma in Telecom/Mobile Maintenance Technology, Diploma Health Care/Mental health and counseling, Diploma IT/Website Designing and Management, Diploma Media and Entertainment/Print and Electronic Media, Diploma Media and Entertainment/Video Production and Editing, Diploma Sports, Physical Education and Fitness/ Wellness Yoga and Physiotherapy, Diploma in Management and Entrepreneurship/Customer Service Training, Diploma in IT/ office and E-governance and Diploma in Automation, performing art
Short Term Courses and ISO Certified Courses	Certificate in Web Designing, Certificate ion Basic Computing, Certificate in Hardware assembly and Maintenance, Certificate in Desktop Publishing, Certificate in Accountancy(Tally), Certificate in Computer and Office Application.

Source: https://www.ggnkcl.com

3.3.3.3 About the College Library

Figure 3.26: Image of Sant Teja Singh Library

Table3.26: Information about Sant Teja Singh Library

Name of the Library	Sant Teja Singh Library
No. of Registered Faculty	70
No. of Registered Students	1900
No. of Library Staff	5
Nature of Library building	Separate Building
Total area of Library(Sq. ft.)	5000 sq. fts. Approx.
Sitting capacity	150
No. of Books	63000
No. of Journals	54
No. of Magazines	19
No. of Newspapers	22
No. of Audio-Visual aids	--
E-Resources	NList, Delnet

Library Automated	Fully Automated
Name of Software	Library Management System
Access management provided to users	Open Access
Library Budget	1-3 lakh
Time of the Library	8:00 am to 4:00 pm

Information Source: Questionnaire

3.3.3.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.3.3.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library allows every institution user to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for academic activities, research related queries, and recreation purpose of its users.

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c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with 3 computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in Newspaper clipping register.

3.3.3.6 Library Automation

The college library is using Library Management System as software for the functioning of college library.

3.3.4 Govind National College Narangwal, Ludhiana (1966)

Under the guidance of Sant Baba Gurdit Singh Ji, Kutia Sahib wale and Patna Sahib Education Trust, Govind National College Narangwal, Ludhiana has established on Jan 25, 1966. This college was established by Late S. Joginder Singh Grewal (PPSahib) and foundation stone was laid by Sant Baba Harbans Singh Ji on April 24, 1966. This college has been spreading education in rural areas in science (Non-Med.) after that from 2006-07 Humanities and Post Graduate classes also run.

Figure 3.27: Govind National College Narangwal, Ludhiana

The college has successfully hosted Panjab University Zonal Youth and Heritage festival many times. The college also conducts various cultural, religious as well as educational activities in time to time. This institution also host sports tournaments and won overall championship in sports of both boys and girls in many times. (**Source:** *https://gncnarangwal.com*)

3.3.4.1 Strength of faculty and students:

Total strength of students of this college is approximately 700 and approximately 45 faculty members in the college.

3.3.4.2 Courses Offered

Courses available in college are as follows:

Table 3.27: Courses offered by the Govind National College Narangwal, Ludhiana

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** MA in Punjabi, M.P.Ed. **Science:** Mathematics **Computer:** Post Graduate Diploma in Computer Application.

Under Graduate Courses	**Humanities:** BA, B.P.Ed. **Science:** B.Sc.(Non-Med.), Agriculture(4 years) **Computer:** Bachelor of Computer Application **Commerce:** B.Com
B.Voc. Courses	Automobile, Retail Management, Green House Technology.
Add on Courses	Communication Skill & Personality Development, Yoga & Mental Health, Spoken English, Insurance, Agriculture waste Management. Information Technology. English, Journalism and Bank Management.
Other Courses	D.P.Ed., Pre PHD coursework (InPhy.Edu.)

Source: *https://gncnarangwal.com*

3.3.4.3 About the College Library

Figure 3.28: Image of Smt. Gurjap Kaur Memorial Library

Table 3.28: Information about Smt. Gurjap Kaur Memorial Library

Name of the Library	Smt Gurjap Kaur Memorial Library Hall
No. of Registered Faculty	40
No. of Registered Students	703
No. of Library Staff	2
Nature of Library building	Attached with another building
Total area of Library(Sq. feet)	5000 sq. fts. Approx.
Sitting capacity	50
No. of Books	28000
No. of Journals	16
No. of Magazines	6
No. of Newspapers	10
No. of Audio-Visual aids	6
E-Resources	1
Library Automated	Fully Automated
Name of Software	E-Granthalaya
Access management provided to users	Open access
Library Budget	1-3 lakh
Time of the Library	9:00 am to 4:00 pm

(Information Source: Questionnaire)

3.3.4.4 Library Infrastructure

a) The two notice boards which are framed for the library matters are situated outside the library

b) Property Counter

c) Information Desk

d) Acquisition Section

e)   Technical Processing Section

f)   Circulation Section

g)   Periodical Section

h)   Reference Section

i)   Textbook Section

j)   Digital Section

3.3.4.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a. **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b. **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c. **Digital library Services:** For better services college library includes a separate digital section of e-resources with computer terminals.

d. **Internet:** The college library has the facility of internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

e. **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

f. **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

g. **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

3.3.4.6 Newspaper Clipping Services: Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.Library Automation

The college library is using e-Granthalaya Software for the functioning of college library.

3.3.5 SDP College for Women, Ludhiana (1968)

The SDP Sabha (Regd.), was established this college in 1968 in the inner part of the city, Ludhiana. College got affiliation from Panjab University, Chandigarh. To continuous affords and supports of the college managing committee encourage response the person of Ludhiana, and hard working staff, college has shining as a star. Along with beautiful campus and adequate infrastructure enabled the college to scale the heights of glory and success and establish itself as one of the most leading institute of higher learning.(*Source: sdpcollege.com*)

Figure 3.29: Image of SDP College for women, Ludhiana

College took "A" grade with 3.04 CGPA by NAAC in Re-accreditation. The motto of the college is to develop the personality of the students, for this purpose committee always expects the students to always physically fit and mentally sharp and sound. The college has organized sports activity annually.(***http://www.sdpcollege.com***)

3.3.5.1 Strength of faculty and students

Total strength of students of this college is approximately 700 and approximately 48 faculty members in the college.

3.3.5.2 Courses Offered

Courses available in college are as follows:

Table 3.29: Courses offered by the SDP College for women, Ludhiana

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** MA in Hindi **Science:** Mathematics **Commerce:** M.Com
PG Diploma	**Computer:** Post Graduate Diploma in Computer Application. **Fashion Designing:** Post Graduate Diploma in Fashion Designing.
Under Graduate Courses	**Humanities:** BA., BA(Honors) **Computer:** Bachelor of Computer Application **Commerce:** B.Com **Business:** Bachelor of Business Administration
B.Voc. Degree Courses	Tax, Law and Management
UGC Sponsored Vocational Subjects	Computer Application, Functional Hindi
Add on Certificate Diploma & Advanced Diploma Courses	Communicative English, Apparel Designing/Dress Designing, Cosmetology.
College level Certificate Courses	**Computer:** Web Designing, Multimedia, MS Office, Printing & Stationary, Internet, Photoshop, Database Management. **Cosmetology:** Hair Dressing, Skin Care, Nail Art, Mehandi. **Home Science:** Home Cookery, Home Baking, Fabric Painting Traditional Embroidery, Soft Toy making, Flower arrangement & Bouquet Making, Art & Craft Articles for Home Decoration, Cutting & Stitching(Basic & Advance)

3.3.5.3 About the College Library

Figure 3.30: Image of Library of SDP College for women

Table 3.30: Information about SDP College Library

Name of the Library	College Library
No. of Registered Faculty	48
No. of Registered Students	712
No. of Library Staff	3
Nature of Library building	Separate building
Total area of Library(Sq. ft.)	5000sq.fts. approx.
Sitting capacity	100
No. of Books	32661
No. of Journals	40
No. of Magazines	20
No. of Newspapers	12
No. of Audio-Visual aids	70

E-Resources	Inflibnet
Library Automated	Fully Automated
Name of Software	Cloud LMS(ERP)
Access management provided to users	Open Access
Library Budget	1-3lakh
Time of the Library	9:00AM to 5:00 PM

(Information Source: Questionnaire)

3.3.5.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.3.5.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a. **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b. **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c. **Digital library Services:** For better services college library includes a separate digital section of e-resources with 3 computer terminals.

d. **Remote Access Services:** The college library provides the facility of remote access to electronic-resources of the library outside the college campus. The service is Id/Password based.

e. **Internet:** The college library has the facility of internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f. **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g. **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h. **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i. **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.3.5.6 Library Automation

The college library is using JSR Software for the functioning of college library.

3.4 COLLEGES OF PUADH REGION

3.4.1 General Shivdev Singh Diwan Gurbachan Singh Khalsa College, Patiala (1960)

Figure 3.31: Image of General Shivdev Singh Diwan Gurbachan Singh Khalsa College, Patiala

Padam Shri Dr. Khushdeva Singh and Dr. Ganda Singh, the renowned historian who was also its first principal, college was established under guidance of both in 1960. The college is progressed under the President of SGPC Sri Amritsar Sahib S. Harjinder Singh Dhami Ji. The institution work in modern infrastructure like smart classrooms, well-stocked library, advanced technology labs, well-equipped gymnasium, and auditorium, playgrounds with Wi-Fi campus. Mata Gujri Hostel is established for the Girls students in the institution.

The college is among the 47 colleges of India selected by the University Grants Commission (UGC) to set up the Deen Dyaal Upaheka Kaushal Kendra. It develop the skills of the students by offering B.Voc in the fields of agriculture, automobile, food processing & engineering and s/w development programs. The college's vision is to strive for excellence and settle for excellence. The college is awarded 'A' grade by National Assessment and Accreditation Council (NAAC), Banglore. The college was granted the status of 'A᾽ College with potential for excellence' and 'Autonomous status' by University Grants Commission (UGC) New Delhi in 2016 and 'Star Status' by OBT Govt of India in 2020. In Dhablan village near Patiala, the institution has set up a campus for Research and Advanced Studies. **(Source:** *https://www.khalsacollegepatiala.org*)

3.4.1.1 Strength of faculty and students:

The campus is home to approximately 6200 students and approximately 315 faculty members.

3.4.1.2 Courses Offered

It is offered 19 PG and 29 UG courses. These all are given in the table 3.31.

Table 3.31: Courses offered by the General Shivdev Singh Diwan Gurbachan Singh Khalsa College, Patiala

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** MA in Punjabi, Pol.Sci, English, History, MUV Economics, Psychology **Science:** Geography, Physics, Chemistry, Mathematics, Agriculture Horticulture (Vegetable Science), M.Sc. Agriculture (Agronomy), Fashion Designing and Technology, M.Sc. (IT), IT(lateral)
	Business: M.B.A. Leadership Development
Post Graduate Diploma	**Computer:** PGDCA.
Under Graduate Courses	**Humanities:** BA, BA(Honors) (English and Social Science) **Sciences:** B.Sc. (Med.), B.Sc. (Non-Med.) with Chemistry/ computer Science, B.Sc. (CSM), B.Sc Hons. (Chemistry, Physics, Mathematic), B.Sc Hons.(Bio-Technology, Agriculture) **Computer:** Bachelor of Computer Application **Commerce:** Bachelor of Commerce, B.Com (Hons.), B.Com Account and Finance. **Business:** Bachelor of Business Administration
B.Voc Courses	Software Development, Food Processing and Engineering, Agriculture, Automobile, Fashion Design and Technology.

Diploma Courses	Advanced Diploma in Green House Technology, Diploma in Computer Hardware and Network, Advanced Diploma in French, Advanced Diploma in Auto Electricals & Electronics, One year intensive Diploma in French, Diploma in Urdu Language, Diploma in Sanskrit Language.
Certificate Courses	Sikh Studies, Agriculture Accounting, Personality Development, Office Automation, Web Development, Bakery & Confectionery, Spoken English, Bee Keeping, Solar Photovoltaic System Design & installation, Folk Music, Folk Embroidery, Anchoring, Creative Writing, Translation, Proficiency in English, Pharmaceutical Chemistry.

Source: *https://www.khalsacollegepatiala.org*

3.4.1.3 About the College Library:

Figure 3.32: Image of Sri Guru Teg Bahadur Library

Table3.32: Information about Sri Guru Teg Bahadur Library

Name of the Library	Sri Guru Teg Bahadur Library
No. of Registered Faculty	315 approx.
No. of Registered Students	6200 approx.
No. of Library Staff	8
Nature of Library building	Attached to another building
Total area of Library (Sq. ft.)	4356 sq. fts. Approx.

Sitting capacity	200
No. of Books	50000
No. of Journals	64
No. of Magazines	15
No. of Newspapers	20
No. of Audio-Visual aids	135
E-Resources	N-List, J-Gate, Delnet
Library Automated	Fully Automated
Name of Software	SOUL
Access management provided to users	Open Access
Library Budget	Above 5 lakh
Hours of the Library	8 hours

Information Source: Questionnaire

3.4.1.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.4.1.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with computer terminals.

d) **Remote Access Services:** The college library provides the facility of remote access to e-resources of the library outside the college campus. The service is Id/Password based.

e) **Internet:** The college library has the facility of internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.4.1.6 Library Automation

The college library is using SOUL Software for the functioning of college library.

3.4.2 Mata Gujri College, Fatehgarh Sahib (1957)

This institution was established in 1957 by the great lady Bibi Gurbachan Kaur Mann to celebrate the martyrdom of the holy mother of the tenth guru, guru Gobind Singh Ji, Mata Gujri. The college is located in the historic town of Sri Fatehgarh sahib. It is situated in the district head quarter of Sirhind. It is about 4 kms from Sirhind railway station. The college campus covers over 25 acres. In 1964 the college was developed with the help of late Jathedar Gurcharan Singh Tohra under the supervision of S.G.P.C Amritsar.

Figure 3.33: Mata Gujri College, Fatehgarh Sahib

The institution has been run with beautiful infrastructure such as administrative block, life science block, management and computer science block, commerce block, science block, arts block and girls wing. It is also has two hostels, one for boys and one for girls. The college owns 14 buses for students coming from different areas of the city. These cities are Chandigarh, Patiala, Panchkula, Amloh, Mandi Gobindgarh, Khanna etc. The college constantly strives to keep up with the changing global scenario and provides the best facilities to the students so that they can become successful professionals. (**Source:** https://www.matagujricollege.org)

3.4.2.1 Strength of faculty and Students

Total strength of students of this college is approximately 5000 and approximately 250 faculty members in the college

3.4.2.2 Courses Offered

Courses available in college are as follows:

Table 3.33: Courses offered by Mata Gujri College, Fatehgarh Sahib

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** MA in Punjabi, Pol.Sci, English, History, Fine Arts, Economics, Journalism and Mass Communication, Music (Vocal), Psychology. **Science:** M.Sc. Hons. (Bio-Technology, Food Technology), Micro Biology, Botany, Chemistry, Mathematics, Physics, Zoology. **Commerce:** M.Com **Business:** Master of Business Administration **Agriculture:** M.Sc. Agriculture (Agronomy), Genetics and Plant Breeding, Horticulture-Floriculture and Landscape, Horticulture-Fruit Science, horticulture-Vegetable Science **Computer Science:** MCA, M.sc.(IT), M.Sc.IT(Lateral entry)
Post Graduate Diploma Courses	Post Graduate Diploma in Computer Application, Post Graduate Diploma in Counseling Psychology
Under Graduate Courses	**Humanities:** BA, BA(Honors)(English, Economics and Social Science),Journalism admass Communication **Sciences:**BSc(Med.),BSc(Non-Med.),BSc.Hons.(Chemistry,Bio-Technology,Botany,Mathematics,Physics,Zoology), Artificial Intelligence and Data Science, B.Sc.(Computer, Statistics and Mathematics). **Computer:** Bachelor of Computer Application **Commerce:** Bachelor of Commerce (general/Accounting and Finance/Hons.) **Business:**Bachelor of Business Administration **Agriculture:** B.Sc. Hons. (Agriculture)
B.Voc Courses	B.Voc.in Food Processing, Nursery Management, Retail Management, Sofware development.
Certificate Courses	Certificate course in Computer Applications, French ,Diploma in Dairy Sciences.

Source: *https://www.matagujricollege.org*

3.4.2.3 About the College Library:

Figure 3.34: Image of Nawab Jassa Singh Ahluwalia Library

Table 3.34: Information about Nawab Jassa Singh Ahluwalia Library

Name of the Library	Nawab Jassa Singh Ahluwalia Library
No. of Registered Faculty	250
No. of Registered Students	5000
No. of Library Staff	9
Nature of Library Building	Separate to another building
Total area of Library(Sq. ft.)	5000 sq. fts. Approx.
Sitting capacity	250
No. of Books	70000
No. of Journals	70
No. of Magazines	41
No. of Newspapers	14
No. of Audio-Visual aids	--
E-Resources	Inflibnet, N list, Delnet, NPTEL
Library Automated	Fully Automated
Name of Software	Solitaire

Access management provided to users	Open Access
Library Budget	Above 5 lakh
Time of the Library	9:00 am to 4:30 pm

(Information Source: Questionnaire)

3.4.2.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.4.2.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users.

e) **Internet:** The college library has the facility of internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Service:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.4.2.6 Library Automation

The college library is using Solitaire Software for the functioning of college library.

3.4.3 Multani Mal Modi College, Patiala (1967)

Figure 3.35: Multani Mal Modi College, Patiala

Padma Bhushan Rao Bahadur Seth Gujarmal Modi was the founder of the college. This institution was established in the divine memory of late Rai Bahadur Seth Multani Mal Modi. In 1967, he had a dream to provide quality education to the young

and wanted to include the spirit of Nationalism and patriotism in the youth. He believes that the youth can play an active part in the vital task of National revival and social uplift. This institution offered multi disciplinary courses with a multi-faculty co-educational institution. **(Source: *https://modicollege.com*)**

3.4.3.1 Strength of faculty and students:

Total strength of students of this college is approximately 3500 and approximately 100 faculty members in the college.

3.4.3.2 Courses Offered

Courses available in college are as follows:

Table 3.35: Courses offered by the Multani Mal Modi College, Patiala

Level of Courses	Courses Of fered
Post Graduate Courses	**Humanities:** MA in Punjabi. **Science:** Chemistry, Mathematics, Bio-Technology, Fashion Design & Technology, Information Technology, IT (Lateral Entry), Food and Nutrition, **Commerce:** M.Com
PG Diploma	**Computer:** Post Graduate Diploma in Computer Application. **Fashion Designing:** Post Graduate Diploma in Dress Designing & Tailoring.
Under Graduate Courses	**Humanities:** BA. **Sciences:** B.Sc. (Med.), B.Sc. (Non-Med.)., Computer Science Fashion Technology, B.Sc (Hons. Bio-Technology, School in Management), B.Sc (CSM) (Computer, Statistics, Mathematics) **Computer:** Bachelor of Computer Application **Commerce:** B.Com. (General/Hons.)
UGC Sponsored B.Voc. Courses	B.Voc.in Software Development
UGC Sponsored Add-on-courses	Spoken English, Journalism & Mass Communication, Computerized Accounting.

Source: https:www.modicollege,com

3.4.3.3. About the College Library:

Figure 3.36: Image of Dr. K.N. Modi Library

Table 3.36: Information about Dr.K.N. Modi Library

Name of the Library	Dr.K.N. Modi Library
No. of Registered Faculty	86
No. of Registered Students	3500
No. of Library Staff	5
Nature of Library building	Separate building
Total area of Library(Sq. ft.)	2500sq.fts.
Sitting capacity	185
No. of Books	66000
No. of Journals	50
No. of Magazines	60
No. of Newspapers	17
No. of Audio-Visual aids	100
E-Resources	NList, Inflibnet
Library Automated	Fully Automated

Name of Software	Libsys (LSEase)
Access management provided to users	Open Access
Library Budget	1-3 lakh
Time of the Library	9:00am to 4:00 pm

(Information Source: Questionnaire)

3.4.3.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.4.3.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a) **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b) **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c) **Digital library Services:** For better services college library includes a separate digital section of e-resources with 3 computer terminals.

d) **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the

library users.

e) **Internet:** The college library has the facility of internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f) **User Assistance Services:** Library staff helps and assists the users of the library in every aspect .Along with this, OPAC terminals to search the bibliographic resources available in the library.

g) **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h) **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i) **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.4.3.6 Library Automation
The college library is using LIBSYS Software for the functioning of college library.

3.4.4. Shri Guru Teg Bhadhur Khalsa College Anandpur Sahib, Roopnagar
Religious inspirit objectives, Shriomani Gurudwara Prabandhak Committee, has been always desired to function for the good of society. The aim of the committee is to providing opportunities for education to the maximum number of youngsters. SGTBK College was established in July 1968 by Sant Mohinder Singh, Harkhowal wale and this educational institution affiliated with Punjabi University Patiala. A committee takes over the direct control of the institution for the benefit of the students from 1977. After that its first step was towards bringing education to those who had fewer means and less awareness.

Figure 3.37: Shri Guru Teg Bahadhur Khalsa College, Anandpur Sahib

The success graph of the college has indeed inclined, both qualitatively and quantitatively is commendable. Students are made well-versed with basic concept of Sikh culture. **(Source:** *https://www.sgtbcollege.org.in***)**

3.4.4.1 Strength of faculty and students:

The college has 3165 students on its roll and there are 100 faculty members.

3.4.4.2 Courses Offered

Courses offered in SGTBKC College are as follows:

Table 3.37: Courses offered by the Shri Guru Teg Bahadhur Khalsa College, Anandpur Sahib

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** MA in Punjabi, Pol.Sci, English, History, Hindi Economics **Science:** Botany, Physics, Chemistry, Zoology, Mathematics Information Technology, IT (Lateral Entry), M.Sc. Artificial Intelligence And Data Science, M.Sc. (Geography), MJMC, **Commerce:** M.Com
M.Voc. Courses	Food Processing & Technology

Post Graduate Diploma	Post Graduate Diploma in Computer Application(PGDCA), PGD in Journalism & Mass Communication, PGD in Analytical Techniques, PGD on Plant Tissue Culture, PGD in Insurance Services.
Under Graduate Courses	**Humanities:** BA, BA(Honors)(English) **Sciences:** B.Sc.(Med.), B.Sc.(Non-Med.), B.Sc. Hons. (Physics, Chemistry Mathematics), B.Sc(Agriculture) **Computer:** Bachelor of Computer Application **Commerce:** Bachelor of Commerce (General, Honors, Accounting & Finance) **Business:** Bachelor of Business Administration
B.Voc. Courses	B.Voc.in Retail Management, Food Processing, Sustainable Agriculture Software Development, Pharmaceutical Chemistry, Industrial Microbiology, Hospitality and Tourism Management
Diploma Courses	Diploma in Agriculture, Diploma in Computer Hardware and Networking, Diploma in Computer Application

Source: *ht*tps*ww.sgtbcollege.org.in*

3.4.4.3 About the College Library:

Figure 3.38: Image of Panth Rattan Jathedar Gurcharan Singh Tohra Memorial Library

Table 3.38: Information about Panth Rattan Jathedar Gurcharan Singh Tohra Memorial Library

Name of the Library	Panth Rattan Jathedar Gurcharan Singh Tohra Memorial Library
No. of Registered Faculty	200
No. of Registered Students	3380
No. of Library Staff	6
Nature of Library building	Separate building with two floor
Total area of Library(Sq. ft.)	6700sq.fts.
Sitting capacity	250
No. of Books	44806
No. of Journals	65
No. of Magazines	10
No. of Newspapers	19
No. of Audio-Visual aids	300
E-Resources	NList, Delnet
Library Automated	Fully automated
Name of Software	Soul
Access management provided to users	Open and Online Access
Library Budget	3-5 lakh
Library Timing	9:00AM to 5:00 PM

(Information Source: Questionnaire)

3.4.4.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

3.4.4.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a. **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b. **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c. **Digital library Services:** For better services college library includes a separate digital section of e-resources with computer terminals.

d. **Remote Access Service:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users for use and protection.

e. **Internet:** The college library has the facility of internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f. **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g. **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h. **Display Services of New Arrival: Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.**

i. **Newspaper Clipping Services: Every activity which is process in college, present in the newspaper.** The Librarian preserved all activities of college in cutting register.

3.4.4.6 Library Automation

The college library is using SOUL Software for the functioning of college library.

3.4.5 Amar Shaheed Baba Ajit Singh Jujhar Singh Memorial College, Bela (Ropar) (1975)

Amar Shaheed Baba Ajit Singh Jujhar Singh Memorial College, Bela, Ropar was established on February 6, 1975 by the then Chief Minister of Punjab, Mr. Giani Zail Singh. The name of this college is derived from the names of two elder sons of Guru Gobind, Sahibzada Ajit Singh and Jujhar Singh, who were the true disciples of him. The history of the college is very unique. S. Hardyal Singh Bela was established as a school and later as a college in the fort of Manauli. This co-educational educational institution has proved to be a great help for this remote and rural area. Currently, the college is affiliated to the Punjabi University, Patiala. **(Source:*www.belacollege.com*)**

Figure 3.39: Amar Shaheed Baba Ajit Singh Jujhar Singh Memorial College, Bela

3.4.5.1 Strength of faculty and students:

Total strength of students of this college is approximately 1100 and approximately 50 faculty members in the college.

3.4.5.2 Courses Offered

Courses offered in ASBASJSM College are as follows:

Table 3.39: Courses offered by Amar Shaheed Baba Ajit Singh Jujhar Singh Memorial College, Bela

Level of Courses	Courses Offered
Post Graduate Courses	**Humanities:** MA in Punjabi **Science:** Mathematics, Bio-Technology, M.Sc. (IT) **Commerce:** M.Com
Post Graduate Diploma	PGDCA, PGDJMC
Under Graduate Courses	**Humanities:** BA. **Sciences:** B.Sc.(Non-Med.), Computer Application, B.Sc(Hons.) B.Sc.(Hons. Bio-Technology) **Commerce:** B.Com

Skill Oriented UGC Sponsored B.Voc/ M.Voc. Courses	B.Voc. in Food Processing, Retail Management and IT, Journalism and Multimedia Technology, Sales Management & Industrial Relations, Renewable Energy Technology, M.Voc. in Food Processing
Add-on-courses	Spoken English, Information Technology, Organic Farming, TV & Video Product.

Source: *www.admission24.com*

3.4.5.3 About the College Library:

Figure 3.40: Image of Late Chatter Singh Memorial Library

Table 3.40: Information about Late Chatter Singh Memorial Library

Name of the Library	Late Chatter Singh Memorial Library
No. of Registered Faculty	50
No. of Registered Students	1100
No. of Library Staff	3
Nature of Library building	Attached to another building
Total area of Library(Sq. ft.)	4500sq. fts.
Sitting capacity	40
No. of Books	16000

No. of Journals	23
No. of Magazines	17
No. of Newspapers	14
No. of Audio-Visual aids	228
E-Resources	NList, Delnet, Inflibnet
Library Automated	Partially Automated
Name of Software	Delsoft
Access management provided to users	Open access
Library Budget	1-3 lakh
Time of the Library	9:00am to 4:00 pm

(Information Source: Questionnaire)

3.4.5.4 Library Infrastructure

a. The two notice boards which are framed for the library matters are situated outside the library

b. Property Counter

c. Information Desk

d. Acquisition Section

e. Technical Processing Section

f. Circulation Section

g. Periodical Section

h. Reference Section

i. Textbook Section

j. Digital Section

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3.4.5.5 Services rendered by library.

The library gives the following services to library users they are as follows:

a. **Circulation Services:** The library gives opportunity to every user of the institution to get books for reading. All members of the college also return the books in circulation section.

b. **Reference Services:** The central library of the college provides reference services for purposes related to academic activities, research related queries and recreation purpose of its users.

c. **Digital library Services:** For better services college library includes a separate digital section of e-resources with computer terminals.

d. **Remote Access Services:** For the service of the remote access of e-resources outside the campus of the college, librarian provides Id/Password to the library users for use and protection.

e. **Internet:** The college library has the facility of internet services and one can access the academic resources through specific criteria. E-resources access is protected by the use of Id/Password.

f. **User Assistance Services:** Library staff helps and assists the users of the library in every aspect. Along with this, OPAC terminals to search the bibliographic resources available in the library.

g. **Reprographic Services:** The Library provides Photostat facility to the students and for the faculty members, during working hours of the college.

h. **Display Services of New Arrival:** Display Racks are filled by the newly added selected books in the library. Thus when users are entering in the library it is the attractive corner for the users.

i. **Newspaper Clipping Services:** Every activity which is process in college, present in the newspaper. The Librarian preserved all activities of college in cutting register.

3.4.5.6 Library Automation

The college library is using Delsoft Software for the functioning of college library.

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CHAPTER - IV

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter presents the data collection, issues, and challenges faced during the procurement process of print and e-resources by libraries in 20 colleges across the Doaba, Majha, Malwa, and Puadh regions of Punjab. All the librarians were cooperative and completed the questionnaire. The collected data was statistically analyzed, and the results obtained are categorized accordingly. The survey was conducted in twenty selected colleges, with five Government Aided Colleges chosen from each region for the research. We surveyed 780 respondents from these twenty colleges. The data analyzed included responses from 228 individuals in the Doaba region, 169 from Majha, 118 from Malwa, and 265 from the Puadh region of the selected colleges in Punjab. The list of twenty affiliated colleges of PU, Patiala, and GNDU, Amritsar and PU, Chandigarh, is given in table 4.1

Table 4.1: Detail of Colleges with Abbreviation

Region	College Name	Abb.	Affiliating University	Date of Establishment	NAAC Grade and Year	NAAC Score of College
Doaba	DAV College, Hoshiarpur	DAVCHSP	Panjab University, Chandigarh	1926	A/2014	3.02
	DAV College, Jalandhar	DAVJAL	Guru Nanak Dev University, Amritsar	1918	A/2014	3.76
	Doaba College, Jalandhar	DCJAL		1941	A/2014	3.06
	HMV, Jalandhar	HMVCJAL		1948	A/2013	3.83
	Kamla Nehru College for Women, Phagwara.	KNCWPHG		1965	A++/2017	3.55
Majha	BBKDAV College for women, Amritsar	BBKDAVCASR	Guru Nanak Dev University, Amritsar	1967	A/2014	3.5
	Khalsa College For Women, Amritsar	KCWASR		1968	A/2017	3.36
	RR Bawa D.A.V.College for Girls, Batala	RRBDAVBAT		1965	A/2013	3.06
	Shanti Devi Arya Mahila College, Dinanagar	SDAMCDIN		1965	A/2013	3.02
	SSM College, Dinanagar	SSMCDIN		1973	A/2016	3.04

Malwa	GHG Khalsa College Gurusar Sadhar, Ludhiana	GHGKCLUDH	Panjab University, Chandigarh	1948	A/2015	3.11
	AS College, Khanna	ASCKHA		1947	A/2016	3.51
	Gujranwala Guru Nanak Khalsa College, Ludhiana	GGNKCLUDH		1953	B/2015	2.63
	Govind National College, Narangwal Ludhiana	GNCNARLUDH		1966	B++/2015	2.79
	SDP College for Women, Ludhiana	SDPCWLUDH		1968	A/2017	3.04
Puadh	Amar Shaheed Baba Ajit Singh Jujhar Singh memorial College, Bela (Ropar)	ASBASJSMCBELA	Punjabi University, Patiala	1975	B/2013	2.37
	General Shivdev Singh Diwan Gurbachan Singh Khalsa College, Patiala.	GSSDGSKCPAT		1960	A/2015	3.02
	Mata Gujri College Autonomous Aided College, Fatehgarh Sahib	MGCFATSAH		1957	A/2016	3.09
	Multani Mal Modi College, Patiala	MMMCPAT		1967	A/2015	3.26
	Shri Guru Teg Bhadhur Khalsa College, Anandpur Sahib, Roopnagar	SGTBKCANASA H		1968	A/2014	3.01

According to this table, only three out of twenty colleges get B or B++ with 2.63, 2.37 and 2.79 CGPA from NAAC. Other colleges get A Grade f r o m NAAC. Four out of twenty colleges w e r e established before 1947 and others w e r e e s t a b l i s h e d after 1947.

4.1 SECTION 1: PERSONAL PROFILE OF LIBRARIANS/ LIBRARYIN-CHARGE

4.1.1 Distribution of Questionnaire

Table 4.2 shows the five colleges from each of the four regions, totaling twenty colleges, where one questionnaire was distributed to each college librarian or library in-charge. All twenty questionnaires were returned, resulting in a 100% response rate from the college librarians or Assistant Librarians.

Table 4.2: Distribution of Questionnaire

Regions	Name of the Colleges	Questionnaire Distribution	Questionnaire Received	Percentage (%)
Doaba	DAVCHSP	1	1	100%
	DAVCJAL	1	1	100%
	DCJAL	1	1	100%
	HMVJAL	1	1	100%
	KNCWPHG	1	1	100%
Total		**5**	**5**	**100.00**
Majha	BBKDAVCWASR	1	1	100%
	KCWASR	1	1	100%
	RRBDAVGBAT	1	1	100%
	SDAMCDIN	1	1	100%
	SSMCDIN	1	1	100%
Total		**5**	**5**	**100.00**
	GHGKCGSLUDH	1	1	100%

Malwa	ASCKHA	1	1	100%
	GGNKCLUDH	1	1	100%
	GNCNARLUDH	1	1	100%
	SDPCWLUDH	1	1	100%
Total		**5**	**5**	**100.00**
Puadh	ASBASJSMCBELA	1	1	100%
	GSSDGSKCPAT	1	1	100%
	MGCFATSAH	1	1	100%
	MMMCPAT	1	1	100%
	SGTBKCANASAH	1	1	100%
Total		**5**	**5**	**100.00**
Grand Total		**20**	**20**	**100%**

(Figures within parenthesis are percentage)

4.1.2 Designation of Respondents

The designation of respondents is shown in the table below. In the Doaba region, 4 respondents (80%) are librarians, and 1 respondent (20%) is a restorer. In the Majha region, 4 respondents (80%) are librarians, and 1 respondent (20%) is an assistant librarian. In the Malwa region, 3 respondents (60%) are librarians, 1 respondent (20%) is an assistant librarian, and 1 respondent (20%) is a restorer. In the Puadh region, 4 respondents (80%) are librarians, and 1 respondent (20%) is an assistant librarian.

Table 4.3: Designation of Respondents

Regions	Name of the Colleges	Librarian	Assistant Librarian	Restorer
Doaba	DAVCHSP	√	-	-
	DAVCJAL	√	-	-
	DCJAL	√	-	-
	HMVJAL	√	-	-
	KNCWPHG	-	-	√
Total		**4 (80%)**	**-**	**1(20%)**
Majha	BBKDAVCWASR	√	-	-
	KCWASR	√	-	-
	RRBDAVGBAT	√	-	-
	SDAMCDIN	√	-	-
	SSMCDIN	-	√	-
Total		**4 (80%)**	**1(20%)**	**-**
Malwa	GHGKCGSLUDH	-	-	√
	ASCKHA	-	√	-
	GGNKCLUDH	√	-	-
	GNCNARLUDH	√	-	-
	SDPCWLUDH	√	-	-
Total		**3(60%)**	**1(20%)**	**1(20%)**
Puadh	ASBASJSMCBELA	√	-	-
	GSSDGSKCPAT	-	√	-
	MGCFATSAH	√	-	-
	MMMCPAT	√	-	-
	SGTBKCANASAH	√	-	-
Total		**4 (80%)**	**1(20%)**	**-**
Grand Total		**15(75%)**	**3(15%)**	**2(10%)**

(Figures within parenthesis are percentage)

It is seen that the overall designation of respondents from 20 college libraries of four regions of Punjab, most 15(75%) of respondents are librarian, 3(15%) respondents are assistant librarian and 2(10%) respondents are restorer.
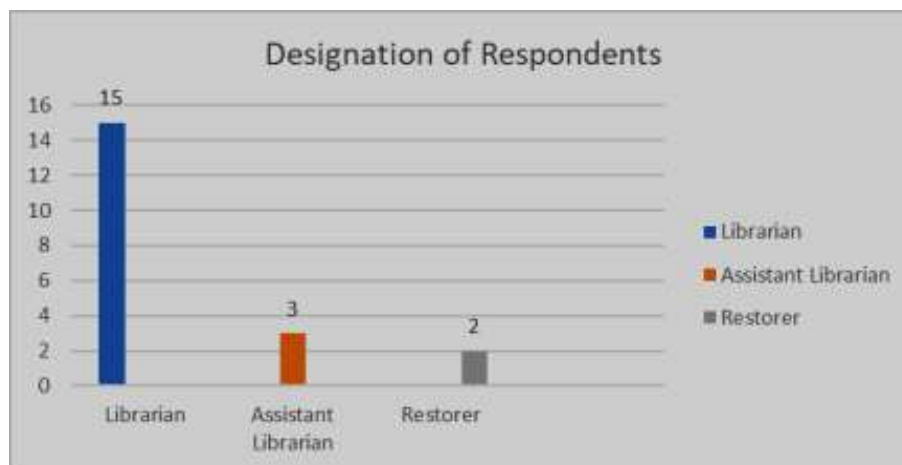
Figure 4.1 Designation of Respondents

4.1.3 Gender wise Respondents

Table 4.4 shows the gender distribution of respondents from each region. In the Doaba region, 4 respondents (80%) from DAVCHSP, DAVCJAL, DCJAL, and HMVJAL are male, while 1 respondent (20%) from KNCWPHG is female. In the Majha region, all 5 respondents (100%) from BBKDAVCWASR, KCWASR, RRBDAVGBAT, SDAMCDIN, and SSMCDIN are female. In the Malwa region, 4 respondents (80%) from GHGKCGSLUDH, GGNKCLUDH, GNCNLUDH, and SDPCWLUDH are female, and 1 respondent (20%) from ASCKHA is male. In the Puadh region, 3 respondents (60%) from ASBASJSMCBELA, MGCFATSAH, and SGTBKCANASAH are female, while 2 respondents (40%) from GSSDGSKCPAT and MMMCPAT are male.

Table 4.4: Gender wise Respondents

Regions	Name of the Colleges	Male	Female
Doaba	DAVCHSP	√	-
	DAVCJAL	√	-
	DCJAL	√	-

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		√	-
	HMVJAL	√	-
	KNCWPHG	-	√
Total		**4 (80%)**	**1 (20%)**
Majha	BBKDAVCWASR	-	√
	KCWASR	-	√
	RRBDAVGBAT	-	√
	SDAMCDIN	-	√
	SSMCDIN	-	√
Total		**-**	**5(100%)**
Malwa	GHGKCGSLUDH	-	√
	ASCKHA	√	-
	GGNKCLUDH	-	√
	GNCNLUDH	-	√
	SDPCWLUDH	-	√
Total		**1(20%)**	**4(80%)**
Puadh	ASBASJSMCBELA	-	√
	GSSDGSKCPAT	√	-
	MGCFATSAH	-	√
	MMMCPAT	√	-
	SGTBKCANASAH	-	-√
Total		**2 (40%)**	**3(60%)**
Grand Total		**7(35%)**	**13(65%)**

(Figures with parenthesis are percentage)

It is seen that overall respondent's gender in which majority 13(65%) out of 20 are female and 7(35%) are male.
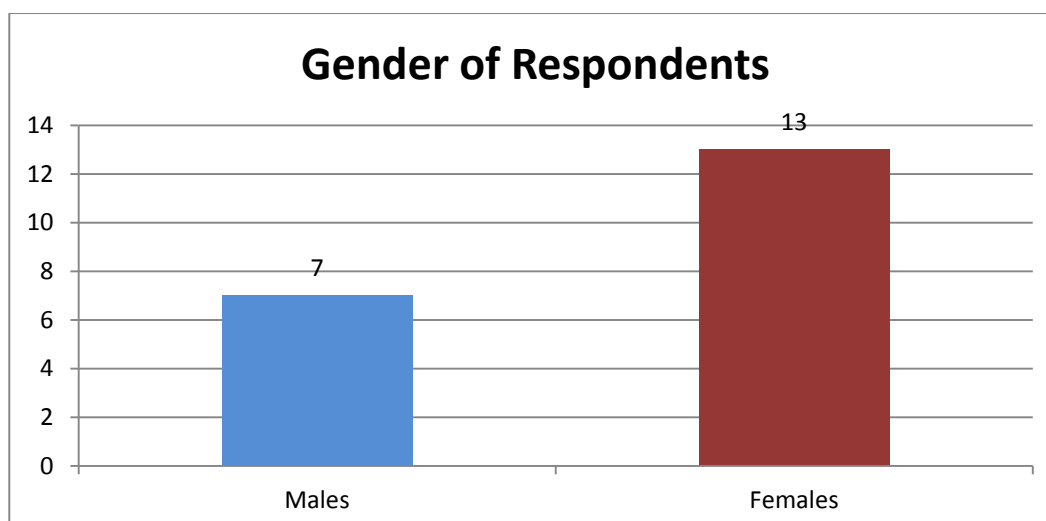
Figure 4.2: Gender of Respondents

4.1.4 Educational Qualification of Respondents

Table 4.5 shows the qualifications of respondents from each region. In the Doaba region, 2 respondents (40%) from DAVJAL and DCJAL hold PhDs, while 3 respondents (60%) from DAVCHSP, HMVCJAL, and KNCWPHA hold Post Graduate degrees. In both the Malwa and Majha regions, all librarians have Post Graduate degrees. In the Puadh region, 3 respondents (60%) from ASBASJSMCBELA, GSSDGSKCPAT, and MGCFATSAH hold both Undergraduate and Post Graduate degrees, 1 respondent (20%) from SGTBKCANASAH holds an M.Phil, and 1 respondent (20%) from MMMCPAT holds a PhD

Table 4.5: Educational Qualification of Respondents:

Regions	Name of the Colleges	Under/Post Graduate	M.Phil	PhD
Doaba	DAVCHSP	√	-	-
	DAVCJAL	-	-	√
	DCJAL	-	-	√
	HMVJAL	√	-	-
	KNCWPHG	√	-	-
Total		**3(60%)**	**-**	**2(40%)**

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		√	-	-
Majha	BBKDAVCWASR	√	-	-
	KCWASR	√	-	-
	RRBDAVGBAT	√	-	-
	SDAMCDIN	√	-	-
	SSMCDIN	√	-	-
Total		**5(100%)**	**-**	**-**
Malwa	GHGKCGSLUDH	√	-	-
	ASCKHA	√	-	-
	GGNKCLUDH	√	-	-
	GNCNLUDH	√	-	-
	SDPCWLUDH	√	-	-
Total		**5(100%)**	**-**	**-**
Puadh	ASBASJSMCBELA	√	-	-
	GSSDGSKCPAT	√	-	-
	MGCFATSAH	√	-	-
	MMMCPAT	-	-	√
	SGTBKCANASAH	-	√	-
Total		**3(60%)**	**1(20%)**	**1(20%)**
Grand Total		**16(80%)**	**1(5%)**	**3(15%)**

(Figures with parenthesis are percentage)
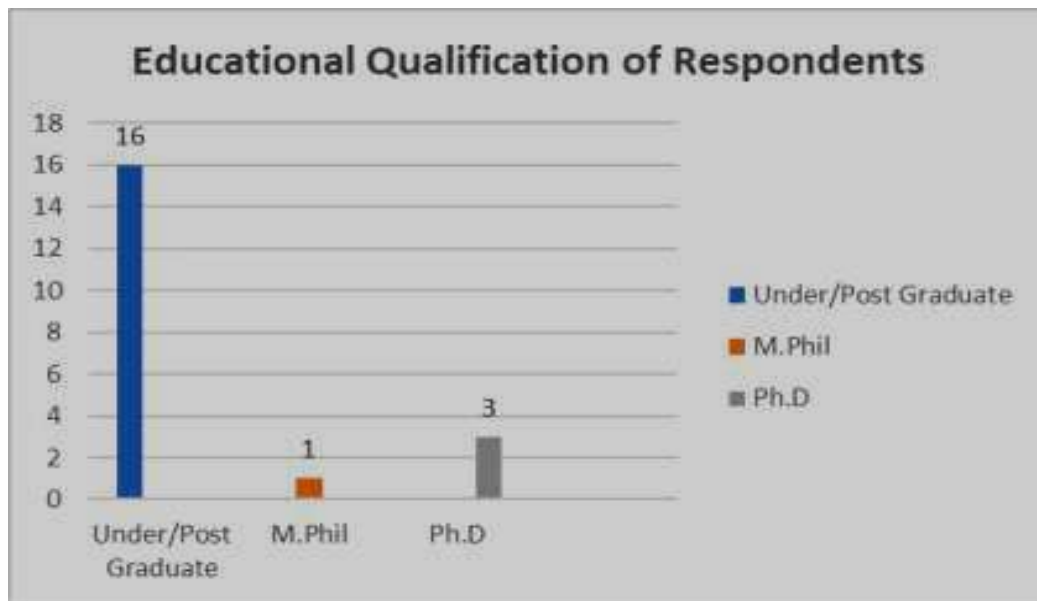
Figure 4.3: Educational Qualification of Respondents

4.1.5 Professional Experience of Respondents

According to Table 4.6, it is observed that in the Doaba region, 3 respondents (60%) from DAVCHSP, DAVCJAL, and DCJAL have 16-25 years of experience, 1 respondent (20%) has 11-15 years of experience, and 1 respondent (20%) has less than 5 years of experience. In the Majha region, the majority of respondents (3 or 60%) have less than five years of experience, while the remaining 2 respondents (40%) have six to ten years of experience.

Table 4.6: Professional Experience of Respondents

Regions	Name of the Colleges	<5	6-10	11-15	16-25	>25
Doaba	DAVCHSP	-		-	√	-
	DAVCJAL	-		-	√	-
	DCJAL	-		-	√	-
	HMVJAL	-		√	-	-
	KNCWPHG	√		-	-	-
Total		1 (20%)		1 (20%)	3(60%)	-
Majha	BBKDAVCWASR	√		-	-	-
	KCWASR	-		√	-	-

		√	-	-	-	-
	RRBDAVGBAT	√	-	-	-	-
	SDAMCDIN	-	√	-	-	-
	SSMCDIN	√	-	-	-	-
Total		**3(60%)**	**2(40%)**	**-**	**-**	**-**
Malwa	GHGKCGSLUDH	-	-	-	√	-
	ASCKHA	-	-	-	√	-
	GGNKCLUDH	-	-	-	√	-
	GNCNLUDH	-	√	-	-	-
	SDPCWLUDH	√	-	-	-	-
Total		**1 (20%)**	**1 (20%)**	**-**	**3(60%)**	**-**
Puadh	ASBASJSMCBELA	√	-	-	-	-
	GSSDGSKCPAT	-	-	-	√	-
	MGCFATSAH	-	-	-	√	-
	MMMCPAT	-	-	-	√	-
	SGTBKCANASAH		√	-	-	-
Total		**1 (20%)**	**1(20%)**	**-**	**3(60%)**	**-**
Grand Total		**6(30%)**	**4(20%)**	**1(5%)**	**9(45%)**	**-**

(Figures with parenthesis are percentage)

From Malwa region 3(60%) respondents (GHGKCGSLUDH, ASCKHA, GGNKCLUDH) have 16-25 years experience, 1(20%) respondent has 6-10 years experience and 1(20%) respondent has less than 5 years experience.

In Puadh region, 3(60%) respondents (GSSDGSKCPAT, MGCFATSAH, MMMCPAT) have 16-25 years experience, 1(20%) respondent has 6-10 years experience and 1(20%) respondent has less than 5 years experience.
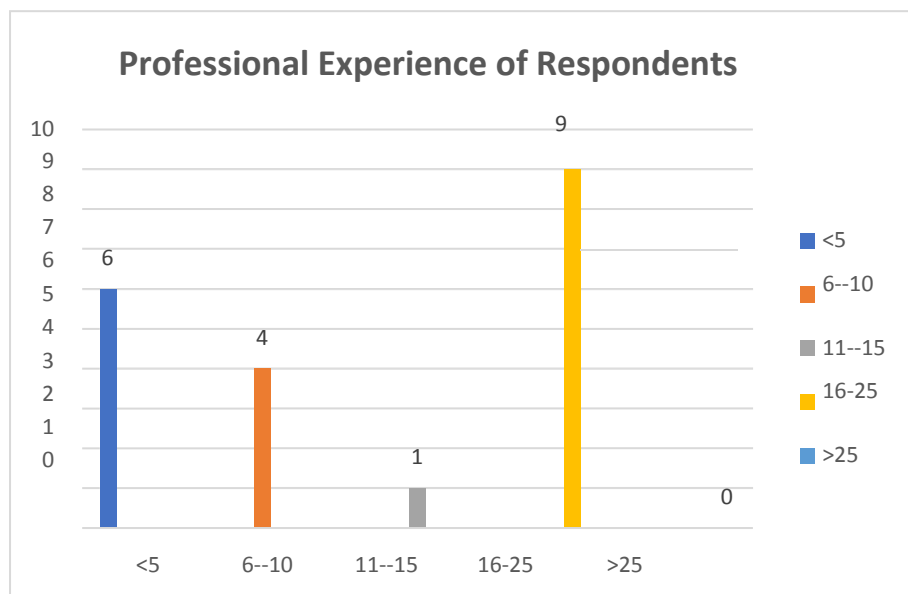
Figure 4.4: Professional Experience of Respondents

SECTION 2: ABOUT COLLEGE LIBRARY

4.1.6 Registered Users of the Library

Table 4.7 shows the number of registered users in the Doaba region, with DAVJAL having the maximum (5700) followed by HMVCJAL (4200), KNCWPHG (3350), DCJAL (2100), and DAVCHSP (1600). In the Majha region, BBKDAVCASR has the maximum (3471) number of registered users, followed by SSMCDIN (3100), SDAMCDIN and RRBDAVBAT (2100 each), and KCWASR (1700).

Table 4.7: Registered Users of the Library

Region	College Name	Total Number of Registered Users
Doaba	DAVCHSP	1600
	DAVJAL	5700
	DCJAL	2100
	HMVCJAL	4200
	KNCWPHG	3350
Majha	BBKDAVCASR	3471
	KCWASR	1700

	RRBDAVBAT	2100
	SDAMCDIN	2100
	SSMCDIN	3100
Malwa	ASCKHA	1917
	GGNKCLUDH	2070
	GHGKCLUDH	3098
	GNCNARLUDH	748
	SDPCWLUDH	760
Puadh	ASBAJSMCBELA	1150
	GSSDGSKCPAT	6515
	MGCFATSAH	5250
	MMMCPAT	3586
	SGTBKCANASAH	3265
	Total	**57780**
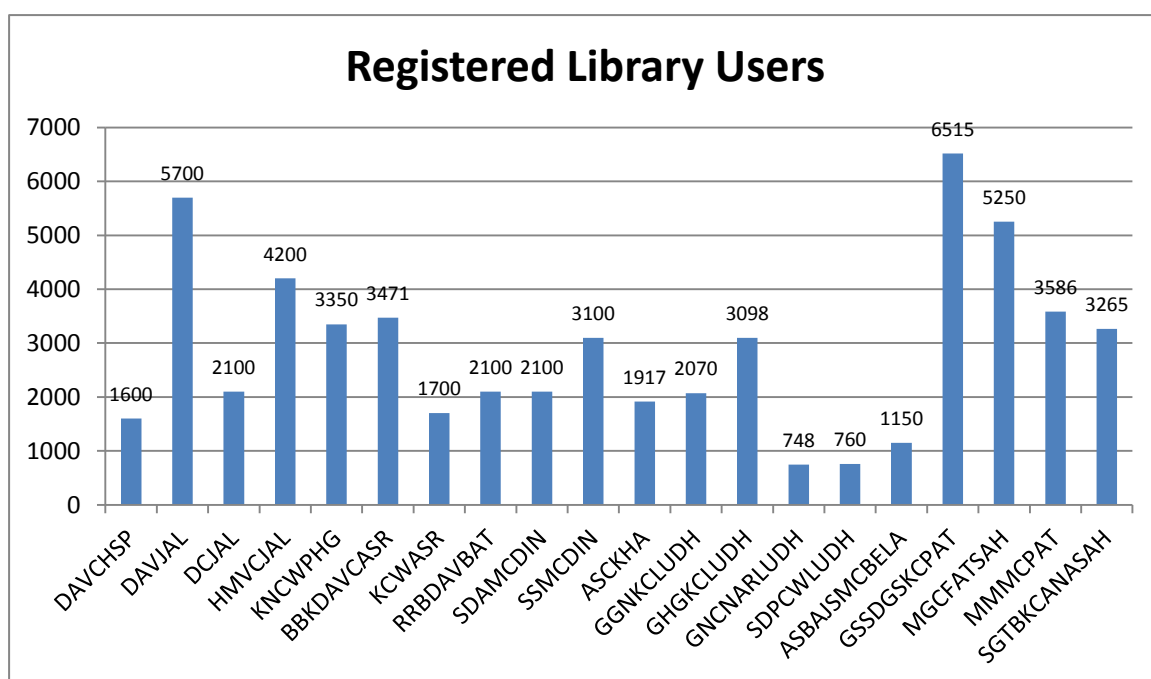
Figure 4.5: Registered Users of the Library

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In the Malwa region, GHGKCLUDH (3098) number of users are registered, GGNKCLUDH (2070), ASCKHA (1917), SDPCWLUDH (760) and GNCNARLUDH (748) users are registered. From the Puadh region GSSDGSKCPAT (6515) users are registered followed by MGCFATSAH (5250), MMMCPAT (3586), SGTBKCANASAH (3265), and ASBAJSMCBELA (1150) users are registered in the college libraries.

4.1.7 Staff available in the Library

After observing Table 4.8, it is evident that in the Doaba region, DAVJAL and HMVCJAL each have the maximum number of staff members working in the college libraries (13), followed by DCJAL (7), DAVCHSP (6), and KNCWPHG (3). In the Majha region, SSMCDIN has the highest number of library staff members (7), followed by SDAMCDIN (6), BBKDAVCASR and RRBDAVBAT (4 each), and KCWASR (2).

Table 4.8: Staff available in the Library

Region	College	L	DL	AL	LAsst.	LA	DE	Restorer	Peon	Total
Doaba	DAVCHSP	1	0	1	0	1	1	1	1	6
	DAVJAL	2	0	0	1	1	1	3	5	13
	DCJAL	1	0	0	1	2	0	1	2	7
	HMVCJAL	1	0	1	0	0	1	7	3	13
	KNCWPHG	0	0	0	0	1	0	1	1	3
Majha	BBKDAVCASR	1	0	1	0	0	0	0	2	4
	KCWASR	1	0	1	0	0	0	0	0	2
	RRBDAVBAT	1	0	0	0	1	0	1	1	4
	SDAMCDIN	2	0	1	0	2	0	0	1	6
	SSMCDIN	0	0	1	1	1	0	2	2	7
Malwa	GHGKCLUDH	0	0	2	0	2	0	1	1	6
	ASCKHA	0	0	1	0	2	0	0	0	3
	GGNKCLUDH	1	1	0	0	2	1	0	1	6

		Librarian	Dy. Librarian	Asstt. Librn	Library Asstt	Lib. Attndt	DE	Restorers	Peons	Total
	GNCNARLUDH	1	0	0	0	1	0	0	0	2
	SDPCGLUDH	1	0	0	0	2	0	0	0	3
Puadh	ASBAJSMCBELA	1	0	0	0	0	0	2	0	3
	GSSDGSKCPAT	0	0	1	1	2	0	3	1	8
	MGCFATSAH	1	2	0	0	0	0	2	4	9
	MMMCPAT	1	0	0	3	0	0	0	1	5
	SGTBKCANASAH	1	0	1	0	1	1	1	1	6
	Total	**17**	**3**	**11**	**7**	**21**	**5**	**25**	**27**	**116**
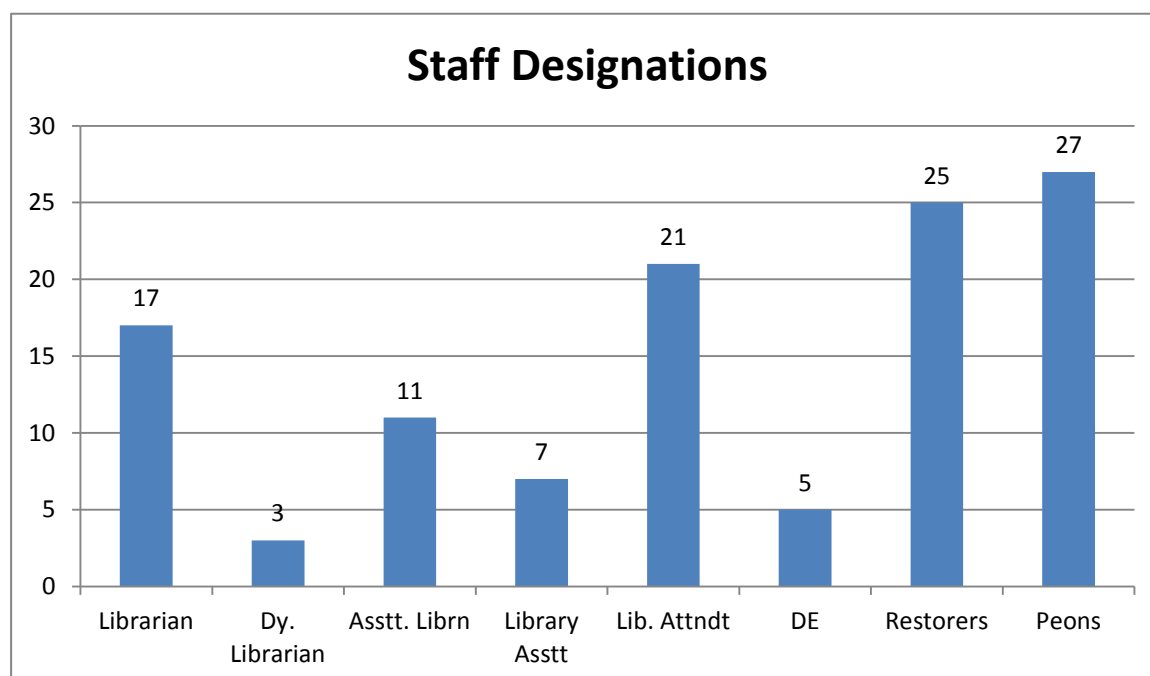
Figure 4.6: Staff available in the Library

In the Malwa region, GHGKCLUDH and GGNKCLUDH each have 6 staff members working in their college libraries, followed by ASCKHA and SDPCWLUDH with 3 each, and GNCNARLUDH with 2 staff members. In the Puadh region, MGCFATSAH has 9 library staff members, followed by GSSDGSKCPAT with 8, SGTBKCANASAH with 6, MMMCPAT with 5, and ASBASJSMCBELA with 3 library staff members.

4.1.8 Working Hours of the college library

Table 4.9 reveals that in the Doaba region, DAVJAL has the longest library hours, open for 11 hours a day. KNCWPHG is open for 8 hours, while HMVCJAL, DCJAL, and DAVCHSP are each open for 7 hours on all working days. In the Majha region, BBKDAVCASR is open for 8 hours, while SSMCDIN, SDAMCDIN, RRBDAVBAT, and KCWASR are each open for 7 hours on all working days.

Table 4.9: Working hours of the college library

Region	College Name	Working hours of the Library
Doaba	DAVCHSP	7
	DAVJAL	11
	DCJAL	7
	HMVCJAL	7
	KNCWPHG	8
	Total(Mean)	**40(8)**
Majha	BBKDAVCASR	8
	KCWASR	7
	RRBDAVBAT	7
	SDAMCDIN	7
	SSMCDIN	7
	Total(Mean)	**36(7)**
Malwa	GHGKCLUDH	7
	ASCKHA	7
	GGNKCLUDH	8
	GNCNARLUDH	7
	SDPCWLUDH	8

	Total(Mean)	37(7)
Puadh	ASBASJSMCBELA	7
	GSSDGSKCPAT	8
	MGCFATSAH	7
	MMMCPAT	7
	SGTBKANASAH	7
	Total(Mean)	36(7)
	Grand Total (Mean)	149(7)

In the Malwa region, GGNKCLUDH and SDPCWLUDH are open for 8 hours each working day, while ASCKHA, GNCNARLUDH, and GHGKCLUDH are open for 7 hours each working day. In the Puadh region, GSSDGSKCPAT is open for 8 hours each working day, whereas MGCFATSAH, MMMCPAT, SGTBKCANASAH, and ASBASJSMCBELA are open for 7 hours each working day. The average working hours are 8 hours for the Doaba region and 7 hours for the Majha, Malwa, and Puadh regions. The overall average working hours is 7 hours.

4.1.9   Nature of the Library Building

Table 4.10 shows that in the Doaba region, DAVCHSP, DAVJAL, HMVCJAL, and DCJAL have separate buildings for their libraries, while KNCWPHG has its library attached to another building. In the Majha region, RRBDAVBAT and KCWASR have separate library buildings, whereas BBKDAVCASR, SSMCDIN, and SDAMCDIN have their libraries attached to other buildings.

Table 4.10: Nature of the Library Building

Region	College	Nature of Library Building	
		Separate	**Attached**
Doaba	DAVCHSP	✓	-
	DAVJAL	✓	-
	DCJAL	✓	-
	HMVCJAL	✓	-
	KNCWPHG	-	✓
Majha	BBKDAVCASR	-	✓
	KCWASR	✓	-
	RRBDAVBAT	✓	-
	SDAMCDIN	-	✓
	SSMCDIN	-	✓
Malwa	GHGKCLUDH	✓	-
	ASCKHA	✓	-
	GGNKCLUDH	✓	-
	GNCNARLUDH	-	✓
	SDPCWLUDH	✓	-
Puadh	ASBASJSMCBELA	-	✓
	GSSDGSKCPAT	-	✓
	MGCFATSAH	✓	-
	MMMCPAT	✓	-
	SGTBKCANASAH	✓	-
	Grand Total	13(65%)	7(35%)

In the Malwa region, GHGKCLUDH, ASCKHA, GGNKCLUDH, and SDPCWLUDH each have their own separate buildings for the library, while GNCNARLUDH has its library attached to another building. In the Puadh region, MGCFATSAH, MMMCPAT, and SGTBKCANASAH have separate library buildings, while GSSDGSKCPAT and ASBASJSMCBELA have their libraries attached to other buildings. Overall, 13 colleges (65%) have separate library

buildings, and 7 colleges (35%) have libraries attached to other buildings.

4.1.10 Sitting Capacity for Users in the college Library

According to the data in Table 4.11, in the Doaba region, DAVJAL has the highest number of chairs available in the library, with 500 chairs, followed by HMVCJAL with 300 chairs, DCJAL with 200 chairs, and both DAVCHSP and KNCWPHG with 150 chairs each. In the Majha region, BBKDAVCASR has 250 chairs, SSMCDIN has 200 chairs, KCWASR has 150 chairs, RRBDAVBAT has 138 chairs, and SDAMCDIN has 100 chairs in their college libraries

Table 4.11: Sitting Capacity in the Library

Region	College Name	Sitting Capacity
Doaba	DAVCHSP	150
	DAVJAL	500
	DCJAL	200
	HMVCJAL	300
	KNCWPHG	150
	Total(Mean)	**1300(260)**
Majha	BBKDAVCASR	250
	KCWASR	150
	RRBDAVBAT	138
	SDAMCDIN	100
	SSMCDIN	200
	Total(Mean)	**838(168)**
	GHGKCLUDH	220

Malwa	ASCKHA	150
	GGNKCLUDH	150
	GNCNARLUDH	50
	SDPCWLUDH	100
	Total(Mean)	**670(134)**
Puadh	ASBAJSMCBELA	40
	GSSDGSKCPAT	200
	MGCFATSAH	250
	MMMCPAT	185
	SGTBKCANASAH	750
	Total(Mean)	**1425(285)**
	Grand Total(Mean)	**4233(212)**

In the Malwa region, GHGKCLUDH has the highest number of chairs available in the library, with 220 chairs, followed by ASCKHA and GGNKCLUDH, each with 150 chairs. SDPCWLUDH has 100 chairs, and GNCNARLUDH has 50 chairs. In the Puadh region, SGTBKCANASAH has the most chairs, with 750, followed by MGCFATSAH with 250 chairs, GSSDGSKCPAT with 200 chairs, and MMMCPAT with 185 chairs, and ASBASJSMCBELA with 40 chairs. The average seating capacity is 260 in the Doaba region, 168 in the Majha region, 134 in the Malwa region, and 285 in the Puadh region. Overall, the mean seating capacity across all the colleges studied is 212.

4.1.11 Library Collection

Various material like print books, print journals, newspapers all others items are provided by the staff of the library to development of reading skills of the users. It is shown in a tabulated form which is present in table 4.12.

Table 4.12: Library Collection

Region	College	Books Approx	Journals Approx	Magazines Approx	Newspaper	Audio Visual aids Approx	Maps Charts Atlases Approx	E-Books Approx	E journals Approx	Databases
Doaba	DAVCHSP	50000	35	10	11	40	0	6435000	14860	2
	DAVJAL	200000	43	50	26	145	0	6435000	14860	2
	DCJAL	72000	55	41	15	279	0	764000	6000	3
	HMVCJAL	105399	50	63	23	1629	110	973000	6000	2
	KNCWPHG	30000	34	41	11	232	0	6435000	14860	2
Majha	BBKDAVCASR	75000	25	60	20	0	0	199500	14860	2
	KCWASR	26000	20	10	12	100	15	6435000	14860	2
	RRBDAVBAT	39520	20	25	9	341	27	164300	6000	2
	SDAMCDIN	26000	35	10	10	58	15	80000	8860	1
	SSMCDIN	22500	42	20	12	263	0	6435000	14860	2
Malwa	GHGKCLUDH	51134	50	35	19	187	0	199500	6000	1
	ASCKHA	54846	30	20	12	800	0	97300	6000	1
	GGNKCLUDH	63000	54	19	22	0	20	6435000	14860	2

	GNCNARLUDH	28000	16	6	10	6	0	0	1	0
	SDPCWLUDH	32661	40	20	12	70	0	199500	6000	1
Puadh	ASBASJSMCBELA	16000	23	17	14	228	0	6435000	14860	2
	GSSDGSKCPAT	50000	64	15	20	135	0	6435000	14860	3
	MGCFATSAH	70000	70	41	14	0	0	6435000	3306000	4
	MMMCPAT	66000	50	60	17	100	0	6435000	14860	2
	SGTBKCANASAH	40806	65	10	19	300	20	6452000	3306000	3

4.1.11.1 Print Books

Figure 4.7 illustrates the number of print books available in college libraries across four regions of Punjab. In the Doaba region, DAVJAL has the largest collection with 200,000 books, followed by HMVCJAL with 105,399 books, DCJAL with 72,000 books, and DAVCHSP with 50,000 books, and KNCWPHG with the smallest collection of 30,000 books. In the Majha region, BBKDAVCASR has the highest number of books at 75,000, followed by RRBDAVBAT with 39,520 books, KCWASR and SDAMCDIN each with 26,000 books, and SSMCDIN with the smallest collection of 22,500 books.

Figure 4.7: Print Books Available in the Library

In the Malwa region, GGNKCLUDH offers the largest collection with 63,000 books, followed by ASCKHA with 54,846 books, GHGKCLUDH with 51,134 books, and SDPCWLUDH with 32,661 books. GNCNARLUDH has the smallest collection, with 28,000 books. In the Puadh region, MGCFATSAH has the highest number of books at 70,000, followed by MMMCPAT with 66,000 books, GSSDGSKCPAT with 50,000 books, and SGTBKCANASAH with 40,806 books. ASBASJSMCBELA has the smallest collection, with 16,000 books.

4.1.11.2 Print Journals

Figure 4.8 shows that in the Doaba region, KNCWPHG has the highest number of journals, with 64, followed by DCJAL with 55, HMVCJAL with 50, and DAVJAL with 43. DAVCHSP has the fewest journals, with 35. In the Majha region, SSMCDIN offers the most journals, with 42, followed by SDAMCDIN with 35, and BBKDAVCASR with 25. Both RRBDAVBAT and KCWASR have the lowest number of journals, with 20 each.
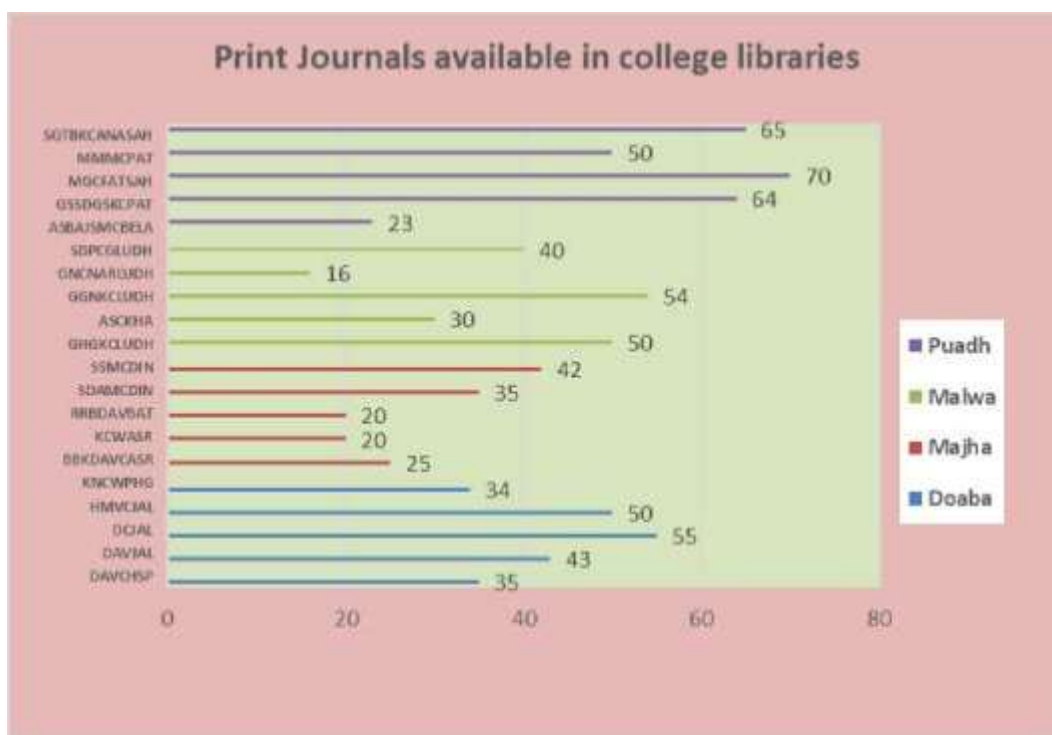
Figure 4.8: Print Journal available in the library

In the Malwa region, GGNKCLUDH offers the highest number of journals, with 54, followed by GHGKCLUDH with 50, SDPCWLUDH with 40, and ASCKHA with 30. GNCNARLUDH provides the fewest journals, with 16. In the Puadh region, MGCFATSAH offers the most journals, with 70, followed by SGTBKCANASAH with 65, GSSDGSKCPAT with 64, and MMMCPAT with 50. ASBAJSMCBELA College has the fewest journals, with 23.

4.1.11.3 Print Magazines

Figure 4.9 depicts the availability of print magazines in college libraries across four regions of Punjab. In the Doaba region, HMVCJAL offers the highest number of magazines, with 63, followed by DAVJAL with 50, and both DCJAL and KNCWPHG providing 41 each. DAVCHSP has the fewest magazines, with 10. In the

Majha region, BBKDAVCASR leads with 60 magazines, followed by RRBDAVBAT with 25 and SSMCDIN with 20. KCWASR and SDAMCDIN have the lowest number, each offering only 10 magazines.
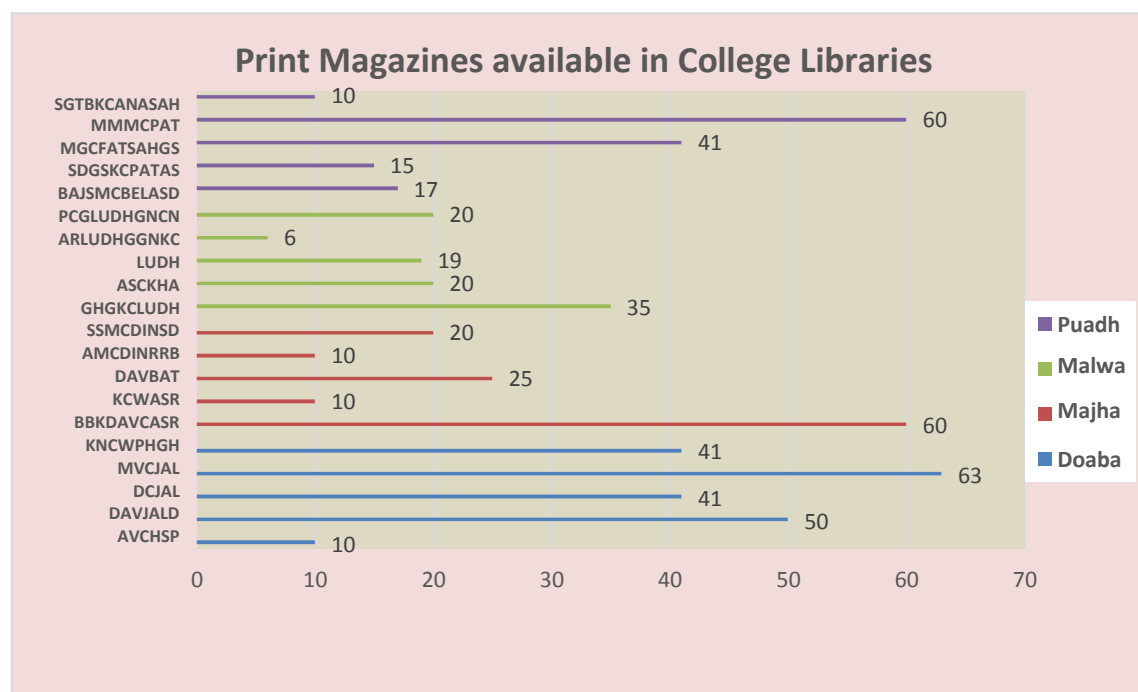
Figure 4.9: Print Magazines available in the library

From the Malwa region, GHGKCLUDH (35) a highest number of magazines are provided to the library users, followed by ASCKHA (20), SDPCWLUDH (20), GGNKCLUDH (19) and lowest (6) magazines are provided by the GNCNARLUDH to its users. From the Puadh region, MMMCPAT (60) a highest number of magazines are provided to its library users, followed by MGCFATSAH (41), ASBASJSMCBELA (17), GSSDGSKCPAT (15), and the lowest (10) provided by the SGTBKCANASAH college to the library users.

4.1.11.4 Newspapers

It is observed from figure 4.10 that in the Doaba region, highest (26) number of newspapers are provided by DAVJAL, followed by HMVCJAL (23), DCJAL (15), and lowest (11) number of newspapers are provided by the KNCWPHG and DAVCHSP. From the Majha region, highest (20) number of newspapers are provided by BBKDAVCASR, followed by KCWASR and SSMCDIN (12), SDAMCDIN (10) and lowest (9) number of newspapers books provided by RRBDAVBAT to its library users.
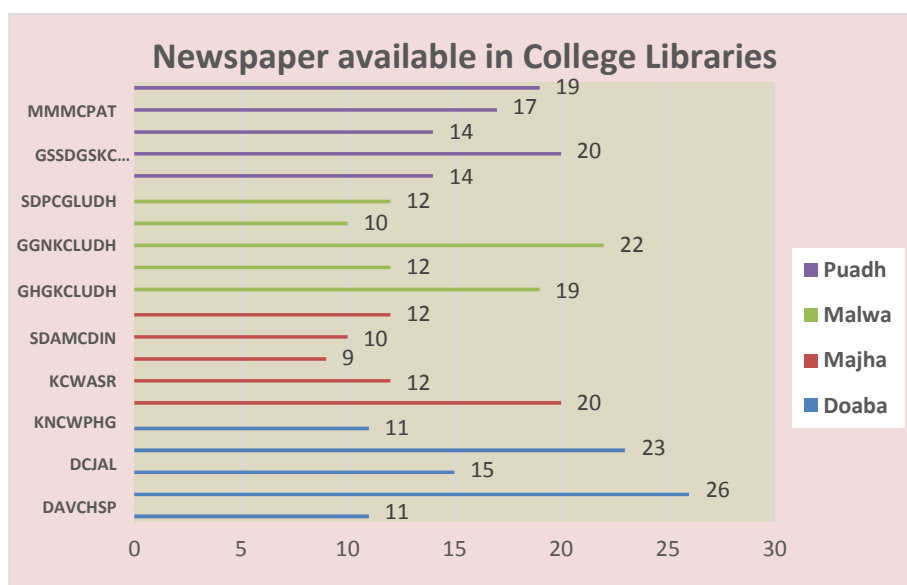
Figure 4.10: Newspapers available in the library

In the Malwa region, GGNKCLUDH offers the most newspapers, with a total of 35, followed by GHGKCLUDH with 19 newspapers. ASCKHA and SDPCWLUDH each provide 12 newspapers, while GNCNARLUDH has the fewest, offering 10 newspapers. In the Puadh region, GSSDGSKCPAT has the highest number of newspapers available to library users, with 20, followed closely by SGTBKCANASAH with 19 and MMMCPAT with 17. ASBASJSMCBELA and MGCFATSAH provide the fewest newspapers in this region, each offering 14.

4.1.11.5 Audio-Visual Aids

Figure 4.11 shows the availability of audio-visual aids in college libraries across four regions of Punjab. In the Doaba region, HMVCJAL has the most audio-visual aids with 1,629, followed by DCJAL with 279, KNCWPHG with 232, and DAVJAL with 145. DAVCHSP has the fewest, offering only 40 audio-visual aids. In the Majha region, RRBDAVBAT leads with 341 audio-visual aids, followed by SSMCDIN with 263, KCWASR with 100, and SDAMCDIN with 58. Notably, BBKDAVCASR did not respond to the survey regarding audio-visual aid availability.
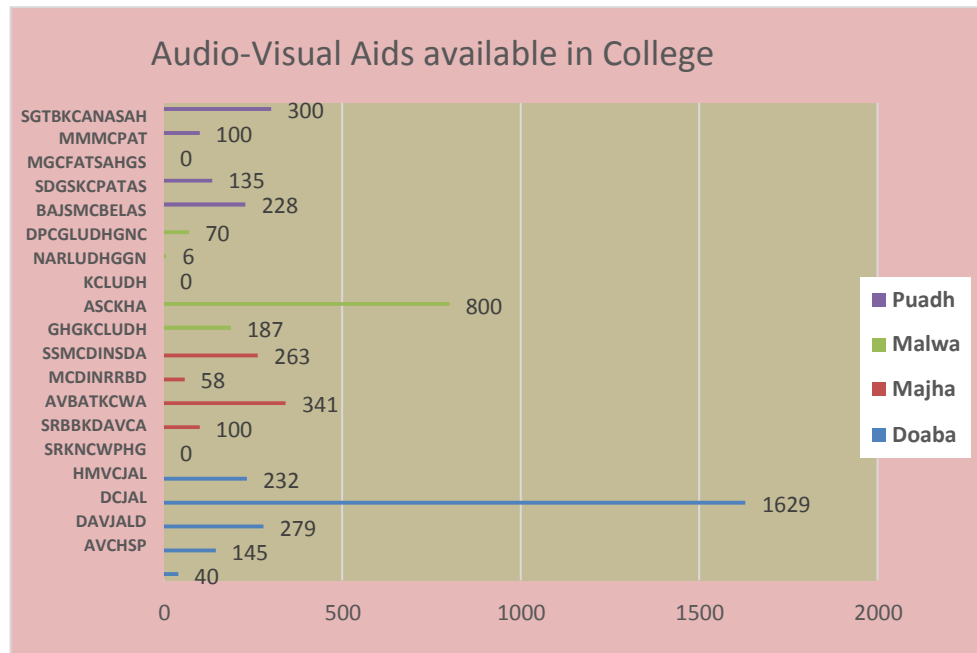
Figure 4.11:Audio-visual aids available in the library

In the Malwa region, ASCKHA leads with a total of 800 audio-visual aids, followed by GHGKCLUDH with 187, SDPCGLUDH with 70, and GNCNARLUDH with only 7. Notably, GGNKCLUDH did not provide information for the survey. In the Puadh region, SGTBKCANASAH has the highest number of audio-visual aids at 70,000, followed by ASBASJSMCBELA with 228, GSSDGSKCPAT with 135, and MMMCPAT with 100. Additionally, MGCFATSAH did not respond to the survey regarding audio-visual aid availability.

4.1.11.6   Maps/Charts

According to Figure 4.12, in the Doaba region, HMVCJAL and DCJAL each provide the highest number of maps and charts, with 110 each. However, KNCWPHG, DAVJAL, and DAVCHSP did not respond to the survey.

In the Majha region, RRBDAVBAT leads with 27 maps and charts, followed by KCWASR and SDAMCDIN, each offering 15. Notably, SSMCDIN and BBKDAVCASR did not provide information about their collection of maps and charts for the survey.
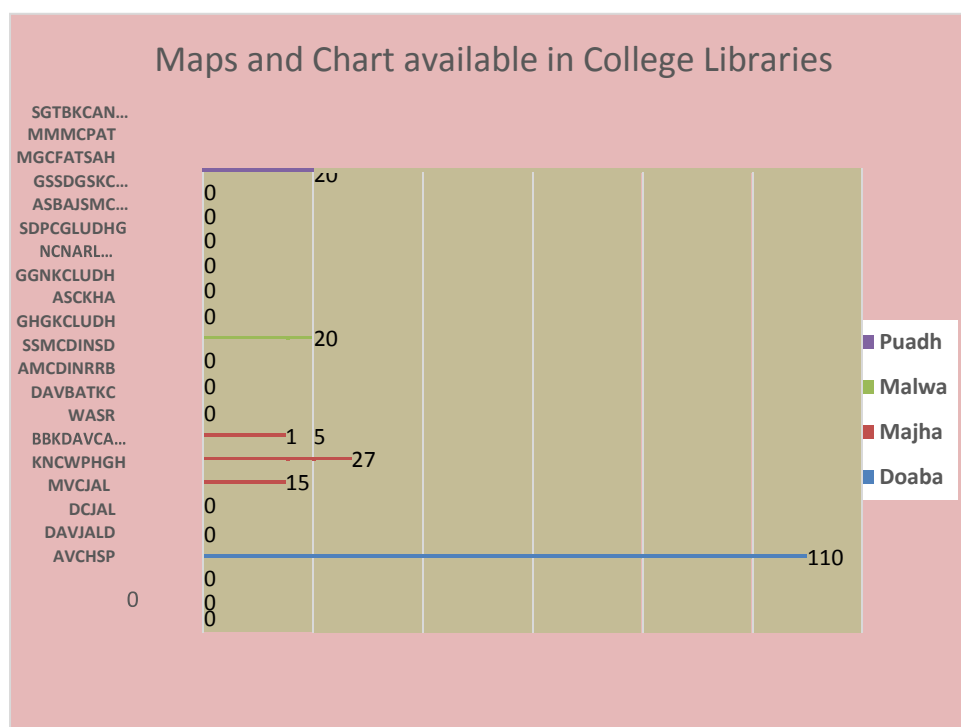
Figure 4.12: Maps and Charts available in the library

In the Malwa region, GGNKCLUDH and ASCKHA each provide the highest number of maps and charts, totaling 20. However, GHGKCLUDH, SDPCWLUDH, and GNCNARLUDH did not respond to the survey regarding their collections. Similarly, in the Puadh region, SG TBKCANASAH and ASBASJSMCBELA also offer the highest number of maps and charts at 20, while GSSDGSKCPAT, MMMCPAT, and MGCFATSAH did not provide any responses.

4.1.11.7 E-Books

Figure 4.13 illustrates the availability of e-books in college libraries across four regions of Punjab, accessed through platforms such as N-List, Delnet, and J-Gate. In the Doaba region, DAVCHSP offers the highest number of e-books, totaling 6,435,000, followed by DAVJAL with 973,000, KNCWPHG with 973,000, and HMVCJAL with 764,000. In the Majha region, KCWASR and SSMCDIN also provide the highest number of e-books at 6,435,000 each, followed by BBKDAVCASR with 199,500, RRBDAVBAT with 164,300, and SDAMCDIN with 80,000 e-books.
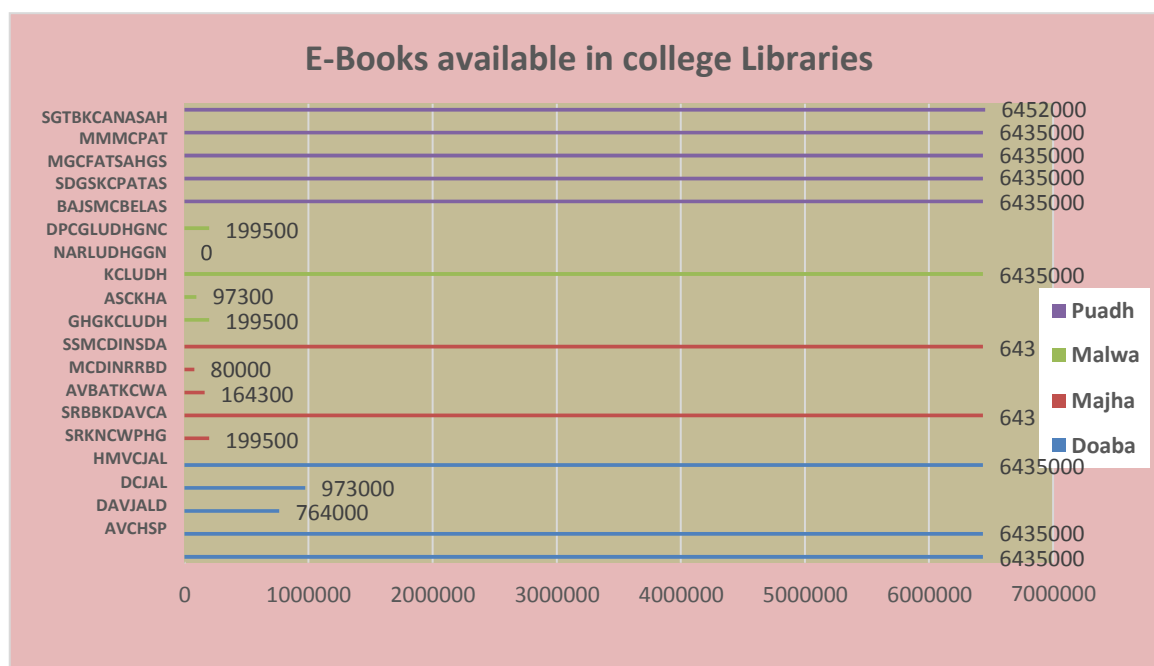
Figure 4.13: E-Books available in the library

In the Malwa region, GGNKCLUDH and GHGKCLUDH provide the highest number of e-books, totaling 6,435,000, while SDPCWLUDH offers 199,500 e-books. ASCKHA contributes 97,300 e-books, but GNCNARLUDH did not respond to the survey. In the Puadh region, SGTBKCANASAH leads with 6,452,000 e-books available, while ASBASJSMCBELA, GSSDGSKCPAT, MMMCPAT, and MGCFATSAH each provide 6,435,000 e-books to library users.

4.1.11.8 E-Periodicals

According to Figure 4.14, the availability of e-journals in college libraries across the Doaba and Majha regions of Punjab is supported by platforms such as N-List, Delnet, and J-Gate. In the Doaba region, DAVCHSP, DAVJAL, KNCWPHG, and HMVCJAL offer the highest number of e-journals, each providing 14,860. DCJAL offers 6,000 e-journals. In the Majha region, KCWASR leads with 14,860 e-journals, followed by RRBDAVBAT with 8,860 and SSMCDIN with 6,000 e-journals.
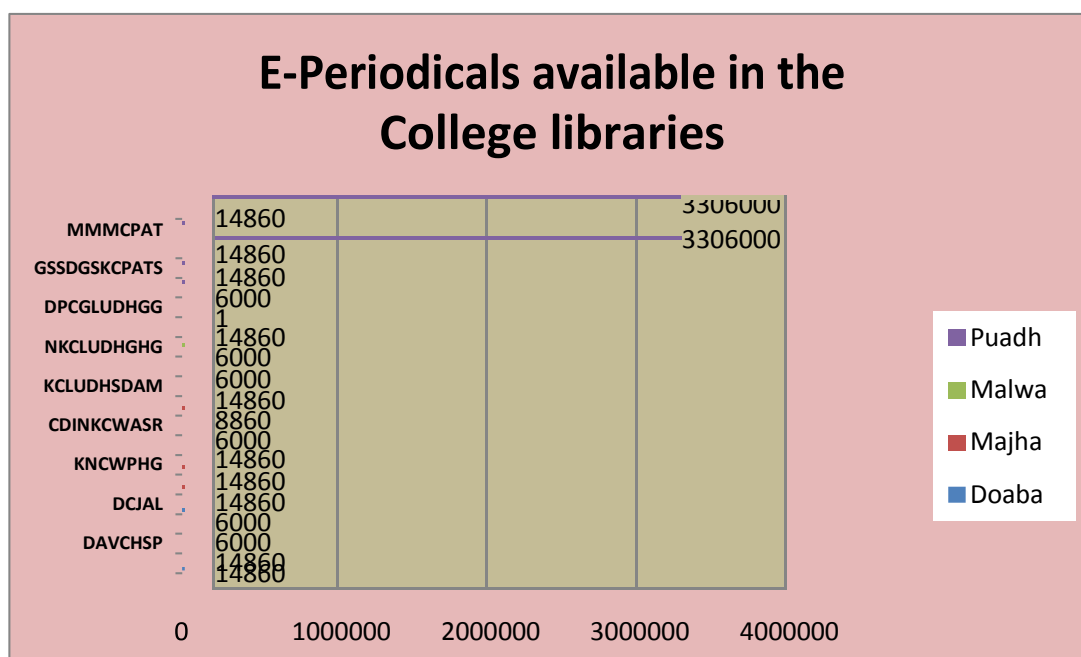
Figure 4.14: E-Periodicals available in the library

In the Malwa region, GGNKCLUDH and GHGKCLUDH provide the highest number of e-journals, totaling 14,860, while SDPCWLUDH and ASCKHA each offer 6,000 e-journals. In contrast, GNCNARLUDH provides only 1 e-journal to library users. In the Puadh region, SGTBKCANASAH and MGCFATSAH lead with a substantial 3,306,000 e-journals available, while ASBASJSMCBELA, GSSDGSKCPAT, and MMMCPAT each provide 14,860 e-journals to their library users.

4.1.11.9 Databases

Figure 4.15 illustrates the availability of databases in the college libraries across the four regions of Punjab. In the Doaba region, DCJAL, DAVCHSP, DAVJAL, and KNCWPHG each provide the highest number of databases at 3, while HMVCJAL offers 2 databases to library users. In the Majha region, KCWASR, SSMCDIN, BBKDAVCASR, and RRBDAVBAT each provide 2 databases, with SDAMCDIN offering a single database to its users..
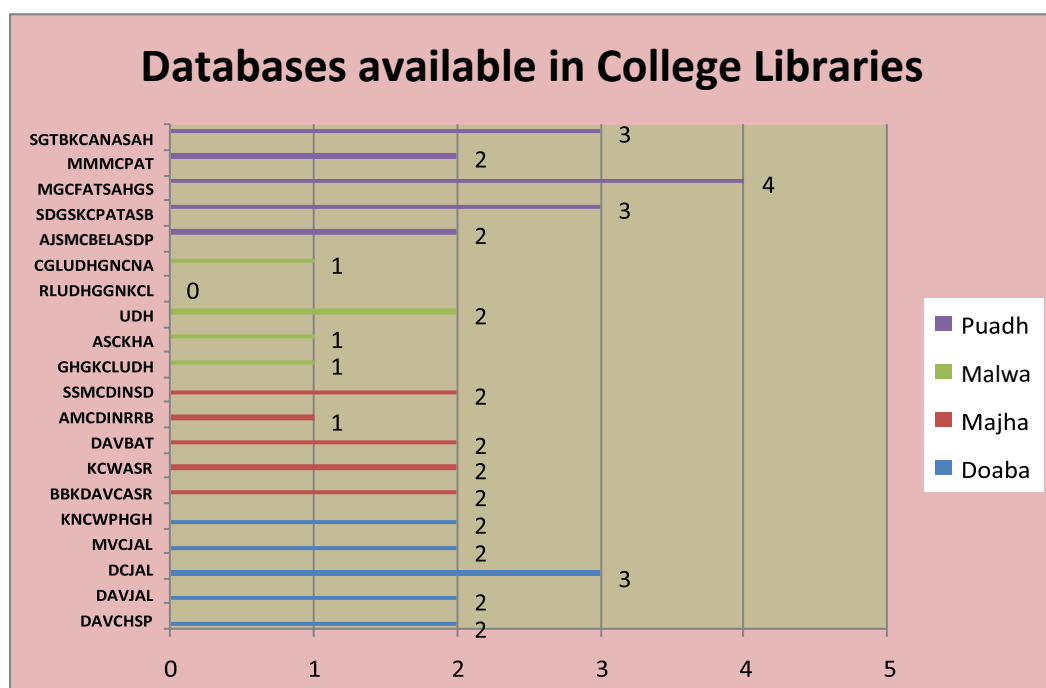
Figure 4.15: Databases available in the library

In the Malwa region, GGNKCLUDH and GHGKCLUDH each provide the highest number of databases, totaling 2, while SDPCGLUDH and ASCKHA offer 1 database each. GNCNARLUDH did not respond to the survey regarding its database availability. In the Puadh region, MGCFATSAH leads with the highest number of databases at 4, followed by GSSDGSKCPAT and SGTBKCANASA, each providing 3 databases. ASBASJSMCBELA and MMMCPAT each offer 2 databases to their library users.

4.1.12 Library Services

In the Doaba region, all 5 (100%) colleges provide circulation services, cataloguing services, reference services, and user awareness services to their users. 4 (80%) respondents offer CAS, SDI, and digital libraries to library users. 3 (60%) colleges provide documentation and online database search services, while 2 (40%) colleges offer ILL and library websites to their users. In the Majha region, all 5 (100%) colleges provide circulation services, reference services, CAS, digital library services, and user awareness services to their users. 4 (80%) college's offer cataloguing services, reprographics, and online database search services to their users. Only 1 (20%) college provides ILL service and library website services to its users.

Table 4.13: Services offered by the College Libraries

Region	Name of College	Circulation Service	Cataloging Service	Reference Service	CAS Service	SDI Service	Reprographic Service	Digital Library	ILL Service	Documentation	Web PAC	Online Database Search Service	Library website	Users Awareness
Doaba	DAVCHSP	√	√	√	-	-	√	√	√	√	√	√	√	√
	DAVJAL	√	√	√	√	√	√	√	√	-	√	-	-	√
	DCJAL	√	√	√	√	√	√	√	-	√	√	√	√	√
	HMVCJAL	√	√	√	√	√	√	-	-	√	√	-	-	√
	KNCWPHG	√	√	√	√	√	√	√	-	-	√	√	-	√
	Total(%age)	5 (100%)	5 (100%)	5 (100%)	4 (80%)	4 (80%)	5 (100%)	4 (80%)	2 (40%)	3 (60%)	5 (100%)	3 (60%)	2 (40%)	5 (100%)
Majha	BBKDAVCASR	√	√	√	√	√	√	√	-	√	√	√	√	√
	KCWASR	√	√	√	√	-	-	√	-	√	√	√	-	√
	RRBDAVBAT	√	-	√	√	-	√	√	√	-	-	√	-	√
	SDAMCDIN	√	√	√	√	-	√	√	-	-	-	√	-	√
	SSMCDIN	√	√	√	√	-	√	√	-	√	-	-	-	√
	Total(%age)	5 (100%)	4 (80%)	5 (100%)	5 (100%)	1 (20%)	4 (80%)	5 (100%)	1 (20%)	3 (60%)	2 (40%)	4 (80%)	1 (20%)	5 (100%)

Region	Name of College	Circulation Service	Cataloging Service	Reference Service	CAS Service	SDI Service	Reprographic Service	Digital Library	ILL Service	Documentation	Web PAC	Online Database Search Service	Library website	Users Awareness
Malwa	ASCKHA	√	√	√	√	√	√	√	√	-	√	√	-	√
	GGNKCLUDH	√	√	√	√	√	√	√	-	√	√	√	-	√
	GHGKCLUDH	√	√	√	√	√	√	√	√	√	√	√	√	√
	GNCNARLUDH	√	√	√	√	-	√	-	-	-	-	√	-	√
	SDPCGLUDH	√	√	√	√	-	√	√	-	-	-	-	-	√
	Total(%age)	5 (100%)	5 (100%)	5 (100%)	5 (100%)	3 (60%)	5 (100%)	4 (80%)	2 (40%)	2 (40%)	3 (60%)	4 (80%)	1 (20%)	5 (100%)
Puadh	ASBAJSMCBELA	√	√	√	√	√	√	√	-	-	√	√	√	√
	GSSDGSKCPAT	√	√	√	-	√	√	√	√	-	√	√	-	√
	MGCFATSAH	√	√	√	√	-	√	-	-	√	√	√	-	√
	MMMCPAT	√	√	√	√	√	√	√	-	-	√	-	-	√
	SGTBKCANASAH	√	√	√	√	√	√	-	√	-	√	√	-	√
	Total(%age)	5 (100%)	5 (100%)	5 (100%)	5 (100%)	3 (60%)	5 (100%)	3 (60%)	2 (40%)	1 (20%)	5 (100%)	4 (80%)	1 (20%)	5 (100%)

(Figures with parenthesis are percentage)

In the Malwa region, all 5 (100%) colleges provide circulation, cataloguing, reference, CAS, reprographics, and user awareness services to their users. Additionally, 4 (80%) colleges offer digital library and online database search services. 3 (60%) colleges provide SDI and web OPAC services to library users, while 2 (40%) colleges offer ILL services and documentation services. Only 1 (20%) college provides library website services to its users.

In the Puadh region, all 5 (100%) colleges offer circulation, cataloguing, reference, CAS, reprographics, web OPAC, and user awareness services. 4 (80%) colleges provide online database search services, while 3 (60%) colleges offer SDI and digital library services. Additionally, 2 (40%) colleges provide ILL services, and 1 (20%) college offers documentation and library website services to its users.

SECTION3: COLLECTION DEVELOPMENT POLICIES

4.1.13   Availability of Collection Development Policy

According to the present table 4.14 is that all colleges related with four regions of Punjab have a collection development policy which is according to NAAC or UGC rules and regulations. According to this policy they are purchased library collection.

Table 4.14: Availability of Collection Development Policy

Region	College	Yes	No
Doaba	DAVCHSP	√	-
	DAVJAL	√	-
	DCJAL	√	-
	HMVCJAL	√	-
	KNCWPHG	√	-
Majha	BBKDAVCASR	√	-
	KCWASR	√	-
	RRBDAVBAT	√	-
	SDAMCDIN	√	-
	SSMCDIN	√	-
Malwa	ASCKHA	√	-
	GGNKCLUDH	√	-

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Region	College	Yes	No
	GHGKCLUDH	√	-
	GNCNARLUDH	√	-
	SDPCWLUDH	√	-
Puadh	ASBASJSMCBELA	√	-
	GSSDGSKCPAT	√	-
	MGCFATSAH	√	-
	MMMCPAT	√	-
	SGTBKCANASAH	√	-
	%age	100	-

(Figures with parenthesis are percentage)

4.1.13.1 Recommendation for Books

Analysis of the data in Table 4.15 examines the book recommendation methods used by colleges in the four regions of Punjab. In the Doaba region, all 5 colleges (100%) prescribe books in print format. Additionally, 3 colleges (60%) use mail for recommendations, while 1 college (20%), DAVCHSP, uses an online format. DAVJAL relies solely on verbal communication for book recommendations. In the Majha region, 3 colleges (60%) use print format for recommendations, while 2 colleges (40%) utilize a combination of online format, mail, and verbal communication for book recommendations.

Table 4.15: Recommendation of books

Region	College	Prescribed printed format	Online Format	By Mail	Verbal Communication
Doaba	DAVCHSP	√	-	√	√
	DAVJAL	√	√	√	-
	DCJAL	√	-	-	-
	HMVCJAL	√	-	-	-
	KNCWPHG	√	-	√	-
	Total(%age)	5(100%)	1(20%)	3(60%)	1(20%)
Majha	BBKDAVCASR	√	-	-	-
	KCWASR	-	√	-	-
	RRBDAVBAT	√	-	-	-
	SDAMCDIN	-	-	√	√
	SSMCDIN	√	√	√	√
	Total(%age)	3(60%)	2(40%)	2(40%)	2(40%)
Malwa	ASCKHA	√	-	-	-
	GGNKCLUDH	-	√	√	√
	GHGKCLUDH	√	√	√	√
	GNCNARLUDH	-	-	-	√
	SDPCWLUDH	√	-	√	-
	Total(%age)	3(60%)	2(40%)	3(60%)	3(60%)
Puadh	ASBASJSMCBELA	-	-	-	√
	GSSDGSKCPAT	√	-	-	√
	MGCFATSAH	√	-	-	-
	MMMCPAT	√	-	√	√
	SGTBKCANASAH	√	√	√	-
	Total(%age)	4(80%)	1(20%)	2(40%)	3(60%)

(Figures with in parenthesis are percentage)

In the Malwa region, 3 colleges (60%) use print format, mail, and verbal communication for book recommendations. Only 2 colleges (40%), GGNKCLUDH

and GHGKCLUDH, use an online format for recommending books to their library collections. In the Puadh region, 4 colleges (80%) use print format for recommendations, 3 colleges (60%) use verbal communication, 2 colleges (40%), MMMCPAT and SGTBKCANASAH, use mail, and only one college (20%), SGTBKCANASAH, uses an online format for recommending books.

4.1.13.2 Cross checking of availability of books with the recommendation

According to Table 4.16, the cross-checking methods for book availability in colleges across the four regions of Punjab are as follows: In the Doaba region, 4 colleges (80%) use OPAC search to check book availability, 2 colleges (40%), HMVCJAL and KNCWPHG, use physical verification, and 1 college (20%), DAVCHSP, checks book availability using the accession list. In the Majha region, 3 colleges (60%), including RRBDAVBAT, SDAMCDIN, and SSMCDIN, use physical verification. Additionally, 2 colleges (40%), BBKDAVCASR and KCWASR, use OPAC search, while KCWASR and SSMCDIN also use the accession list to check book availability.

Table 4.16: Cross checking of availability of Books

Region	College	By Physical Verification	By OPAC Search	By Accession List	By Subject Wise
Doaba	DAVCHSP	-	-	√	-
	DAVJAL	-	√	-	-
	DCJAL	-	√	-	-
	HMVCJAL	√	√	-	-
	KNCWPHG	√	√	-	-
	Total(%age)	**2(40%)**	**4(80%)**	**1(20%)**	**0**
Majha	BBKDAVCASR	-	√	-	-
	KCWASR	-	√	√	-
	RRBDAVBAT	√	-	-	√
	SDAMCDIN	√	-	-	-
	SSMCDIN	√	-	√	-

	Total(%age)	3(60%)	2(40%)	2(40%)	1(20%)
Malwa	ASCKHA	√	√	-	-
	GGNKCLUDH	√	-	-	-
	GHGKCLUDH	-	√	-	-
	GNCNARLUDH	√	-	-	√
	SDPCWLUDH	√	-	-	-
	Total(%age)	4(80%)	2(40%)	0	1(20%)
Puadh	ASBASJSMCBELA	√	-	-	-
	GSSDGSKCPAT	√	-	-	-
	MGCFATSAH	-	-	√	-
	MMMCPAT	-	√	-	-
	SGTBKCANASAH	√	√	-	-
	Total(%age)	3(60%)	2(40%)	1(20%)	0

(Figures within parenthesis are percentage)

In the Malwa region, 4(80%) colleges check availability of books by physical verification and 2(40%) colleges ASCKHA and GHGKCLUDH check books by OPAC search and 1(20%) college GNCNARLUDH check availability of books by subject-wise in the library.

In the Puadh region, 3(60%) colleges check availability of books by physical verification, 2(40%) colleges MMCPAT, SGTBKCANASAH check availability of books by OPAC search and 1(20%) college is checking availability of books by accession list in the college library.

4.1.13.3   Compilation of recommendation

Table 4.17 presents the methods used for compiling book recommendations. In the Doaba region, 2 colleges (40% each), DAVJAL and KNCWPHG, have prepared their recommendations using an Excel file, while DAVCHSP and HMVCJAL have compiled handwritten lists of books. Additionally, 3 colleges (60%), including

DAVCHSP, DAVJAL, and DCJAL, have created compilations by marking publisher catalogues. In the Majha region, 4 colleges (80%), namely BBKDAVCASR, RRBDAVBAT, SDAMCDIN, and SSMCDIN, have prepared handwritten lists of books. 2 colleges (40%), BBKDAVCASR and SSMCDIN, have compiled recommendations by marking publisher catalogues, while 1 college (20%), KCWASR, has used an Excel file for book recommendation compilation.

Table 4.17: Compilation of Recommendation

Region	College	Excel File	Marking Publishers Catalogue	Hand Written
Doaba	DAVCHSP	-	√	√
	DAVJAL	√	√	-
	DCJAL	-	√	-
	HMVCJAL	-	-	√
	KNCWPHG	√	-	-
	Total(%age)	2(40%)	3(60%)	2(40%)
Majha	BBKDAVCASR	-	√	√
	KCWASR	√	-	-
	RRBDAVBAT	-	-	√
	SDAMCDIN	-	-	√
	SSMCDIN	-	√	√
	Total(%age)	1(20%)	2(40%)	4(80%)
Malwa	ASCKHA	√	-	-
	GGNKCLUDH	-	√	√
	GHGKCLUDH	-	√	-
	GNCNARLUDH	-	-	√
	SDPCWLUDH	√	-	-
	Total(%age)	2(40%)	2(40%)	2(40%)
	ASBASJSMCBELA	√	-	-
	GSSDGSKCPAT	-	√	√

Puadh	MGCFATSAH	√	-	√
	MMMCPAT	√	-	-
	SGTBKCANASAH	√	-	-
	Total(%age)	4(80%)	1(20%)	2(40%)

(Figures with in parenthesis are percentage)

In the Malwa region, 2 colleges (40%) in each category use different methods for compiling book recommendations: ASCKHA and SDPCWLUDH use Excel files, GGNKCLUDH and GHGKCLUDH compile recommendations by marking publisher catalogues, and GGNKCLUDH and GNCNARLUDH prepare handwritten lists. In the Puadh region, 4 colleges (80%)—ASBASJSMCBELA, MGCFATSAH, MMMCPAT, and SGTBKCANASAH—use Excel files for their compilations. Additionally, 2 colleges (40%), GSSDGSKCPAT and MGCFATSAH, prepare handwritten lists, and 1 college (20%), GSSDGSKCPAT, uses publisher catalogues for its compilation.

4.1.13.4   Selection of vendor on bases of discount and delivery time

According to Table 4.18, the selection of vendors by colleges across the four regions of Punjab is based on discounts and timely delivery. In both the Doaba and Puadh regions, all colleges, including DAVCHSP, DAVJAL, DCJAL, HMVCJAL, KNCWPHG, ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, and SGTBKCANASAH, choose vendors based on the provision of good quality books, higher discounts, and timely delivery. In the Majha region, KCWASR, RRBDAVBAT, SDAMCDIN, and SSMCDIN select vendors based primarily on the quality of books, while BBKDAVCASR is the only college that selects vendors based on good quality books, higher discounts, and timely delivery.

Table 4.18: Selection of vendor on bases of discount and delivery time

Region	College	Good Quality Books	Give More Discount	Give in Time
Doaba	DAVCHSP	√	√	√
	DAVJAL	√	√	√
	DCJAL	√	√	√
	HMVCJAL	√	√	√
	KNCWPHG	√	√	√
	Total(%age)	5(100%)	5(100%)	5(100%)
Majha	BBKDAVCASR	√	√	√
	KCWASR	√	-	-
	RRBDAVBAT	√	-	-
	SDAMCDIN	√	-	-
	SSMCDIN	√	-	-
	Total(%age)	5(100%)	1(20%)	1(20%)
Malwa	ASCKHA	√	-	-
	GGNKCLUDH	√	√	√
	GHGKCLUDH	√	√	√
	GNCNARLUDH	√	-	√
	SDPCWLUDH	√	√	√
	Total(%age)	5(100%)	3(60%)	4(80%)
Puadh	ASBASJSMCBELA	√	√	√
	GSSDGSKCPAT	√	√	√
	MGCFATSAH	√	√	√
	MMMCPAT	√	√	√
	SGTBKCANASAH	√	√	√
	Total(%age)	5(100%)	5(100%)	5(100%)

(Figures with in parenthesis are percentage)

In the Malwa region, 5 (100%) colleges ASCKHA, GGNKCUDH, GHGKCLUDH, GNCNARLUDH, SDPCWLUDH are select vendor on the bases of good quality books, 3(60%) colleges, GGNKCLUDH, GHGKCLUDH, SDPCWLUDH are select vendor on the bases of more discount, 4 (80%) colleges named GGNKCLUDH, GHGKCLUDH, GNCNARLUDH, SDPCGLUDH are select vendors on the bases of delivery time.

4.1.13.5 Filing of rectification for wrong titles or damaged books

Table 4.19 outlines the procedures for addressing incorrect titles or damaged books at colleges in the four regions of Punjab. In the Doaba region, 4 colleges (80%)—DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—handle rectifications for wrong titles or damaged books via telephone, while 3 colleges (60%)—DAVJAL and HMVCJAL—use mail for this purpose. Additionally, 4 colleges (80%)—DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—replace damaged books. In the Majha region, 3 colleges (60%)—KCWASR, SDAMCDIN, and SSMCDIN—address issues through telephone, 1 college (20%)—SSMCDIN—uses mail, and 2 colleges (40%)—BBKDAVCASR and RRBDAVBAT—replace damaged books.

Table 4.19: Filing of rectification for wrong titles or damaged books

Region	College	Through Telephone	Through Mail	Change the wrong Title	Change the Damaged Book
Doaba	DAVCHSP	-	√	-	-
	DAVJAL	√	√	√	√
	DCJAL	√	-	√	√
	HMVCJAL	√	√	√	√
	KNCWPHG	√	-	√	-
	Total(%age)	4(80%)	3(60%)	4(80%)	3(60%)
Majha	BBKDAVCASR	-	-	-	√
	KCWASR	√	-	-	-
	RRBDAVBAT	-	-	-	√
	SDAMCDIN	√	-	-	-
	SSMCDIN	√	√	-	-

		3(60%)	1(20%)	0	2(40%)
	Total(%age)	3(60%)	1(20%)	0	2(40%)
Malwa	ASCKHA	√	√	√	√
	GGNKCLUDH	√	-	-	-
	GHGKCLUDH	√	-	-	-
	GNCNARLUDH	√	-	√	√
	SDPCWLUDH	√	-	-	-
	Total(%age)	5(100%)	1(20%)	2(40%)	2(40%)
Puadh	ASBASJSMCBELA	-	√	-	-
	GSSDGSKCPAT	-	-	√	√
	MGCFATSAH	√	-	-	-
	MMMCPAT	√	√	-	-
	SGTBKCANASAH	√	-	√	√
	Total(%age)	3(60%)	2(40%)	2(40%)	2(40%)

(Figures with in parenthesis are percentage)

In the Malwa region, five colleges (100%)—ASCKHA, GGNKCLUDH, GHGKCLUDH, GNCNARLUDH, and SDPCWLUDH—rectify wrong titles or damaged books through telephone. One college (20%), ASCKHA, also rectifies these issues via mail. Two colleges (40%), ASCKHA and GNCNARLUDH, change the wrong title and damaged books. In the Puadh region, three colleges (60%)— MGCFATSAH, MMMCPAT, and SGTBKCANASAH—rectify wrong titles or damaged books through telephone. Two colleges (40%), ASBASJSMCBELA and MMMCPAT, use mail for rectifications. Additionally, two colleges (40%), GSSDGSKCPAT and SGTBKCANASAH, change the wrong titles and damaged books.

4.1.13.6 : Verification of Bills and sending them to account section

After the analysis of table 4.20 reveals that 5(100%) colleges of Doaba region, DAVCHSP, DAVJAL, DCJAL, HMVCJAL, KNCWPHG are deposit bill to account section after the signature of the librarian on bill. 4(80%) colleges, DAVCHSP, DAVJAL, DCJAL, KNCWPHG are deposit bill to account section after the signature

of the librarian on bill 4(80%) colleges, DAVCHSP, DAVJAL, DCJAL, KNCWPHG also deposit bill to account section after the signature of the principal on bill 1(20%) college, HMVCJAL verified books with bill and 1(20%) college, DCJAL deposit bill to the account section after the gate entry. In the Majha region, 4(80%) colleges, KCWASR, RRBDAVBAT, SDAMCDIN & SSMCDIN are before deposit bill to account section verified books with bill 3 (60%) college, BBKDAVCASR, KCWASR, RRBDAVBAT, are deposit bill to account section after the signature of the librarian on bill.

Table 4.20: Verification of Bills and sending them to account section

Region	College	Verified book with Bill	Bill deposit to the account section after the signature of the Librarian on bill	Bill deposit to the account section after the signature of the principal on bill	Bill deposit to the account section after the gate entry
Doaba	DAVCHSP	-	√	√	-
	DAVJAL	-	√	√	-
	DCJAL	-	√	√	√
	HMVCJAL	√	√	-	-
	KNCWPHG	-	√	√	-
	Total(%age)	1(20%)	5(100%)	4(80%)	1(20%)
Majha	BBKDAVCASR	-	√	-	-
	KCWASR	√	√	-	-
	RRBDAVBAT	√	√	-	-
	SDAMCDIN	√	-	-	-
	SSMCDIN	√	-	-	-
	Total(%age)	4(80%)	3(60%)	-	-
Malwa	ASCKHA	√	√	-	-
	GGNKCLUDH	-	√	√	-
	GHGKCLUDH	-	√	√	-
	GNCNARLUDH	√	√	-	-

	SDPCWLUDH	-	√	√	-
	Total(%age)	2(40%)	5(100%)	3(60%)	-
Puadh	ASBASJSMCBELA	√	-	√	-
	GSSDGSKCPAT	-	√	√	-
	MGCFATSAH	-	-	√	-
	MMMCPAT	-	√	√	-
	SGTBKCANASAH	√	√	-	-
	Total(%age)	2(40%)	3(60%)	4(80%)	-

(Figures with in parenthesis are percentage)

In the Malwa region, all five colleges—ASCKHA, GGNKCLUDH, GHGKCLUDH, GNCNARLUDH, and SDPCGLUDH—submit their bills to the accounts section after obtaining the librarian's signature. Additionally, three colleges—GGNKCLUDH, GHGKCLUDH, and SDPCWLUDH—also submit their bills after the principal's signature. Two colleges, ASCKHA and GNCNARLUDH, verify their books along with the bills. In the Puadh region, four colleges—ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, and MMMCPAT—submit their bills to the accounts section after the principal's signature. Three colleges—GSSDGSKCPAT, MMMCPAT, and SGTBKCANASAH—submit their bills after the librarian's signature. Furthermore, two colleges, ASBASJSMCBELA and SGTBKCANASAH, verify their books with the bills before submitting them to the accounts section.

4.1.13.7 Library Committee

All colleges have a library advisory committee. The Principal of the institution appoints all the members of the committee. In this committee Librarian is the convener, Head of the Department is the members. This committee helps in collection in the library by deciding the budget allocation, selection of books for purchase, etc. According to table 4.21, each of the 20 colleges includes in this study has a College Library Advisory Committee

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Table 4.21: Library Committee

Region	College Name	Yes	No
Doaba	DAVCHSP	√	-
	DAVJAL	√	-
	DCJAL	√	-
	HMVCJAL	√	-
	KNCWPHG	√	-
	Total(%age)	**5 (100%)**	**0**
Region	**College**	**Yes**	**No**
Majha	BBKDAVCASR	√	-
	KCWASR	√	-
	RRBDAVBAT	√	-
	SDAMCDIN	√	-
	SSMCDIN	√	-
	Total(%age)	**5 (100%)**	**0**
Malwa	ASCKHA	√	-
	GGNKCLUDH	√	-
	GHGKCLUDH	√	-
	GNCNARLUDH	√	-
	SDPCWLUDH	√	-
	Total(%age)	**5 (100%)**	**0**
Puadh	ASBASJSMCBELA	√	-
	GSSDGSKCPAT	√	-
	MGCFATSAH	√	-
	MMMCPAT	√	-
	SGTBKCANASAH	√	-
	Total(%age)	**5 (100%)**	**0**

(Figures within parenthesis are percentage)

4.1.13.8: Members of Library Committee

According to Table 4.22, in the Doaba region, all five colleges—DAVCHSP, DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—include both the Principal and the Librarian in their Library Committees. Four colleges—DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—also include the Head of the Department, while three colleges—DAVJAL, DCJAL, and HMVCJAL—have student representatives on their Library Committees. In the Majha region, all five colleges—BBKDAVCASR, KCWASR, RRBDAVBAT, SDAMCDIN, and SSMCDIN—similarly include the Principal and the Librarian in their Library Committees. Three colleges— BBKDAVCASR, KCWASR, and RRBDAVBAT—include the Head of the Department, and two colleges—BBKDAVCASR and RRBDAVBAT—also have student representatives in their Library Committees..

Table 4.22: Members of Library Committee

Region	College	Principal	Librarian	Head of the department	Students
Doaba	DAVCHSP	√	√	-	-
	DAVJAL	√	√	√	√
	DCJAL	√	√	√	√
	HMVCJAL	√	√	√	√
	KNCWPHG	√	√	√	-
		5(100%)	5(100%	4(80%)	3(60%
Majha	BBKDAVCASR	√	√	√	√
	KCWASR	√	√	√	-
	RRBDAVBAT	√	√	√	√
	SDAMCDIN	√	√	-	-
	SSMCDIN	√	√	-	-
		5(100%	5(100%	3(60%)	2(40%
	ASCKHA	√	√	√	√
	GGNKCLUDH	√	√	√	-

Malwa	GHGKCLUDH	√	√	-	-
	GNCNARLUDH	√	√	√	-
	SDPCWLUDH	√	√	√	-
		5(100%)	5(100%)	4(80%)	1(20%)
Puadh	ASBASJSMCBELA	√	√	-	-
	GSSDGSKCPAT	√	√	√	√
	MGCFATSAH	√	√	√	√
	MMMCPAT	√	√	-	-
	SGTBKCANASAH	√	√	√	√
		5(100%)	5(100%)	3(60%)	3(60%)

(Figures within parenthesis are percentage)

In the Malwa region, all five colleges—ASCKHA, GGNKCLUDH, GHGKCLUDH, GNCNARLUDH, and SDPCWLUDH—include both the Principal and the Librarian in their Library Committees. Four colleges—ASCKHA, GGNKCLUDH, GNCNARLUDH, and SDPCWLUDH—also have the Head of the Department as part of the committee, while one college, ASCKHA, includes students in its Library Committee. In the Puadh region, all five colleges—ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, and SGTBKCANASAH—also include both the Principal and the Librarian in their Library Committees. Three colleges—GSSDGSKCPAT, MGCFATSAH, and SGTBKCANASAH—have the Head of the Department included, and students are also represented in the Library Committee.

4.1.14: Acquisition Policy

After the analysis of table 4.23 reveals that all the colleges of four regions of Punjab which is in my study adopt acquisition policy to collect the libraries materials like books, periodicals, newspapers etc.

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Table 4.23: Regarding Acquisition Policy

Region	College Name	YES	NO
Doaba	DAVCHSP	√	-
	DAVJAL	√	-
	DCJAL	√	-
	HMVCJAL	√	-
	KNCWPHG	√	-
Majha	BBKDAVCASR	√	-
	KCWASR	√	-
	RRBDAVBAT	√	-
	SDAMCDIN	√	-
	SSMCDIN	√	-
Malwa	GHGKCLUDH	√	-
	ASCKHA	√	-
	GGNKCLUDH	√	-
	GNCNARLUDH	√	-
	SDPCWLUDH	√	-
Puadh	ASBASJSMCBELA	√	-
	GSSDGSKCPAT	√	-
	MGCFATSAH	√	-
	MMMCPAT	√	-
	SGTBKCANASAH	√	-
	%age	100	0

(Figures within parenthesis are percentage)

4.1.14.1 Acquisition policy of the library

According to Table 4.24, in the Doaba region, all five colleges—DAVCHSP, DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—maintain a list of vendors and publishers, track discount rates, ensure timely delivery of books, account for transit

charges, and purchase books as needed in accordance with their library acquisition policies. In the Majha region, all five colleges—BBKDAVCASR, KCWASR, RRBDAVBAT, SDAMCDIN, and SSMCDIN—also keep a list of vendors and publishers in line with their library acquisition policies. Three colleges—BBKDAVCASR, KCWASR, and RRBDAVBAT—track publisher-specific discount rates and ensure timely book delivery. Additionally, one college, KCWASR, monitors transit charges and purchases books as necessary, following the library's acquisition policy.

Table 4.24: Acquisition Policy of the libraries

Region	College	List of Vendors	List of Publishers	List of Discount Rates (Publisher-wise)	Time duration for delivery of books	Transit Charges(either born by vendor or library	Mode of Acquisition practice:Yearly or as and when required
Doaba	DAVCHSP	√	√	√	√	√	√
	DAVJAL	√	√	√	√	√	√
	DCJAL	√	√	√	√	√	√
	HMVCJAL	√	√	√	√	√	√
	KNCWPHG	√	√	√	√	√	√
	Total (%age)	5 (100%)	5 (100%)	5 (100%)	5 (100%)	5 (100%)	5 (100%)
Majha	BBKDAVCASR	√	√	√	√	-	-
	KCWASR	√	√	√	√	√	√
	RRBDAVBAT	√	√	√	√	-	-
	SDAMCDIN	√	√	-	-	-	-
	SSMCDIN	√	√	-	-	-	-
	Total(%age)	5 (100%)	5 (100%)	3(60%)	3(60%)	1(20%)	1(20%)
Malwa	GHGKCLUD	√	√	√	√	√	√

	H						
	ASCKHA	√	√	-	√	-	√
	GGNKCLUDH	√	√	√	√	√	√
	GNCNARLUDH	√	-	-	-	-	-
	SDPCWLUDH	√	√	√	√	√	√
	Total(%age)	5 (100%)	4(80%)	3(60%)	4(80%)	3 (60%)	4(80%)
Puadh	ASBASJSMCBELA	√	√	√	√	√	√
	GSSDGSKCPAT	√	√	√	√	√	√
	MGCFATSAH	√	√	√	√	√	√
	MMMCPAT	√	-	-	√	√	√
	SGTBKCANASAH	√	√	√	√	-	√
	Total(%age)	5 (100%)	4(80%)	4(80%)	5 (100%)	4 (80%)	5 (100%)

(Figures within parenthesis are percentage)

In the Malwa region, all five colleges—GHGKCLUDH, ASCKHA, GGNKCLUDH, GNCNARLUDH, and SDPCWLUDH—maintain a list of vendors. Four colleges—GHGKCLUDH, ASCKHA, GGNKCLUDH—also keep a list of publishers and purchase books as needed in accordance with their library acquisition policies. Three colleges—GHGKCLUDH, GGNKCLUDH, and SDPCWLUDH—obtain a list of discount rates from vendors and publishers, and also account for transit charges as per their acquisition policies.

In the Puadh region, all five colleges—ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, and SGTBKCANASAH—maintain a list of vendors, ensure timely delivery of books, and purchase books as required based on their library acquisition policies..

4.1.14.2 : Mode of Acquisition of Books

After analyzing Table 4.25, it is evident that all five colleges in the Doaba region—DAVCHSP, DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—purchase books and also receive gifts from other institutions for their college libraries. In the Majha region, all five colleges—BBKDAVCASR, KCWASR, RRBDAVBAT, SDAMCDIN, and SSMCDIN—purchase books. Additionally, one college, SSMCDIN, exchanges books with other institutions, while three colleges—KCWASR, RRBDAVBAT, and SSMCDIN—receive gifted books from other institutions for their college libraries.

Table 4.25: Mode of Acquisition of Books

Region	College	By Purchase	By Exchange	By Gift
Doaba	DAVCHSP	√	-	√
	DAVJAL	√	-	√
	DCJAL	√	-	√
	HMVCJAL	√	-	√
	KNCWPHG	√	-	√
	Total(%age)	**5 (100%)**	**0**	**5 (100%)**
Majha	BBKDAVCASR	√	-	-
	KCWASR	√	-	√
	RRBDAVBAT	√	-	√
	SDAMCDIN	√	-	-
	SSMCDIN	√	√	√
	Total(%age)	**5 (100%)**	**1 (20%)**	**3 (60%)**
	GHGKCLUDH	√	-	√
	ASCKHA	√	-	√

Malwa	GGNKCLUDH	√	-	√
	GNCNARLUDH	√	-	√
	SDPCGLUDH	√	-	√
	Total(%age)	**5 (100%)**	**0**	**5 (100%)**
Puadh	ASBASJSMCBELA	√	-	√
	GSSDGSKCPAT	√	-	√
	MGCFATSAH	√	-	-
	MMMCPAT	√	-	-
	SGTBKCANASAH	√	-	√
	Total(%age)	**5 (100%)**	**0**	**3 (60%)**

(Figures within parenthesis are percentage)

In the Malwa region, 5(100%) all colleges GHGKCLUDH, ASCKHA, GGNKCLUDH, GNCNARLUDH, SDPCWLUDH books are purchased and also gifted by the other institution to the college library.

In the Puadh region, 5(100%) all colleges ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, SGTBKCANASAH books are purchased and 3(60%) colleges ASBASJSMCBELA, GSSDGSKCPAT and SGTBKCANASAH books are gifted by the other institution to the college library.

4.1.14.3 Mode of Acquisition of Periodicals

According to the analysis of Table 4.26, all five colleges in the Doaba region—DAVCHSP, DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—purchase periodicals for their college libraries. Additionally, two colleges, DAVJAL and HMVCJAL, receive periodical gifts from other institutions. In the Majha region, all five colleges—BBKDAVCASR, KCWASR, RRBDAVBAT, SDAMCDIN, and SSMCDIN—purchase periodicals for their college libraries.

Table 4.26: Mode of Acquisition f Periodicals

Region	College	By Purchase/Subscription	By Exchange	By Gift
Doaba	DAVCHSP	√	-	-
	DAVJAL	√	-	√
	DCJAL	√	-	-
	HMVCJAL	√	-	√
	KNCWPHG	√	-	-
	Total(%age)	**5 (100%)**	**0**	**2 (40%)**
Majha	BBKDAVCASR	√	-	-
	KCWASR	√	-	-
	RRBDAVBAT	√	-	-
	SDAMCDIN	√	-	-
	SSMCDIN	√	-	-
	Total(%age)	**5 (100%)**	**0**	**0**
Malwa	GHGKCLUDH	√	-	-
	ASCKHA	√	-	-
	GGNKCLUDH	√	-	-
	GNCNARLUDH	√	-	-
	SDPCWLUDH	√	-	√
	Total(%age)	**5 (100%)**	**0**	**1 (20%)**
Puadh	ASBASJSMCBELA	√	-	-
	GSSDGSKCPAT	√	-	-
	MGCFATSAH	√	-	-
	MMMCPAT	√	-	-
	SGTBKCANASAH	√	-	-
	Total(%age)	**5 (100%)**	**0**	**0**

(Figures within parenthesis are percentage)

In the Malwa region, 5(100%) all colleges GHGKCLUDH, ASCKHA, GGNKCLUDH, GNCNARLUDH, SDPCWLUDH periodicals are purchased to the college library and 1(20%) college SDPCWLUDH is gift the periodical from the other institution to the college library.

In the Puadh region, 5(100%) all colleges ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, SGTBKCANASAH periodicals are purchased to the college library.

4.1.14.4 Mode of Acquisition of Newspapers

After analyzing Table 4.27, it is clear that all five colleges in the Doaba region—DAVCHSP, DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—purchase newspapers for their college libraries. Additionally, one college, DAVJAL, receives newspapers as gifts from other institutions. In the Majha region, all five colleges—BBKDAVCASR, KCWASR, RRBDAVBAT, SDAMCDIN, and SSMCDIN—also purchase newspapers for their college libraries.

Table 4.27: Mode of Acquisition of Newspapers

Region	College	By Purchase/Subscription	By Exchange	By Gift
Doaba	DAVCHSP	√	-	-
	DAVJAL	√	-	√
	DCJAL	√	-	-
	HMVCJAL	√	-	-
	KNCWPHG	√	-	-
	Total(%age)	**5 (100%)**	**0**	**1 (20%)**
Majha	BBKDAVCASR	√	-	-
	KCWASR	√	-	-
	RRBDAVBAT	√	-	-
	SDAMCDIN	√	-	-
	SSMCDIN	√	-	-
	Total(%age)	**5 (100%)**	**0**	**0**

		√	-	-
	GHGKCLUDH	√	-	-
	ASCKHA	√	-	√
Malwa	GGNKCLUDH	√	-	-
	GNCNARLUDH	√	-	-
	SDPCWLUDH	√	-	√
	Total(%age)	**5 (100%)**	**0**	**2 (40%)**
	ASBASJSMCBELA	√	-	-
	GSSDGSKCPAT	√	-	-
Puadh	MGCFATSAH	√	-	-
	MMMCPAT	√	-	-
	SGTBKCANASAH	√	-	-
	Total(%age)	**5 (100%)**	**0**	**0**

(Figures within parenthesis are percentage)

In the Malwa region, 5(100%) all colleges GHGKCLUDH, ASCKHA, GGNKCLUDH, GNCNARLUDH, SDPCWLUDH newspapers are purchased to the college library and 2(40%) college ASCKHA, SDPCWLUDH newspapers are gifted from the other institution to the college library. In the Puadh region, 5(100%) all colleges ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, SGTBKCANASAH newspapers are purchased to the college library.

4.1.14.5 Mode of Acquisition of E-Resources and Databases

After analyzing Table 4.28, it is evident that all five colleges in the Doaba region—DAVCHSP, DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—purchase or subscribe to e-resources and databases for their libraries. Additionally, one college, DCJAL, utilizes free e-resources. In the Majha region, three colleges—BBKDAVCASR, SDAMCDIN, and SSMCDIN—purchase or subscribe to e-resources for their libraries, while two colleges—KCWASR and RRBDAVBAT—make use of free electronic resources.

Table 4.28: Mode of Acquisition of E-Resources and Databases

Region	College	By Purchase/Subscription	Trial Access	Free E-Resources
Doaba	DAVCHSP	√	-	-
	DAVJAL	√	-	-
	DCJAL	√	-	√
	HMVCJAL	√	-	-
	KNCWPHG	√	-	-
	Total(%age)	**5 (100%)**	**0**	**1 (20%)**
Majha	BBKDAVCASR	√	-	-
	KCWASR	-	-	√
	RRBDAVBAT	-	-	√
	SDAMCDIN	√	-	-
	SSMCDIN	√	-	-
	Total(%age)	**3 (60%)**	**0**	**2 (40%)**
Malwa	GHGKCLUDH	√	-	-
	ASCKHA	√	√	√
	GGNKCLUDH	√	-	-
	GNCNARLUDH	√	-	√
	SDPCWLUDH	√	-	-
	Total(%age)	**5 (100%)**	**1 (20%)**	**2 (40%)**
Puadh	ASBASJSMCBELA	√	-	-
	GSSDGSKCPAT	√	-	-
	MGCFATSAH	√	-	-
	MMMCPAT	√	-	-
	SGTBKCANASAH	√	-	√
	Total(%age)	**5 (100%)**	**0**	**1 (20%)**

(Figures within parenthesis are percentage)

In the Malwa region, all five colleges—GHGKCLUDH, ASCKHA, GGNKCLUDH, GNCNARLUDH, and SDPCWLUDH—purchase or subscribe to e-resources and databases for their libraries. Additionally, two colleges, ASCKHA and GNCNARLUDH, utilize free e-resources. One college, ASCKHA, also makes use of

trial access for e-resources and databases. In the Puadh region, all five colleges—ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, and SGTBKCANASAH—purchase or subscribe to e-resources and databases for their libraries. Furthermore, one college, SGTBKCANASAH, also uses free e-resources.

4.1.14.6 Acquisition of Audio-Visual material

After analyzing Table 4.29, it is evident that four colleges (80%) in the Doaba region—DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—purchase audio-visual materials for their libraries. Additionally, two colleges (40%)—DAVJAL and DCJAL—receive audio-visual materials as gifts from other institutions. Two colleges (40%)—DAVCHSP and KNCWPHG—collect audio-visual aids through accompanying materials.

In the Majha region, three colleges (60%)—RRBDAVBAT, SDAMCDIN, and SSMCDIN—purchase audio-visual aids for their libraries. Two colleges (40%)—BBKDAVCASR and KCWASR—collect audio-visual aids through accompanying materials.

Table 4.29: Acquisition of Audio-Visual material

Region	College	By Purchase	By Exchange	By Gift	Accompanying material
Doaba	DAVCHSP	-	-	-	√
	DAVJAL	√	-	√	-
	DCJAL	√	-	-	-
	HMVCJAL	√	-	√	-
	KNCWPHG	√	-	-	√
	Total(%age)	4(80%)	0	2(40%)	2(40%)
Majha	BBKDAVCASR	-	-	-	√
	KCWASR	-	-	-	√
	RRBDAVBAT	√	-	-	-
	SDAMCDIN	√	-	-	-
	SSMCDIN	√	-	-	-
	Total(%age)	3(60%)	0	0	2(40%)

Malwa	GHGKCLUDH	-	-	-	√
	ASCKHA	√	-	-	-
	GGNKCLUDH	-	-	√	-
	GNCNARLUDH	√	-	-	-
	SDPCWLUDH	√	-	√	-
	Total(%age)	3(60%)	0	2(40%)	1(20%)
Puadh	ASBASJSMCBELA	-	-	-	√
	GSSDGSKCPAT	-	-	-	√
	MGCFATSAH	-	-	√	-
	MMMCPAT	√	-	-	-
	SGTBKCANASAH	√	-	√	√
	Total(%age)	2(40%)	0	2(40%)	3(60%)

(Figures within parenthesis are percentage)

In the Malwa region, 3(60%) colleges ASCKHA, GNCNARLUDH, SDPCWLUDH are purchased the audio-visual materials by the college library. 2(40%) college GGNKCLUDH and SDPCWLUDH gifted by the other institution to the college library. 1(20%) college GHGKCLUDH is collect audio-visual aids through accompanying material to the college library.

In the Puadh region, 3(60%) colleges ASBASJSMCBELA, GSSDGSKCPAT, SGTBKCANASAH are collect audio-visual aids through accompanying material to the college library.2(40%) college MMMCPATand SGTBKCANASAH are purchased the audio-visual materials by the college library. 2(40%) colleges MGCFATSAH and SGTBKCANASAH gifted by the other institution to the college library.

4.1.14.7   Stock Taking

According to the analysis of Table 4.30, stocktaking practices among the colleges in the four regions of Punjab are as follows: In the Doaba region, three colleges (60%)—DAVCHSP, DAVJAL, and DCJAL—conduct stocktaking every five years, one college (20%)—HMVCJAL—performs stocktaking every three years, and one college (20%)—KNCWPHG—conducts stocktaking annually. In the Majha region,

all five colleges (100%)—BBKDAVCASR, KCWASR, RRBDAVBAT, SDAMCDIN, and SSMCDIN—perform stocktaking on an annual basis.

Table 4.30: Stock Taking

Region	College	Annually	After Two years	After Three Years	After Five years
Doaba	DAVCHSP	-	-	-	√
	DAVJAL	-	-	-	√
	DCJAL	-	-	-	√
	HMVCJAL	-	-	√	-
	KNCWPHG	√	-	-	-
	Total(%age)	1(20%)	0	1(20%)	3(60%)
Majha	BBKDAVCASR	√	-	-	-
	KCWASR	√	-	-	-
	RRBDAVBAT	√	-	-	-
	SDAMCDIN	√	-	-	-
	SSMCDIN	√	-	-	-
	Total(%age)	5(100%)	0	0	0
Malwa	GHGKCLUDH	√	-	-	-
	ASCKHA	-	-	-	√
	GGNKCLUDH	-	-	-	√
	GNCNARLUDH	-	-	√	-
	SDPCWLUDH	-	-	-	√
	Total(%age)	1(20%)	0	1(20%)	3(60%)
Puadh	ASBASJSMCBELA	√	-	-	-
	GSSDGSKCPAT	√	-	-	-
	MGCFATSAH	-	-	-	√
	MMMCPAT	√	-	-	-
	SGTBKCANASAH	-	√	-	-
	Total(%age)	3(60%)	1(20%)	0	1(20%)

(Figures within parenthesis are percentage)

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In the Malwa region, 3(60%) colleges ASCKHA, GGNKCLUDH, SDPCWLUDH are do stock taking after five years. 1(20%) college GNCNARLUDH is do stock taking after three years and 1(20%) college GHGKCLUDH is do stock taking annually. In the Puadh region, 3(60%) colleges ASBASJSMCBELA, GSSDGSKCPAT, MMMCPAT are do stock taking annually. 1(20%) college SGTBKCANASAH is do stock taking after two years and 1(20%) college MGCFATSAH is do stock taking after five years in the college library.

4.1.14.8   Decisions made on the basis of Stock Taking

After analyzing Table 4.31, it is clear that various decisions are made based on stocktaking in the colleges across the four regions of Punjab. In the Doaba region, four colleges (80%)—DAVCHSP, DAVJAL, HMVCJAL, and KNCWPHG—weed out old and redundant reading materials from their libraries following stocktaking. Additionally, two colleges (40%)—DCJAL and KNCWPHG—request users to replace lost books, while one college (20%)—KNCWPHG—adds more copies of highly used reading materials. In the Majha region, four colleges (80%)— BBKDAVCASR, RRBDAVBAT, SDAMCDIN, and SSMCDIN—also remove outdated reading materials after stocktaking. Furthermore, one college (20%)— KCWASR—adds additional copies of frequently used reading materials, and another college (20%)—RRBDAVBAT—asks users to replace lost books.

Table 4.31: Decisions made on the basis of Stock Taking

Region	College	Weeding out old and redundant reading material	Adding more copies of highly used reading material	Asking users to replace the lost books
Doaba	DAVCHSP	√	-	-
	DAVJAL	√	-	-
	DCJAL	-	-	√
	HMVCJAL	√	-	-
	KNCWPHG	√	√	√
	Total(%age)	**4 (80%)**	**1 (20%)**	**2 (40%)**
	BBKDAVCASR	√	-	-

Majha	KCWASR	-	√	-
	RRBDAVBAT	√	-	√
	SDAMCDIN	√	-	-
	SSMCDIN	√	-	-
	Total(%age)	**4 (80%)**	**1 (20%)**	**1 (20%)**
Malwa	GHGKCLUDH	-	-	√
	ASCKHA	√	-	-
	GGNKCLUDH	√	-	√
	GNCNARLUDH	√	-	√
	SDPCWLUDH	√	√	√
	Total(%age)	**4 (80%)**	**1 (20%)**	**4 (80%)**
Puadh	ASBASJSMCBELA	√	√	√
	GSSDGSKCPAT	√	√	-
	MGCFATSAH	√	√	√
	MMMCPAT	√	√	√
	SGTBKCANASAH	-	√	√
	Total(%age)	**4 (80%)**	**5 (100%)**	**4 (80%)**

(Figures within parenthesis are percentage)

In the Malwa region, four colleges (80%)—ASCKHA, GGNKCLUDH, GNCNARLUDH, and SDPCWLUDH—are weeding out old and redundant reading materials from their college libraries following stocktaking. Additionally, one college (20%), SDPCWLUDH, is adding more copies of highly used reading materials. In the Puadh region, all five colleges (100%)—ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, and SGTBKCANASAH—are also adding more copies of frequently used reading materials to their libraries. Furthermore, four colleges (80%)—ASBASJSMCBELA, MGCFATSAH, MMMCPAT, and SGTBKCANASAH—are requesting users to replace lost books after stocktaking.

SECTION 4: LIBRARY ACCESS MANAGEMENT

4.1.15   Access management in the library

Table 4.32: Is there any Access management in the library

Region	College	YES	NO
Doaba	DAVCHSP	√	-
	DAVJAL	√	-
	DCJAL	√	-
	HMVCJAL	√	-
	KNCWPHG	√	-
Majha	BBKDAVCASR	√	-
	KCWASR	√	-
	RRBDAVBAT	√	-
	SDAMCDIN	√	-
	SSMCDIN	√	-
Malwa	GHGKCLUDH	√	-
	ASCKHA	√	-
	GGNKCLUDH	√	-
	GNCNARLUDH	√	-
	SDPCWLUDH	√	-
Puadh	ASBASJSMCBELA	√	-
	GSSDGSKCPAT	√	-
	MGCFATSAH	√	-
	MMMCPAT	√	-
	SGTBKCANASAH	√	-
	%age	100	0

(Figures within parenthesis are percentage)

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After the analysis of table 4.32 it reveals that all the colleges of four regions of Punjab which is in study have an access management system in the college library.

4.1.15.1   Access system provided to the users

According to Table 4.33, the access systems in the colleges across the four regions of Punjab are as follows: In the Doaba region, all five colleges—DAVCHSP, DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—provide an open access system for their library users, with three colleges (60%)—DAVJAL, HMVCJAL, and KNCWPHG— also offering online access to their users. In the Majha region, all five colleges— BBKDAVCASR, KCWASR, RRBDAVBAT, SDAMCDIN, and SSMCDIN— similarly provide an open access system for library users, while one college (20%), KCWASR, also offers online access to its users.

Table 4.33: Access system provided to the users

Region	College	Access system provided to the users			
		Open Access	**Closed Access**	**Online Access**	**Restricted Access**
Doaba	DAVCHSP	√	-	-	-
	DAVJAL	√	-	√	-
	DCJAL	√	-	-	-
	HMVCJAL	√	-	√	-
	KNCWPHG	√	-	√	-
	Total(%age)	5(100%)	0	3(60%)	0
Majha	BBKDAVCASR	√	-	-	-
	KCWASR	√	-	√	-
	RRBDAVBAT	√	-	-	-
	SDAMCDIN	√	-	-	-
	SSMCDIN	√	-	-	-
	Total(%age)	5(100%)	0	1(20%)	0
	ASCKHA	√	-	-	-
	GGNKCLUDH	√	-	√	-

		√	-	-	-
Malwa	GHGKCLUDH	√	-	-	-
	GNCNARLUDH	√	-	-	-
	SDPCWLUDH	√	-	-	-
	Total(%age)	5(100%)	0	1(20%)	0
Puadh	ASBASJSMCBELA	√	-	-	-
	GSSDGSKCPAT	√	-	√	-
	MGCFATSAH	√	-	-	-
	MMMCPAT	√	-	-	-
	SGTBKCANASAH	√	-	√	-
	Total(%age)	5(100%)	0	2(40%)	0

(Figures within parenthesis are percentage)

In the Malwa region, all five colleges—ASCKHA, GGNKCLUDH, GHGKCLUDH, GNCNARLUDH, and SDPCWLUDH—provide an open access system for their library users, while one college (20%), GGNKCLUDH, also offers an online access system. In the Puadh region, all five colleges—ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, and SGTBKCANASAH—similarly provide an open access system for their library users, with two colleges (40%), GSSDGSKCPAT and SGTBKCANASAH, also offering online access to their users.

4.1.15.2 Classification of reading material

After the analysis of table 4.34 it reveals that all the colleges of four regions of Punjab which is in study have its library collection is classified properly.

Table 4.34: Classification

Region	College	Whether Collection is Classified	
		Yes	**No**
Doaba	DAVCHSP	√	-
	DAVJAL	√	-
	DCJAL	√	-
	HMVCJAL	√	-
	KNCWPHG	√	-
Majha	BBKDAVCASR	√	-
	KCWASR	√	-
	RRBDAVBAT	√	-
	SDAMCDIN	√	-
	SSMCDIN	√	-
Malwa	ASCKHA	√	-
	GGNKCLUDH	√	-
	GHGKCLUDH	√	-
	GNCNARLUDH	√	-
	SDPCWLUDH	√	-
Puadh	ASBASJSMCBELA	√	-
	GSSDGSKCPAT	√	-
	MGCFATSAH	√	-
	MMMCPAT	√	-
	SGTBKCANASAH	√	-
	%age	100	-

(Figures within parenthesis are percentage)

4.1.15.3 Cataloguing of reading material

After the analysis of table 4.35 it reveals that all the colleges of four regions of Punjab which is in study have provide catalogue facility to the library users.

Table 4.35: Cataloguing

Region	College	Whether Cataloging facility is given in the library	
		Yes	No
Doaba	DAVCHSP	√	-
	DAVJAL	√	-
	DCJAL	√	-
	HMVCJAL	√	-
	KNCWPHG	√	-
Majha	BBKDAVCASR	√	-
	KCWASR	√	-
	RRBDAVBAT	√	-
	SDAMCDIN	√	-
	SSMCDIN	√	-
Malwa	ASCKHA	√	-
	GGNKCLUDH	√	-
	GHGKCLUDH	√	-
	GNCNARLUDH	√	-
	SDPCWLUDH	√	-
Puadh	ASBASJSMCBELA	√	-
	GSSDGSKCPAT	√	-
	MGCFATSAH	√	-
	MMMCPAT	√	-
	SGTBKCANASAH	√	-
	%age	100	

(Figures within parenthesis are percentage)

4.1.15.4 Online/Manual Catalogue

According to Table 4.36, all the colleges in the four regions of Punjab under study offer both online and manual catalogs to their library users. In the Doaba region, 5 colleges (100%)—DAVCHSP, DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—provide online catalogs, and 2 colleges (40%)—DAVCHSP and DAVJAL—also offer manual catalogs. In the Majha region, 3 colleges (60%)—BBKDAVCASR, SDAMCDIN, and SSMCDIN—offer manual catalogs, while 1 college (20%)—BBKDAVCASR—also provides an online catalog.

Table 4.36: Whether Online/Manual Catalogue

Region	College	Manual	Online
Doaba	DAVCHSP	√	√
	DAVJAL	√	√
	DCJAL	-	√
	HMVCJAL	-	√
	KNCWPHG	-	√
	Total(%age)	2(40%)	5(100%)
Majha	BBKDAVCASR	√	√
Majha	KCWASR	-	-
	RRBDAVBAT	-	-
	SDAMCDIN	√	-
	SSMCDIN	√	-
	Total(%age)	3(60%)	1(20%)
Malwa	ASCKHA	√	√
	GGNKCLUDH	-	√
	GHGKCLUDH	√	√
	GNCNARLUDH	√	√
Malwa	SDPCWLUDH	-	√
	Total(%age)	3(60%)	5(100%)

Puadh	ASBASJSMCBELA	-	√
	GSSDGSKCPAT	√	√
	MGCFATSAH	-	√
Puadh	MMMCPAT	√	√
	SGTBKCANASAH	-	√
	Total(%age)	2(40%)	5(100%)

(Figures within parenthesis are percentage)

In the Malwa region, all 5 colleges (100%)—ASCKHA, GGNKCLUDH, GHGKCLUDH, GNCNARLUDH, and SDPCWLUDH—provide online catalogs to their library users, and 3 colleges (60%)—ASCKHA, GHGKCLUDH, and GNCNARLUDH—also offer manual catalogs. In the Puadh region, all 5 colleges (100%)—ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, and SGTBKCANASAH—offer online catalogs, while 2 colleges (40%)—GSSDGSKCPAT and MMMCPAT—also provide manual catalogs.

4.1.15.5 Is Library Automated

After the analysis of table 4.37 it reveals that all the colleges of four regions of Punjab which is in study its library is automated properly

Table 4.37 Library Automated

Region	**College**	**Yes**	**No**
Doaba	DAVCHSP	√	-
	DAVJAL	√	-
	DCJAL	√	-
	HMVCJAL	√	-
	KNCWPHG	√	-
	Total(%age)	√	-

Majha	BBKDAV37CASR	√	-
Majha	KCWASR	√	-
	RRBDAVBAT	√	-
	SDAMCDIN	√	-
	SSMCDIN	√	-
	Total(%age)	√	-
Malwa	ASCKHA	√	-
Malwa	GGNKCLUDH	√	-
	GHGKCLUDH	√	-
	GNCNARLUDH	√	-
	SDPCWLUDH	√	-
	Total(%age)	√	-
Puadh	ASBASJSMCBELA	√	-
Puadh	GSSDGSKCPAT	√	-
	MGCFATSAH	√	-
	MMMCPAT	√	-
	SGTBKCANASAH	√	-
	Total(%age)	√	
		√	

4.1.15.6   Name of the Software

After the analysis of table 4.38 it reveals that all the colleges of four regions of Punjab which is in study have take library software for library work.

Table 4.38: Name of the software

Region	College	Name of the Software
Doaba	DAVCHSP	Campus Analyze Software
	DAVJAL	Alice for windows
	DCJAL	Campus Whizz
	HMVCJAL	Alice for windows
	KNCWPHG	NETLIB
	Total(%age)	100%
Majha	BBKDAVCASR	Alice for windows
Majha	KCWASR	E – Governace
	RRBDAVBAT	Library Management Software
	SDAMCDIN	SMILE Software
	SSMCDIN	Bibliosoft
	Total(%age)	100%
Malwa	ASCKHA	SOUL 2.0
	GGNKCLUDH	Library Management System
	GHGKCLUDH	LIBMAN
Malwa	GNCNARLUDH	E-Granthalaya
	SDPCWLUDH	JSR Software
	Total(%age)	100%
Puadh	ASBASJSMCBELA	Delsoft
	GSSDGSKCPAT	SOUL
	MGCFATSAH	Solitaire
Puadh	MMMCPAT	Libsys
	SGTBKCANASAH	SOUL
	Total(%age)	100%

4.1.15.7 ICT Infrastructure available in the library for access of online resources

The analysis of Table 4.39 examines the ICT infrastructure available in college libraries for accessing online resources across four regions of Punjab. In the Doaba region, all 5 (100%) colleges—DAVCHSP, DAVJAL, DCJAL, HMVCJAL, and KNCWPHG—are equipped with computers, library automation software, LAN, and internet facilities for their users. Additionally, 4 (80%) colleges provide Wi-Fi connections, while DAVCHSP, DAVJAL, DCJAL, and HMVCJAL offer remote access to databases and resource-sharing facilities.

In the Majha region, all 5 (100%) colleges—BBKDAV, KCWASR, RRBDAV, SDAMCDIN, and SSMCDIN—also have computers, library automation software, and internet facilities for library users. Furthermore, 4 (80%) colleges provide Wi-Fi and resource-sharing capabilities, while 1 (20%) college, RRBDAVCBAT, offers remote access to databases for its library users.

Table 4.39: ICT Infrastructure available in the library for access of online resources

Region	College	Computers	Library Automation Software	LAN	Internet	Wi-Fi	Remote Access to databases	Networking/ Resources sharing
Doaba	DAVCHSP	√	√	√	√	√	√	√
	DAVJAL	√	√	√	√	-	√	√
	DCJAL	√	√	√	√	√	√	√
	HMVCJAL	√	√	√	√	√	√	√
	KNCWPHG	√	√	√	√	√	-	-
	Total(%age)	5 (100%)	5 (100%)	5 (100%)	5 (100%)	4 (80%)	4 (80%)	4 (80%)
Majha	BBKDAVCASR	√	√	√	√	√	-	√

	KCWASR	√	√	√	√	-	-	-
	RRBDAVBAT	√	√	-	√	√	√	√
	SDAMCDIN	√	√	√	√	√	-	√
	SSMCDIN	√	√	-	√	√	-	√
	Total(%age)	5 (100%)	5 (100%)	3 (60%)	5 (100%)	4 (80%)	1 (20%)	4 (80%)
Malwa	GHGKCLUDH	√	√	√	√	√	-	√
	ASCKHA	√	√	√	√	√	-	-
	GGNKCLUDH	√	√	√	√	√	-	-
	GNCNARLUDH	√	√	-	√	√	-	√
	SDPCWLUDH	√	√	√	√	√	-	-
	Total(%age)	5 (100%)	5 (100%)	4 (80%)	5 (100%)	5 (100%)	0	2 (40%)
Puadh	ASBASJSMCBELA	√	√	√	√	√	-	√
	GSSDGSKCPAT	√	√	√	√	√	-	√
	MGCFATSAH	√	√	√	√	√	√	√
	MMMCPAT	√	√	√	√	√	-	√
	SGTBKCANASAH	√	√	√	√	√	√	√
	Total(%age)	5 (100%)	5 (100%)	5 (100%)	5 (100%)	5 (100%)	2 (40%)	5 (100%)

(Figures within parenthesis are percentage)

In the Malwa region, all 5 (100%) colleges—GHGKCLUDH, ASCKHA, GGNKCLUDH, GNCNARLUDH, and SDPCWLUDH—are equipped with computers, library automation software, internet access, and Wi-Fi facilities for their library users. Additionally, 4 (80%) of these colleges—GHGKCLUDH, ASCKHA, GGNKCLUDH, and SDPCGLUDH—offer LAN facilities in their libraries. Furthermore, 2 (40%) colleges, GHGKCLUDH and GNCNARLUDH, provide

networking and resource-sharing facilities for library users.

In the Puadh region, all 5 (100%) colleges—ASBASJSMCBELA, GSSDGSKCPAT, MGCFATSAH, MMMCPAT, and SGTBKCANASAH—offer computers, library automation software, LAN, internet access, Wi-Fi, and networking/resource-sharing facilities to their library users. Additionally, 2 (40%) colleges, MGCFATSAH and SGTBKCANASAH, provide remote access to database facilities for their library users.

4.1.16 Library budget (2018-2021)

According to table 4.40 show that in the year of 2018-19, maximum 13(65%) number of colleges get budget 1-3 lakhs, 3(15%) number of colleges get above 5 lakhs, 2(10%) number of colleges get 3-5 lakhs and 2(10%) number of colleges get below 1 lakh for library budget.

Table 4.40: Library budget (2018-2021)

Region	College	Library budget[2018-19]	Library budget[2019-20]	Library budget[2020-21]
Doaba	DAVCHSP	1-3lakh	1-3lakh	1-3lakh
	DAVJAL	Above5 lakh	Above5 lakh	Above5 lakh
	DCJAL	1-3lakh	1-3lakh	1-3lakh
	HMVCJAL	3-5lakh	3-5lakh	3-5lakh
	KNCWPHG	1-3lakh	1-3lakh	1-3lakh
Majha	BBKDAVCASR	1-3lakh	below1 lakh	1-3lakh
	KCWASR	below1 lakh	below1 lakh	below1 lakh
	RRBDAVBAT	below1 lakh	below1 lakh	below1 lakh
	SDAMCDIN	1-3lakh	1-3lakh	1-3lakh
	SSMCDIN	1-3lakh	1-3lakh	1-3lakh
Malwa	GHGKCLUDH	1-3lakh	1-3lakh	1-3lakh
	ASCKHA	1-3lakh	1-3lakh	1-3lakh
	GGNKCLUDH	1-3lakh	1-3lakh	1-3lakh

	GNCNARLUDH	1-3lakh	below1 lakh	below1 lakh
	SDPCWLUDH	1-3lakh	1-3lakh	1-3lakh
Puadh	ASBASJSMCBELA	1-3lakh	1-3lakh	1-3lakh
	GSSDGSKCPAT	Above5 lakh	Above5 lakh	Above5 lakh
	MGCFATSAH	Above5 lakh	Above5 lakh	Above5 lakh
	MMMCPAT	1-3lakh	1-3lakh	1-3lakh
	SGTBKCANASAH	3-5lakh	1-3lakh	1-3lakh

In the year of 2019-20 maximum 12(60%) number of colleges get budget 1-3 lakhs, 4(20%) number of colleges get below 1 lakhs, 3(15%) number of colleges get above 5 lakhs, and1(5%) college get 3-5 lakhs budget for the college library.
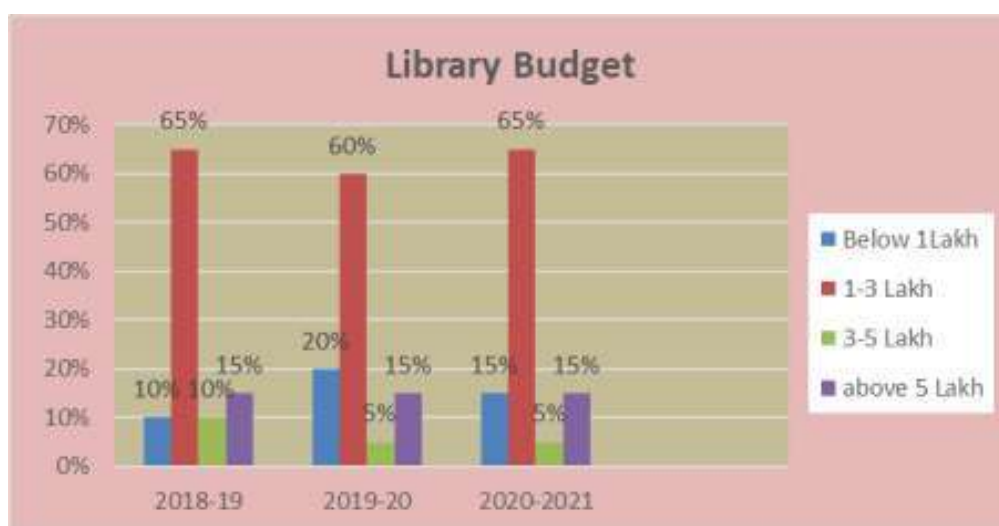
Figure 4.16: Library Budget (2018-2021)

In the year of 2020-21 maximum 13(65%) number of colleges get budget 1-3 lakhs, 3(15%) number of colleges get above 5 lakhs, 3(15%) number of colleges get below 1 lakhs, 3(15%) number of colleges get 3-5 lakhs and 1(5%) college get 3-5 lakhs for library budget.

4.1.17 Books Record (Three years)

Table 4.41 reveals that in the Doaba region, highest (1400) number of books are provided by the DAVJAL in the year of 2018-19, (1380) number of books are

provided by the HMVCJAL in the year of 2019-20 and (419) highest number of books are provided by the DAVJAL in the year of 2020-21. And the least (150) and (140) number of books are provided by the KNCWPHG in the year of 2018-19 and 2019-20, and (90) number of books are provided by the DCJAL in the year of 2020-21.

In the Majha region, highest (1500) and (700) number of books are provided by the BBKDAVASR in the year of 2018-19 and 2019-20, and (250) highest number of books are provided by the KCWASR in the year of 2020-21. And the least (187), (155) and (100) number of books are provided by the RRBDAVBAT in the year of 2018-19, 2019-20 and 2020-21.

Table 4.41 Books Record (three years)

Region	College	2018-19	2019-20	2020-21
	DAVCHSP	300	280	300
	DAVJAL	1400	420	419
	DCJAL	413	224	90
	HMVCJAL	1254	1380	396
	KNCWPHG	150	140	95
Majha	BBKDAVCASR	1500	700	200
	KCWASR	244	180	250
	RRBDAVBAT	187	155	100
	SDAMCDIN	970	310	100
	SSMCDIN	448	350	115
Malwa	ASCKHA	564	94	266
	GGNKCLUDH	1518	570	290
	GHGKCLUDH	386	977	311
	GNCNARLUDH	352	137	19
	SDPCWLUDH	150	150	77
Puadh	ASBASJSMCBELA	150	180	150

GSSDGSKCPAT	3789	2615	2277
MGCFATSAH	2354	356	3646
MMMCPAT	250	334	26
SGTBKCANASAH	900	300	4734

In the Malwa region, highest (1518) and (570) number of books are provided by the GGNKCLUDH in the year of 2018-19 and 2019-20, and (311) highest number of books are provided by the GHGKCLUDH in the year of 2020-21. And the least (150) number of books are provided by the SDPWLUDH in the year of 2018-19, (137) and (19) number of books are provided by the GNCNARLUDH in the year of 2019-20 and 2020-21.

In the Puadh region, highest (3789) and (2615) number of books are provided by the GSSDGSKCPAT in the year of 2018-19 and 2019-20, and (4734) highest number of books are provided by the SGTBKCANASAH in the year of 2020-21. And the least (150) and (180) number of books are provided by the ASBASJSMCBELA in the year of 2018-19 and 2019-20, and (26) number of books are provided by the MMMCPAT in the year of 2020-21.

4.1.18 Periodical Record (Three years)

Table 4.42 reveals that in the Doaba region, highest (107) number of periodicals are provided by the KNCWPHG in the year of 2018-19, (111) and (113) numbers of periodical are provided by the HMVCJAL in the year of 2019-20 and 2020-21. And the least (45) numbers of peridical are provided by the DAVHSP in all three years 2018-19 and 2019-20, and 2020-21.

In the Majha region, highest (250) numbers of periodical are provided by the BBKDAVASR in all three year of 2018-19, 2019-20, and 2020-21. And the least (18), numbers of periodical are provided by the KCWASR in the year of 2018-19 and 2019-20 and (23) numbers of periodical are provided by the RRBDAVBAT in the year of 2020-21.

Table 4.42 Number of Periodicals (Three Years)

Region	College	2018-19	2019-20	2020-21
	DAVCHSP	45	45	45
	DAVJAL	93	73	73
	DCJAL	60	52	50
	HMVCJAL	102	111	113
	KNCWPHG	107	107	107
Majha	BBKDAVCASR	250	250	250
	KCWASR	18	18	30
	RRBDAVBAT	52	48	23
	SDAMCDIN	35	35	35
	SSMCDIN	52	62	28
Malwa	ASCKHA	64	60	49
	GGNKCLUDH	74	74	54
	GHGKCLUDH	94	82	23
	GNCNARLUDH	40	35	24
	SDPCWLUDH	60	46	45
Puadh	ASBASJSMCBELA	15	40	40
	GSSDGSKCPAT	79	79	74
	MGCFATSAH	51	111	111
	MMMCPAT	57	24	56
	SGTBKCANASAH	70	65	65

In the Malwa region, highest (94) and (82) number of periodicals are provided by the GHGKCLUDH in the year of 2018-19 and 2019-20 and (54) numbers of periodical are provided by the GGNKCLUDH in the year of 2020-21. And the least (40) and (35) numbers of peridical are provided by the GNCNARLUDH in the years 2018-19 and 2019-20. (23) numbers of peridical are provided by the GHGKCLUDH in the year 2020-21.

In the Puadh region, highest (79) numbers of periodical are provided by the GSSDGSKCPAT in the year of 2018-19, (111) and (111) numbers of periodical are provided by the MGCFATSAH in the year of 2019-20, and 2020-21. And the least (15) and (40) numbers of periodical are provided by the ASBASJSMCBELA in the year of 2018-19 and 2020-21 and (24) numbers of periodical are provided by the MMMCPAT in the year of 2019-20.

4.2 ANALYSIS OF DATA COLLECTED FROM THE USERS OF COLLEGES OF PUNJAB

After doing complete analysis, appropriate results and inferences were found. And proposed null hypothesis were statistically examined. By utilizing a straight forward Chi-Square test for expressed theory, the measurable examination of the information for the current investigation was completed. The Chi-Squared test is a type of data analysis test on observations made on of a random sample of variables. Chi-square testing is an important test trial of notability and is used to determine an observed collection of frequencies from a null hypothesis (Kothari, 2004). Usually, this test is a comparison of two statistical data variables. It's a way to represent the relationship between two categories. These categories can be two or more such as gender. And gender is a categorical variable consisting of two categories i.e. male and female. The level of appropriate testing was 0.05. The relevant examination of the information of the present investigation was done by using SPSS version-21 software. Chi-Square Formula:

$$\chi^2 = \frac{\sum(O-E)^2}{E}$$

Where, O = observed frequency, E = expected frequency and

$\sum$ = summation.

There searcher has fixed the 0.05 level of significance for the testing of stated research hypothesis.

4.2.1 Designation of Respondents

Data of the users of college libraries of doaba, Majha, Malwa and Puadh regions of Punjab are categorized the users into UG, PG and the staff of the colleges. The analysis for same is presented in the table 4.43 below.

Table 4.43: Designation of Respondents

Region				Status of the Users		
				Student: Under-Graduate	**Post-Graduate**	**Teacher**
Doaba	CollAbr	DAVCHSP	Count	18(81.8%)	2(9.1%)	2(9.1%)
		DAVJAL	Count	60(78.9%)	13(17.1%)	3(3.9%)
		DCJAL	Count	23(79.3%)	4(13.8%)	2 6.9%
		HMVCJAL	Count	40(71.4%)	13(23.2%)	3(5.4%)
		KNCWPHG	Count	40(88.9%)	3(6.7%)	2(4.4%)
		Total	Count	181 (79.4%)	35 (15.4%)	12 (6.3%)
Majha	CollAbr	BBKDAVCASR	Count	39(83.0%)	5(10.0%)	3(6.4%)
		KCWASR	Count	12(52.2%)	8(34.8%)	3(13.0%)
		RRBDAVBAT	Count	20(69.0%)	7(24.1%)	2(6.9%)
		SDAMCDIN	Count	20(69.0%)	7(24.1%)	2(6.9%)
		SSMCDIN	Count	19(46.3%)	20(48.8%)	2(4.9%)
		Total	**Count**	**110 (65.1%)**	**47 (27.8%)**	**12 (7.1%)**
Malwa	CollAbr	GHGKCLUDH	Count	29(70.7%)	11(26.8%)	1(2.4%)
		ASCKHA	Count	20(74.1%)	6(22.2%)	1(3.7%)
		GGNKCLUDH	Count	24(85.7%)	3(10.7%)	1(3.6%)
		GNCNARLUDH	Count	7(63.6%)	3(27.3%)	1(9.1%)
		SDPCWLUDH	Count	8(72.7%)	2(18.2%)	1(9.1%)
		Total	**Count**	**88 (74.6%)**	**25 (21.2%)**	**5 (4.2%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	13(81.3%)	2(12.5%)	1(6.3%)
		GSSDGSKCPAT	Count	56(64.4%)	27(31.0%)	4(4.6%)
		MGCFATSAH	Count	40(57.1%)	27(38.6%)	3(4.3%)
		MMMCPAT	Count	40(83.3%)	7(14.6%)	1(2.1%)
		SGTBKCANASAH	Count	41(93.2%)	2(4.5%)	1(2.3%)
		Total	**Count**	**190 (71.7%)**	**65 (24.5%)**	**10 (3.8%)**

(Figures within parenthesis are percentage)

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Table 4.43 presents the designations of respondents from colleges in Punjab. In the Doaba region, the majority of respondents are undergraduates, accounting for 181 individuals (79.4%). They are followed by 35 postgraduates (15.4%) and 12 faculty members (6.3%). In the Majha region, 110 respondents (65.1%) are undergraduates, 47 (27.8%) are postgraduates, and 12 (7.1%) are faculty members
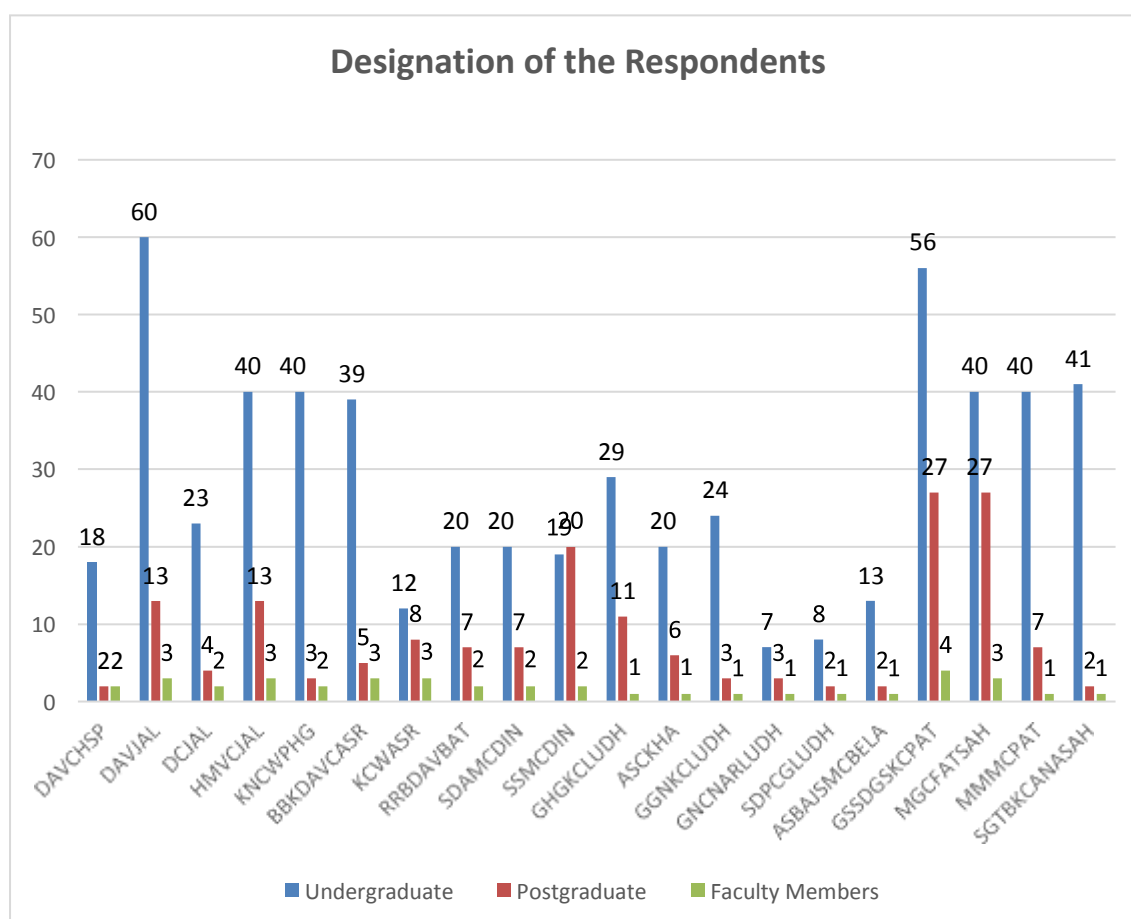
Figure 4.17: Designation of the Respondents

In the Malwa region, 88(74.6%) number of respondents are under-graduate, 25(21.2%) are postgraduate and 5(4.2%) of respondents are faculty of the colleges. In the Puadh region, 190(71.7%) number of respondents are under-graduate, 65(24.5%) are postgraduate and 10(3.8%) of respondents are faculty of the colleges.

4.2.2 Gender wise distribution of respondents

The data were collected from the male as well as female respondents of the colleges of four regions of Punjab state. Table 4.44 shows the data:

Table 4.44: Gender wise distribution of respondents

Region				Male	Female
Doaba	CollAbr	DAVCHSP	Count	10(45.5%)	12(54.5%)
		DAVJAL	Count	43(56.6%)	33(43.4%)
		DCJAL	Count	18(62.1%)	11(37.9%)
		HMVCJAL	Count	0(0.0%)	56(100.0%)
		KNCWPHG	Count	0(0.0%)	45(100.0%)
	Total		**Count**	**71 (31.1%)**	**157 (68.9%)**
Majha	CollAbr	BBKDAVCASR	Count	0(0.0%)	47(100.0%)
		KCWASR	Count	0(0.0%)	23(100.0%)
		RRBDAVBAT	Count	0(0.0%)	29(100.0%)
		SDAMCDIN	Count	0(0.0%)	29(100.0%)
		SSMCDIN	Count	20(48.8%)	21(51.2%)
	Total		**Count**	**20 (11.8%)**	**149 (88.2%)**
Malwa	CollAbr	GHGKCLUDH	Count	22(53.7%)	19(46.3%)
		ASCKHA	Count	17(63.0%)	10(37.0%)
		GGNKCLUDH	Count	15(53.6%)	13(46.4%)
		GNCNARLUDH	Count	0(0.0%)	11(100.0%)
		SDPCWLUDH	Count	0(0.0%)	11(100.0%)
	Total		**Count**	**54 (45.8%)**	**64 (54.2%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	4(25.0%)	12(75.0%)
		GSSDGSKCPAT	Count	27(31.0%)	60(69.0%)
		MGCFATSAH	Count	29(41,4%)	41(58.6%)
		MMMCPAT	Count	14(29.2%)	34(70.8%)
		SGTBKCANASAH	Count	12(27.3%)	32(72.7%)
	Total		**Count**	**86 (32.5%)**	**179 (67.5%)**

(Figures within parenthesis are percentage)

Table 4.2.2 reveals the gender distribution of respondents who used the college libraries across different regions of Punjab. In the Doaba region, there were 71 (31.1%) male respondents and 157 (68.9%) female respondents who used the library.

In the Majha region, 20 (11.8%) male respondents and 149 (88.2%) female respondents used the library.

In the Malwa region, 54 (45.8%) male respondents and 64 (54.2%) female respondents used the college library.

In the Puadh region, 86 (32.5%) male respondents and 179 (67.5%) female respondents used the college library.

After analyzing the data, it is observed that female respondents used the library more compared to male respondents across all regions.
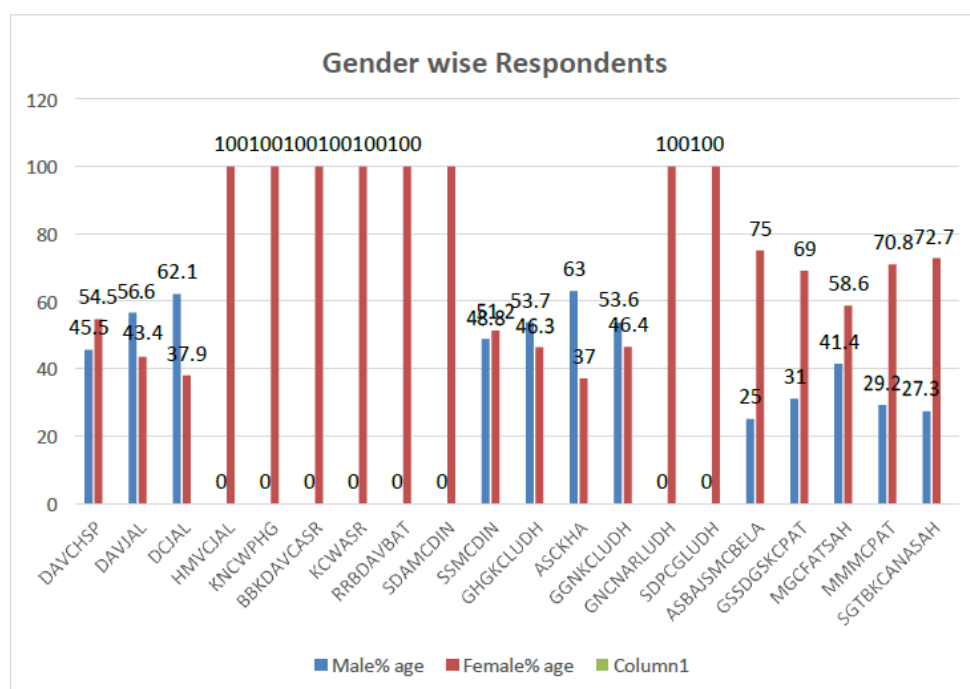
Figure 4.18: Gender wise distribution of respondents (%age wise)

4.2.3 Age wise distribution of respondents

For the analysis of age wise respondents of colleges of Punjab, five categories were prepared in the questionnaire. The age of the readers is given in Table 4.45

Table 4.45: Age wise distribution of respondents

Region				Below18years	18-20years	21-22years	23-25years	Morethan25
						Age Group		
Doaba	CollAbr	DAVCHSP	Count	1(4.5%)	6(27.3%)	8 (36.4%)	3(13.6%)	4(18.2%)
		DAVJAL	Count	1(1.3%)	46(60.5%)	20(26.3%)	7(9.2%)	2(2.6%)
		DCJAL	Count	8(27.6%)	13(44.8%)	2(6.9%)	3(10.3%)	3(10.3%)
		HMVCJAL	Count	4(7.1%)	32(57.1%)	15(26.8%)	2(3.6%)	3(5.4%)
		KNCWPHG	Count	1(2.2%)	39(86.7%)	3(6.7%)	0(0.0%)	2(4.4%)
	Total		**Count**	**15 (6.6%)**	**136 (59.6%)**	**48 (21.1%)**	**15 (6.6%)**	**14 (6.1%)**
Majha	CollAbr	BBKDAVCASR	Count	2(4.3%)	24(51.1%)	16(34.0%)	2(4.3%)	3(6.4%)
		KCWASR	Count	0(0.0%)	12(52.2%)	5(21.7%)	3(13.0%)	3(13.0%)
		RRBDAVBAT	Count	0(0.0%)	13(44.8%)	12(41.4%)	3(10.3%)	1(3.4%)
		SDAMCDIN	Count	0(0.0%)	20(69.0%)	7(24.1%)	0(0.0%)	2(6.9%)
		SSMCDIN	Count	0(0.0%)	19(46.3%)	20(48.8%)	0(0.0%)	2(4.9%)
	Total		**Count**	**2 (1.2%)**	**88 (52.1%)**	**60 (35.5%)**	**8(4.7%)**	**11(6.5%)**

Malwa	CollAbr	GHGKCLUDH	Count	0(0.0%)	29(70.7%	11(26.8%	0(0.0%)	1(2.4%)
		ASCKHA	Count	0(0.0%)	20(74.1%	6(22.2%)	0(0.0%)	1(3.7%)
		GGNKCLUDH	Count	4(14.3%)	16(57.1%	4(14.3%)	3(10.7%)	1(3.6%)
		GNCNARLUDH	Count	0(0.0%)	3(27.3%)	5(45.5%)	2(18.2%)	1(9.1%)
		SDPCWLUDH	Count	3(27.3%)	3(27.3%)	4(36.4%)	0(0.0%)	1(9.1%)
	Total		**Count**	**7(5.9%)**	**71 (60.2%**	**30 (25.4%**	**5(4.2%)**	**5(4.2%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	1(6.3%)	12(75.0%	2(12.5%)	1(6.3%)	0(0.0%)
		GSSDGSKCPAT	Count	13(14.9%)	44(50.6%	19(21.8%	7(8.0%)	4(4.6%)
		MGCFATSAH	Count	1(1.4%)	24(34.3%	42(60.0%	0(0.0%)	3(4.3%)
		MMMCPAT	Count	3(6.3%)	23(47.9%	21(43.8%	0(0.0%)	1(2.1%)
		SGTBKCANASAH	Count	3(6.8%)	22(50.0%	15(34.1%	3(6.8%)	1(2.3%)
	Total		**Count**	**21(7.9%)**	**125 (47.2%**	**99 (37.4%**	**11(4.2%)**	**9 (3.4%)**

(Figures within parenthesis are percentage)

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Table 4.45 presents the age distribution of respondents who used the college libraries in the Doaba region. The majority of respondents, 136 (59.6%), are between 18-20 years old, followed by 48 respondents (21.1%) aged 21-22, and 15 respondents (6.6%) in each of the 23-25 and below 18 age groups. The smallest group, 14 respondents (6.1%), is above 25 years old.

In the Majha region, the largest group of respondents, 88 (52.1%), are aged 18-20, followed by 60 respondents (35.5%) aged 21-22. There are 11 respondents (6.5%) above 25 years old, 8 respondents (4.7%) aged 23-25, and the smallest group, 2 respondents (1.2%), is below 18 years old.
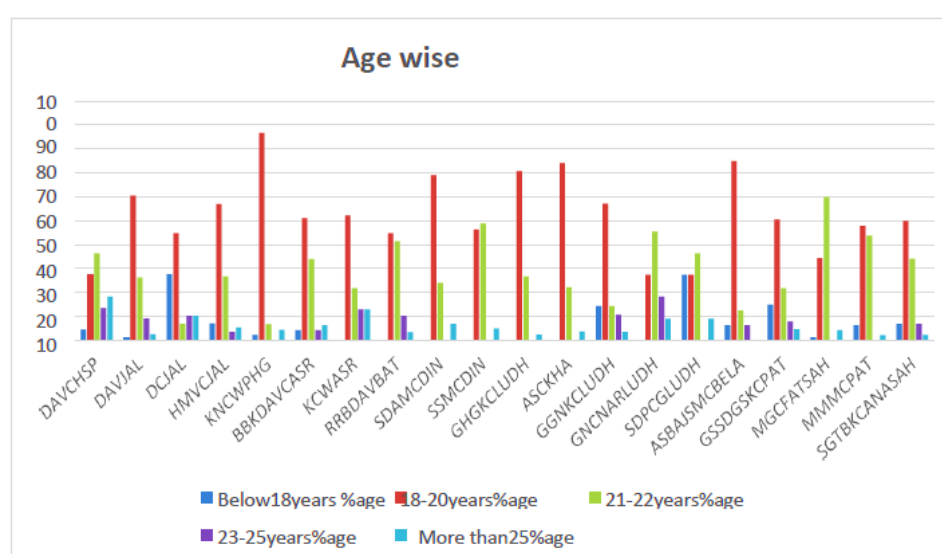
Figure 4.19: Age wise Respondents

In the Malwa region, the majority of respondents, 71 (60.2%), are between 18-20 years old. This is followed by 30 (25.4%) respondents who are between 21-22 years old, and 7 (5.9%) respondents who are below 18 years old. Additionally, 5 (4.2%) respondents fall within the 23-25 age range, while another 5 (4.2%) are above 25 years old.

In the Puadh region, the highest number of respondents, 125 (47.2%), are between 18-20 years old. This is followed by 99 (37.4%) respondents aged 21-22 years, and 21 (7.9%) respondents who are below 18 years old. Furthermore, 11 (4.2%) respondents are between 23-25 years old, and 9 (3.4%) respondents are above 25 years old.

4.2.4   Frequency of Users' Visit to Library

Table 4.46: Frequency of Users' Visit to Library

Region				Daily	Fortnightly	Twice a week	Once in a month	Thrice a week	Occasionally	Total
Doaba	CollAbr	DAVHSP	Count	14(63.6%)	0(0.0%)	2(9.1%)	2(9.1%)	0(0.0%)	4(8.2%)	22(100%)
		DAVJAL	Count	45(59.2%)	1(1.3%)	11(14.5%)	5(6.6%)	6(7.9%)	8(10.5%)	76(100%)
		DCJAL	Count	4(13.8%)	0(0.0%)	19(65.5%)	1(3.4%)	2(6.9%)	3(10.3%)	29(100%)
		HMVCJAL	Count	13(23.2%)	0(0.0%)	27(48.2%)	0(0.0%)	6(10.7%)	10(17.9%)	56(100%)
		KNCWPHG	Count	37(82.2%)	0(0.0%)	1(2.2%)	0(0.0%)	0(0.0%)	7(15.6%)	45(100%)
	Total		Count	**113 (49.5%)**	**1 (0.4%)**	**60 (26.3%)**	**8 (3.5%)**	**14 (6.1%)**	**32 (14%)**	**228 (100%)**
Majha	CollAbr	BBKDAVCASR	Count	5(10.6%)	0(0.0%)	11(23.4%)	9(19.1%)	4(8.5%)	18(38.3%)	47(100%)
		KCWASR	Count	13(56.5%)	0(0.0%)	8(34.8%)	0(0.0%)	2(8.7%)	0(0.0%)	23(100%)
		RRBDAVBAT	Count	15(51.7%)	0(0.0%)	8(27.6%)	3(10.3%)	3(10.3%)	0(0.0%)	29(100%)
		SDAMCDIN	Count	17(58.6%)	0(0.0%)	5(17.2%)	0(0.0%)	0(0.0%)	7(24.1%)	29(100%)
		SSMCDIN	Count	22(53.7%)	0(0.0%)	2(4.9%)	0(0.0%)	1(2.4%)	16(39.0%)	41(100%)
	Total		Count	**72 (42.6%)**	**0 (0.0%)**	**34 (20.1%)**	**12 (7.1%)**	**10 (5.9%)**	**41 (24.2%)**	**169 (100%)**

			Count							
Malwa	CollAbr	GHGKCLUDH	Count	23(56.1%)	0(0.0%)	3(7.3%)	0(0.0%)	0(0.0%)	15(36.6%)	41(100%)
		ASCKHA	Count	19(70.4%)	0(0.0%)	1(3.7%)	0(0.0%)	0(0.0%)	7(25.9%)	27(100%)
		GGNKCLUDH	Count	13(46.4%)	1(3.6%)	3(10.7%)	5(17.9%)	2(7.1%)	4(14.3%)	28(100%)
		GNCNARLUDH	Count	9(81.8%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	2(18.2%)	11(100%)
		SDPCWLUDH	Count	5(45.5%)	0(0.0%)	2(18.2%)	0(0.0%)	0(0.0%)	4(36.4%)	11(100%)
	Total		Count	**69 (58.4%)**	**1 (0.8%)**	**9 (7.6%)**	**5 (4.2%)**	**2 (1.6%)**	**32 (27.1%)**	**118(100%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	7(43.8%)	0(0.0%)	5(31.3%)	0(0.0%)	1(6.3%)	3(18.8%)	16(100%)
		GSSDGSKCPAT	Count	15(17,2%)	0(0.0%)	31(35.6%)	7(8.0%)	10 (11.5%)	24(27.6%)	87(100%)
		MGCFATSAH	Count	36(51.4%)	0(0.0%)	15(21.4%)	1(1.4%)	5(7.1%)	13(18.6%)	70(100%)
		MMMCPAT	Count	28(58.3%)	0(0.0%)	1(2.1%)	2(4.2%)	0(0.0%)	17(35.4%)	48(100%)
		SGTBKCANASAH	Count	13(29.5%)	0(0.0%)	22(50.0%)	1(2.3%)	5(11.4%)	3(6.8%)	44(100%)
	Total		Count	**99 (37.3%)**	**0 (0.0%)**	**74 (27.9%)**	**11 (4.1%)**	**21 (7.9%)**	**60 (22.6%)**	**265 (100%)**

(Figures within parenthesis are percentage)

The table above shows the library usage patterns among respondents in the four regions of Punjab.

In the Doaba region, the majority of respondents, 113 (49.5%), visit the library daily. This is followed by 60 respondents (26.3%) who visit twice a week, 32 respondents (14%) who visit occasionally, 8 respondents (3.5%) who visit once a month, and the fewest, 1 respondent (1.3%), who visits fortnightly.

In the Majha region, 72 respondents (42.6%) visit the library daily, followed by 41 respondents (24.2%) who visit occasionally. Additionally, 34 respondents (20.1%) visit twice a week, 12 respondents (7.1%) visit once a month, and 10 respondents (5.9%) visit three times a week. Notably, no respondents (0.0%) visit the library fortnightly.

In the Malwa region, 69 respondents (58.4%) visit the library daily, followed by 32 respondents (27.1%) who visit occasionally. Furthermore, 9 respondents (7.6%) visit twice a week, 5 respondents (4.2%) visit once a month, 2 respondents (1.6%) visit three times a week, and the fewest, 1 respondent (0.8%), visits fortnightly.

In the Puadh region, the highest number of respondents, 99 (37.3%), visit the library daily. This is followed by 74 respondents (27.9%) who visit twice a week, 60 respondents (22.6%) who visit occasionally, and 21 respondents (7.9%) who visit three times a week. Similar to the Majha region, no respondents (0.0%) visit the library fortnightly.

4.2.5   Purpose of Visit to Library

Table 4.47 shows the reasons for visiting the library across different regions.

In the Doaba region, the majority of users, 176 (31.32%), visit the library to borrow books. This is followed by 125 users (22.24%) who come to access and read journals and magazines, and 114 users (20.2%) who visit to read newspapers. Additionally, 58 users (10.32%) come to study in a peaceful environment, 43 users (7.65%) visit to read novels and storybooks, 23 users (4.09%) use the library to access the internet, and 18 users (3.20%) visit to supplement classroom teaching. The smallest group, 5 users (0.89%), comes to access online resources.

In the Majha region, 118 users (30.03%) visit the library to borrow books, followed by 89 users (22.65%) who come to read newspapers. Additionally, 81 users (20.61%) visit for journals and magazines, while 43 users (10.94%) come to study in a peaceful environment. Furthermore, 30 users (7.63%) visit to read novels and storybooks, 20 users (5.09%) come to supplement classroom teaching, and the smallest group, 6 users (1.53%), visit to use the internet and access online resources.

In the Malwa region, 110 users (34.06%) visit the library to borrow books, followed by 76 users (23.53%) who come to read periodicals, magazines, and journals. Additionally, 65 users (20.12%) visit to read newspapers, while 22 users (6.81%) come to read novels and storybooks. Furthermore, 18 users (5.57%) visit to study in a peaceful environment, 12 users (3.72%) come to use the internet and access online resources, and the smallest group, 8 users (2.48%), visit to supplement classroom teaching.

In the Puadh region, the highest number of library users, 182 (30.03%), come to borrow books. This is followed by 131 users (21.62%) who visit to read periodicals, and 117 users (19.31%) who come to read newspapers. Additionally, 60 users (9.90%) visit to study in a peaceful environment, 32 users (5.28%) come to supplement classroom teaching, and 26 users (4.29%) visit to use the internet. The smallest group, 10 users (1.65%), visits the library to access online resources.

Table 4.47: Purpose of visit to Library

Region				To Borrow Book	Read Periodicals	Read Newspapers	Use Internet	Access online resources	Read Novels/Storybooks	Supplement Classroom Teaching	Study in peaceful environment
Doaba	CollAbr	DAVHSP	Count	20 (11.4%)	12 (9.6%)	14 (12.3%	4 (17.4%)	0 (0.0%)	9 (20.9%	3 (16.7%)	5 (8.6%)
		DAVJAL	Count	58 (33.0%)	42 (33.6%)	28 (24.6%	2 (8.7%)	0 (0.0%)	7 (16.3%)	5 (27.8%)	17 (29.3%
		DCJAL	Count	18 (10.2%)	9 (7.2%)	10 (8.8%)	3 (13.0%)	1 (20%)	5 (11.6%)	1 (5.6%)	15 (25.9%
		HMVCJAL	Count	35 (19.9%)	24 (19.2%)	26 (22.8%	10 (43.5%)	2 (40.0%)	16 (37.2%)	7 (38.9%)	21 (36.2%
		KNCWPHG	Count	45 (25.6%)	38 (30.4%)	36 (31.6%	4 (17.4%)	2 (40.0%)	614.0%	2 (11.1%)	0 (0.0%)
	Total		**Count**	**176 (31.32%)**	**125 (22.24%)**	**114 (20.2%)**	**23 (4.09%)**	**5 (0.89%)**	**43 (7.65%)**	**18 (3.20%)**	**58 (10.32%)**
Majha	CollAbr	BBKDAVCASR	Count	23 (19.5%)	16 (19.8%)	12 (13.5%	1 (16.7%)	1 (16.7%)	12 (40.0%	4 (20.0%)	24 (55.8%
		KCWASR	Count	12 (10.2%)	9 (11.1%)	17 (19.1%	0 (0.0%)	2 (33.3%)	4 (13.3%	4 (20.0%)	5 (11.6%
		RRBDAVBAT	Count	17 (14.4%)	12 (14.8%)	19 (14.8%	3 (50.0%)	1 (16.7%)	4 (13.3%	6 (30.0%)	14 (32.6%
		SDAMCDIN	Count	25 (21.2%)	19 (23.5%)	17 (19.1%	1 (16.7%)	2 (33.3%)	3 (10.0%	5 (25.0%)	0 (0.0%)
		SSMCDIN	Count	41 (34.7%)	25 (30.9%)	24 (27.0%	1 (16.7%)	0 (0.0%)	7 (23.3%	1 (5.0%)	0 (0.0%)
	Total		**Count**	**118 (30.03%)**	**81 (20.61%)**	**89 (22.65)**	**6 (1.53%)**	**6 (1.53%)**	**30 (7.63%)**	**20 (5.09%)**	**43 (10.94%)**

Malwa	CollAbr	GHGKCLUDH	Count	39 (35.5%)	31 (40.8%)	25 (38.5%)	3 (25.0%)	2 (16.7%)	9 (40.9%)	2 (25.0%)	0 (0.0%)
		ASCKHA	Count	26 (23.6%)	17 (22.4%)	15 (23.1%)	3 (25.0%)	0 (0.0%)	2 (9.1%)	0 (0.0%)	0 (0.0%)
		GGNKCLUDH	Count	23 (20.9%)	13 (17.1%)	7 (10.8%)	4 (33.3%)	7 (58.3%)	3 (13.6%)	2 (25.0%)	8 (44.4%)
		GNCNARLUDH	Count	11 (10.0%)	9 (11.8%)	10 (15.4%)	2 (16.7%)	3 (25.0%)	8 (36.4%)	4 (50.0%)	8 (44.4%)
		SDPCWLUDH	Count	11 (10.0%)	6 (7.9%)	8 (12.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (11.1%)
	Total		Count	**110 (34.06%)**	**76 (23.53%)**	**65 (20.12)**	**12 (3.72%)**	**12 (3.72%)**	**22 (6.81%)**	**8 (2.48%)**	**18 (5.57%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	6 (3.3%)	3 (2.3%)	3 (2.6%)	2 (7.7%)	0 (0.0%)	2 (3.3%)	0 (0.0%)	2 (4.2%)
		GSSDGSKCPAT	Count	36 (19.8%)	24 (18.3%)	19 (16.2%)	1 (3.8%)	0 (0.0%)	26 (43.3%)	24 (75.0%)	29 (60.4%)
		MGCFATSAH	Count	59 (32.4%)	57 (43.5%)	49 (41.9%)	10 (38.5%)	3 (30.0%)	17 (28.3%)	3 (9.4%)	1 (2.1%)
		MMMCPAT	Count	45 (24.7%)	30 (22.9%)	22 (18.8%)	3 (11.5%)	1 (10.0%)	7 (11.7%)	2 (6.3%)	0 (0.0%)
		SGTBKCANASAH	Count	36 (19.8%)	17 (13.0%)	24 (20.5%)	10 (38.5%)	6 (60.0%)	8 (13.3%)	3 (9.4%)	16 (33.3%)
	Total		Count	**182 (30.03%)**	**131 (21.62%)**	**117 (19.31%)**	**26 (4.29%)**	**10 (1.65%)**	**60 (9.90%)**	**32 (5.28%)**	**48 (7.92%)**

Chi-SquareTests[a]

	Value	df	Asymp.Sig.(2-Sided)
Pearson Chi-Square	67.729[b]	28	.000
Likelihood Ratio	80.319	28	.000
N of Valid Cases	562		
a. region= Doaba			
b. 12cells(30.0% have expected countless than 5.the minimumexpectedcountis.55			

Chi-SquareTests[a]

	Value	df	Asymp.Sig.(2-Sided)
Pearson Chi-Square	78.775[b]	28	.000
Likelihood Ratio	93.660	28	.000
N of Valid Cases	393		
c. region =Majha			
d. 15cells(37.5% have expected countless than 5.the minimumexpectedcountis.81			

Chi-SquareTests[a]

	Value	df	Asymp.Sig.(2-Sided)
Pearson Chi-Square	67.126[b]	28	.000
Likelihood Ratio	77.384	28	.000
N of Valid Cases	323		
e. region=Malwa			
f. 23cells(57.5% have expected countless than 5.the minimumexpectedcountis.67			

Chi-SquareTests[a]

	Value	df	Asymp.Sig.(2-Sided)
Pearson Chi-Square	149.108[b]	28	.000
Likelihood Ratio	157.243	28	.000
N of Valid Cases	606		
g. region= Puadh			
h. 12cells(30.0%haveexpected countless than 5.the minimumexpectedcountis.30			
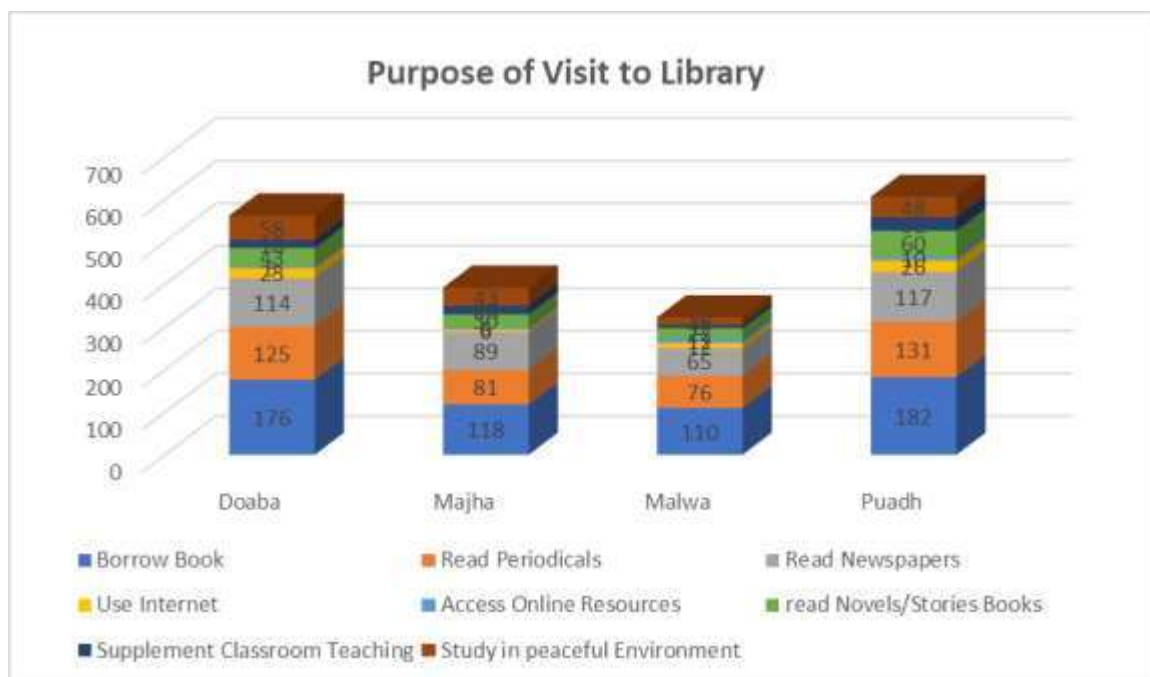
Figure 4.20: Purpose of visit to Library

In the Doaba region, the Chi-Square calculated value is 67.729, which is lower than the critical value, indicating no significant variation. In the Majha region, the Chi-Square calculated value is 78.775, also below the critical value, suggesting no significant variations. For the Malwa region, the Chi-Square calculated value is 67.126, which is again lower than the critical value, indicating no significant variations. In the Puadh region, the Chi-Square calculated value is 149.108, which is still below the critical value, confirming no significant variations

The above data was analyzed using Chi-Square using Chi-Square test. For the Doaba region, x^2=**67.729,p=.000($\leq$.05Significant)** there is significant difference in purpose of visiting the library.

For the Majha region, x^2=**78.775, p=.000($\leq$.05 Significant),** there is significant difference in purpose of visiting the library.

For the Malwa region, x^2=**67.126, p=.000($\leq$.05 Significant),** there is significant difference in purpose of visiting the library.

For the Puadh region, x^2=**149.108, p=.000($\leq$.05 Significant),** there is significant difference in purpose of visiting the library.

4.2.6   Most used library resources

Table 4.48 reveals the usage of library resources among users in different regions.

In the Doaba region, the highest number of users, 220 (43.56%), utilized the library for books, followed by 123 (24.36%) who used it for journals and magazines. Additionally, 103 (20.40%) users accessed newspapers, 25 (4.95%) used e-journals, 21 (4.16%) utilized e-books, and 11 (2.18%) accessed reference sources. The least number of users, 2 (0.40%), used databases in the college library.

In the Majha region, 148 (46.25%) users primarily accessed books, while 85 (26.56%) used journals and magazines. Furthermore, 75 (23.44%) users read newspapers, 5 (1.56%) accessed e-journals, 4 (1.25%) used reference sources, and the least number, 3 (0.94%), accessed e-books from the college library.

In the Malwa region, 112 (43.92%) users primarily utilized the library for books, followed by 69 (27.06%) who accessed journals and magazines. Additionally, 61 (23.92%) users read newspapers, 6 (2.35%) used e-journals, 4 (1.56%) accessed reference sources, and 3 (1.18%) used e-books. Notably, no users (0.0%) accessed databases.

In the Puadh region, the highest number of users, 234 (45.44%), primarily accessed books. This was followed by 113 (21.94%) who used journals and magazines, and 109 (21.17%) who read newspapers. Additionally, 23 (4.47%) users accessed e-journals, 20 (3.88%) used e-books, and 16 (3.11%) accessed reference sources in the college library.

Table 4.48: Most used Library Resources

Region				Mostly used Library Resources						
				Books	Journals/Magazines	Newspapers	E-Journals	E-Books	Databases	Reference Sources
Doaba	CollAbr	DAVHSP	Count	21(9.5%)	15(12.2%)	12(11.7%)	2(8.0%)	4(19.0%)	0(0.0%)	2(18.2%)
		DAVJAL	Count	74(33.6%)	37(30.1%)	23(22.3%)	5(20.0%)	3(14.3%)	0(0.0%)	6(54.5%)
		DCJAL	Count	26(11.8%)	7(5.7%)	7(6.8%)	4(16.0%)	3(14.3%)	0(0.0%)	0(0.0%)
		HMVCJAL	Count	55(25.0%)	26(21.1%)	24(23.3%)	7(28.0%)	10(47.6%)	2(100.0%)	3(27.3%)
		KNCWPHG	Count	44(20.0%)	38(30.9%)	37(35.9%)	7(28.0%)	1(4.8%)	0(0.0%)	0(0.0%)
	Total		Count	**220 (43.56%)**	**123**(24.36%	**103**(20.40%)	**25**(4.95%)	**21**(4.16%)	**2**(0.40%	**11**(2.18%)
Majha	CollAbr	BBKDAVCASR	Count	43(29.1%)	19(22.4%)	9(12.0%)	4(80.0%)	1(33.3%)	0(0.0%)	1(25.0%)
		KCWASR	Count	14(9.5%)	11(12.9%)	15(20.0%)	1(20.0%)	1(33.3%)	0(0.0%)	1(25.0%)
		RRBDAVBAT	Count	24(16.2%)	13(15.3%)	13(17.3%)	0(0.0%)	1(33.3%)	0(0.0%)	0(0.0%)
		SDAMCDIN	Count	27(18.2%)	18(21.2%)	15(20.0%)	0(0.0%)	0(0.0%)	0(0.0%)	1(25.0%)
		SSMCDIN	Count	40(27.0%)	24(28.2%)	23(30.7%)	0(0.0%)	0(0.0%)	0(0.0%)	1(25.0%)
	Total		Count	**148**(46.25%)	**85**(26.56%	**75**(23.44%)	**5**(1.56%)	**3**(0.94%)	**0 (0.0%)**	**4**(1.25%)

				Count						
Malwa	CollAbr	**GHGKCLUDH**	Count	39(34.8%)	27(39.1%)	24(39.3%)	0(0.0%)	1(33.3%)	0(0.0%)	0(0.0%)
		ASCKHA	Count	27(24.1%)	17(24.6%)	14(23.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
		GGNKCLUDH	Count	26(23.2%)	9(13.0%)	7(11.5%)	1(16.7%)	2(66.7%)	0(0.0%)	4(100.0%)
		GNCNARLUDH	Count	10(8.9%)	10(14.5%)	9(14.8%)	5(83.3%)	0(0.0%)	0(0.0%)	0(0.0%)
		SDPCWLUDH	Count	10(8.9%)	6(8.7%)	7(11.5%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
	Total		Count	**112**(43.92%)	**69**(27.06%)	**61**(23.92%)	**6**(2.35%)	**3**(1.18%)	**0**(0.0%)	**4 (1.56%)**
Puadh	CollAbr	**ASBASJSMCBELA**	Count	13(5.6%)	4(3.5%)	2(1.8%)	0(0.0%)	1(5.0%)	0(0.0%)	0(0.0%)
		GSSDGSKCPAT	Count	82(35.0%)	19(16.8%)	17(15.6%)	0(0.0%)	1(5.0%)	0(0.0%)	3(18.8%)
		MGCFATSAH	Count	62(26.5%)	38(33.6%)	40(36.7%)	8(34.8%)	14(70.0%)	0(0.0%)	0(0.0%)
		MMMCPAT	Count	46(19.7%)	27(23.9%)	24(22.0%)	5(21.7%)	2(10.0%)	0(0.0%)	1(6.3%)
		SGTBKCANASAH	Count	31(13.2%)	25(22.1%)	26(23.9%)	10(43.5%)	2(10.0%)	0(0.0%)	12(75.0%)
	Total		Count	**234**(45.44%)	**113**(21.94%)	**109**(21.17%)	**23**(4.47%)	**20**(3.88%)	**0 (0.0%)**	**16**(3.11%)

Chi-SquareTests[a]

	Value	df	Asymp.Sig.(2-Sided)
Pearson Chi-Square	43.347[b]	24	.009
Likelihood Ratio	46.893	24	.003
N of Valid Cases	505		
a. region= Doaba			
b. 14cells(40.0% have expected countless than 5.the minimumexpectedcountis.19			

Chi-SquareTests[a]

	Value	df	Asymp.Sig.(2-Sided)
Pearson Chi-Square	24.907[b]	20	.205
Likelihood Ratio	27.872	20	.112
N of Valid Cases	320		
a. region =Majha			
b. 15cells(50.0% have expected countless than 5.the minimumexpectedcountis.40			

Chi-SquareTests[a]

	Value	df	Asymp.Sig.(2-Sided)
Pearson Chi-Square	54.900[b]	20	.000
Likelihood Ratio	43.771	20	.002
N of Valid Cases	255		
a. region=Malwa			
b. 15cells(50.0% have expected countless than 5.the minimumexpectedcountis.27			

Chi-SquareTests[a]

	Value	df	Asymp.Sig.(2-Sided)
Pearson Chi-Square	88.861[b]	20	.000
Likelihood Ratio	90.058	20	.000
N of Valid Cases	515		
a. region= Puadh			
b. 13cells(43.3% have expected countless than 5.the minimumexpectedcountis.62			
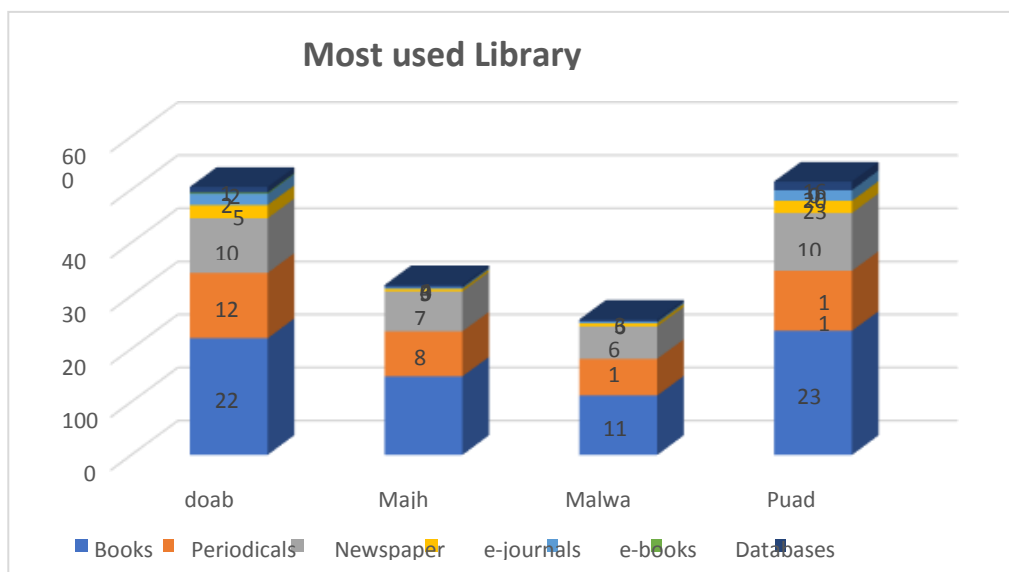
Figure 4.21: Most used Library Resources

In the Doaba region, the Chi-Square calculated value is 43.347, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Majha region, the Chi-Square calculated value is 24.907, which is also smaller than the critical value. Hence, the results indicate no significant variation.

For the Malwa region, the Chi-Square calculated value is 54.900, which is larger than the critical value. Therefore, the results indicate a significant variation.

In the Puadh region, the Chi-Square calculated value is 88.861, which is smaller than the critical value. Consequently, the results indicate no significant variation.

The above data was analyzed using Chi Square test. For the Doaba region, x^2=**43.347, p =.009(≤.05 Significant)** there is significant difference in mostly used library resources. In the Majha region, x^2=**24.907, p =.205(≤.05 non significant)**, there is no significant difference in the mostly used library resources. In the Malwa region, x^2 =**54.900, p=.000(≤.05 Significant)**, there is significant difference in mostly used library resources. In the Puadh region, x^2=**88.861, p=.000(≤.05 Significant)**, there is significant difference in the mostly used library resources.

4.2.7 Satisfaction with Infrastructure

4.2.7.1 Location

Table 4.49 presents user satisfaction with the location of college libraries across different regions.

In the Doaba region, 183 (80.3%) users expressed very high satisfaction with the library location, 36 (15.8%) users were satisfied, and 8 (3.5%) readers were somewhat satisfied.

In the Majha region, 121 (71.6%) readers were very satisfied with the library location, 31 (18.3%) users were satisfied, and 1 (0.6%) user was not satisfied.

In the Malwa region, 110 (93.2%) users were very satisfied with the library location, 6 (5.1%) users were satisfied, and 2 (1.7%) users were somewhat satisfied.

In the Puadh region, 177 (66.8%) users were very satisfied with the library location, 68 (25.7%) users were satisfied, 17 (6.4%) users were somewhat satisfied, 1 (0.4%) respondent was least satisfied, and 2 (0.8%) readers were not satisfied.

Table 4.49: Satisfaction with the location of the College Libraries

Location							
Region			**Not Satisfied**	**Least Satisfied**	**Somewhat Satisfied**	**Satisfied**	**Very Satisfied**
Doaba	CollAbr	DAVCHSP	0(0.0%)	0(0.0%)	0(0.0%)	2(9.1%)	20(90.9%)
		DAVJAL	0(0.0%)	0(0.0%)	5(6.6%)	6(7.9%)	65(85.5%)
		DCJAL	0(0.0%)	0(0.0%)	0(0.0%)	8(27.6%)	21(72.4%)
		HMVCJAL	0(0.0%)	1(1.8%)	3(5.4%)	10(17.9%)	42(75.0%)
		KNCWPHG	0(0.0%)	0(0.0%)	0(0.0%)	10(22.2%)	35(77.8%)
	Total		**0 (0.0%)**	**0 (0.0%)**	**8 (3.5%)**	**36 (15.8%)**	**183 (80.3%)**
Majha	CollAbr	BBKDAVCASR	0(0.0%)	0(0.0%)	2(4.3%)	9(19.1%)	36(76.6%)
		KCWASR	1(4.3%)	0(0.0%)	0(0.0%)	8(34.8%)	14(60.9%)
		RRBDAVBAT	0(0.0%)	0(0.0%)	10(34.5%)	4(13.8%)	15(51.7%)
		SDAMCDIN	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	29(100%)
		SSMCDIN	0(0.0%)	0(0.0%)	4(9.8%)	10(24.4%)	27(65.9%)
	Total		**1 (0.6%)**	**0 (0.0%)**	**0 (0.0%)**	**31 (18.3%)**	**121 (71.6%)**

Malwa	CollAbr	GHGKCLUDH	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	41(100.0%)
		ASCKHA	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	27(100.0%)
		GGNKCLUDH	0(0.0%)	0(0.0%)	2(7.1%)	5(17.9%)	21(75.0%)
		GNCNARLUDH	0(0.0%)	0(0.0%)	0(0.0%)	1(9.1%)	10(90.9%)
		SDPCWLUDH	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	11(100%)
	Total		**0 (0.0%)**	**0 (0.0%)**	**2 (1.7%)**	**6 (5.1%)**	**110 (93.2%)**
Puadh	CollAbr	ASBASJSMCBELA	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	16(100.0%)
		GSSDGSKCPAT	0(0.0%)	0(0.0%)	7(8.0%)	39(44.8%)	41(47.1%)
		MGCFATSAH	2(2.9%)	1(1.4%)	3(4.3%)	8(11.4%)	56(80.0%)
		MMMCPAT	0(0.0%)	0(0.0%)	1(2.1%)	9(18.8%)	38(79.2%)
		SGTBKCANASAH	0(0.0%)	0(0.0%)	6(13.6%)	12(27.3%)	26(59.1%)
Total			**2 (0.8%)**	**1 (0.4%)**	**17 (6.4%)**	**68 (25.7%)**	**177 (66.8%)**

Figures within parenthesis are percentage

Chi-Square Tests

	Region	Value	Df	Asymp.Sig.(2-sided)
Doaba	Pearson Chi-Square	17.562[a]	12	.130
	Likelihood Ratio	20.348	12	.061
	N of Valid Cases	228		
	12cells(60.0%)haveexpectedcountlessthan5.Theminimumexpected counts .10.			
Majha	Pearson Chi-Square	47.250[b]	12	.000
	Likelihood Ratio	46.733	12	.000
	N of Valid Cases	169		
	11cells(55.0%)haveexpectedcountlessthan5.Theminimumexpected			

	counts .14.			
Malwa	Pearson Chi-Square	21.169[c]	8	.007
	Likelihood Ratio	20.934	8	.007
	N of Valid Cases	118		
	10cells(66.7%)haveexpectedcountlessthan5.Theminimumexpected counts .19			
Puadh	Pearson Chi-Square	49.243[d]	16	.000
	Likelihood Ratio	52.998	16	.000
	N of Valid Cases	265		
	a.15cells(60.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .06.			

In the Doaba region, the Chi-Square calculated value is 17.562, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Majha region, the Chi-Square calculated value is 47.250, which exceeds the critical value. Thus, the results indicate significant variation.

For the Malwa region, the Chi-Square calculated value is 21.169, which is also higher than the critical value, indicating significant variation.

In the Puadh region, the Chi-Square calculated value is 49.243, which is smaller than the critical value. Consequently, the results indicate no significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 =**17.562, p=.130($\leq$.05 non-significant)**, there is no significant difference in the location of the college libraries.

For the Majha region, x^2= **47.250, p=.000 ($\leq$.05 significant),** there is significant difference in the location of the college libraries.

For the Malwa region, x^2=**21.169, p=.007 ($\leq$.05 significant),** there is significant difference in the location of the college libraries.

For the Puadh region, x^2= **49.243, p-.000 ($\leq$.05 significant),** there is significant difference in the location of the college libraries.

4.2.7.2   Arrangement of Books

Table 4.50 presents user satisfaction with the arrangement of books in college libraries across different regions.

In the Doaba region, 155 (68.0%) users expressed very high satisfaction with the arrangement of books in the library, 54 (23.7%) users were satisfied, and 17 (7.5%) readers were somewhat satisfied.

In the Majha region, 107 (68.3%) readers were very satisfied with the arrangement of books in the library, 51 (30.2%) users were satisfied.

In the Malwa region, 106 (89.8%) users were very satisfied with the arrangement of books in the library, 6 (5.1%) users were satisfied, and 5 (4.2%) users were somewhat satisfied.

In the Puadh region, 170 (64.2%) users were very satisfied with the arrangement of books in the library, 72 (27.2%) users were satisfied, 20 (7.5%) users were somewhat satisfied, 2 (0.8%) respondents was least satisfied, and 1(0.4%) readers were not satisfied.

Table 4.50: Satisfaction regarding Arrangement of Books

	Arrangement of Books					
	Colleges	Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	DAVCHSP	0(0.0%)	0(0.0%)	0(0.0%)	5(22.7%)	17(77.3%)
	DAVJAL	0(0.0%)	0(0.0%)	6(7.9%)	11(14.5%)	59(77.6%)
	DCJAL	0(0.0%)	0(0.0%)	3(10.3%)	7(24.1%)	19(65.5%)
	HMVCJAL	0(0.0%)	2(3.6%)	8(14.3%)	21(37.5%)	25(44.6%)
	KNCWPHG	0(0.0%)	0(0.0%)	0(0.0%)	10(22.2%)	35(77.8%)
	Total	0(0.0%)	2(0.9%)	17(7.5%)	54(23.7%)	155(68.0%)
Majha	BBKDAVCASR	0(0.0%)	0(0.0%)	2(4.3%)	11(23.4%)	34(72.3%)
	KCWASR	1(4.3%)	0(0.0%)	0(0.0%)	9(39.1%)	13(56.5%)
	RRBDAVBAT	0(0.0%)	0(0.0%)	4(13.8%)	19(65.5%)	6(20.7%)
	SDAMCDIN	0(0.0%)	0(0.0%)	0(0.0%)	1(3.4%)	28(96.6%)
	SSMCDIN	0(0.0%)	0(0.0%)	4(9.8%)	11(26.8%)	26(63.4%)
	Total	1(0.6%)	0(0.0%)	10(5.9%)	51(30.2%)	107(63.3%)

Malwa	GHGKCLUDH	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	41(100.0%)
	ASCKHA	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	27(100.0%)
	GGNKCLUDH	0(0.0%)	1(3.6%)	3(10.7%)	4(14.3%)	20(71.4%)
	GNCNARLUDH	0(0.0%)	0(0.0%)	2(18.2%)	2(18.2%)	7(63.6%)
	SDPCGLUDH	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	11(100.0%)
	Total	0(0.0%)	1(0.8%)	5(4.2%)	6(5.1%)	106(89.8%)
Puadh	ASBAJSMCBELA	0(0.0%)	0(0.0%)	2(12.5%)	4(25.0%)	10(62.5%)
	GSSDGSKCPAT	0(0.0%)	0(0.0%)	8(9.2%)	23(26.4%)	56(64.4%)
	MGCFATSAH	1(1.4%)	0(0.0%)	2(2.9%)	23(32.9%)	44(62.9%)
	MMMCPAT	0(0.0%)	2(4.2%)	0(0.0%)	8(16.7%)	38(79.2%)
	SGTBKCANASAH	0(0.0%)	0(0.0%)	8(18.2%)	14(31.8%)	22(50.0%)
	Total	1(0.4%)	2(0.8%)	20(7.5%)	72(27.2%)	170(64.2%)

Chi-Square Tests

Region		Value	Df	Asymp. Sig. (2-sided)
Doaba	**Pearson Chi-Square**	**28.741[a]**	**12**	**.004**
	Likelihood Ratio	32.723	12	.001
	N of Valid Cases	228		
Majha	**Pearson Chi-Square**	**48.205[b]**	**12**	**.000**
	Likelihood Ratio	51.463	12	.000
	N of Valid Cases	169		
Malwa	**Pearson Chi-Square**	**29.577[c]**	**12**	**.003**
	Likelihood Ratio	30.579	12	.002
	N of Valid Cases	118		
Puadh	**Pearson Chi-Square**	**31.180[d]**	**16**	**.013**
	Likelihood Ratio	31.362	16	.012
	N of Valid Cases	265		

a. 9 cells (45.0%) have expected count less than 5. The minimum expected count is .19.

b. 10 cells (50.0%) have expected count less than 5. The minimum expected count is .14.

c. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .09.

d. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .06.

In the Doaba region, the Chi-Square calculated value is 28.741, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Majha region, the Chi-Square calculated value is 48.205, which is smaller than the critical value. Therefore, the results indicate no significant variation.

For the Malwa region, the Chi-Square calculated value is 29.577, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Puadh region, the Chi-Square calculated value is 31.180, which is smaller than the critical value. Consequently, the results indicate no significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 **=28.741, p=.004(≤.05 significant)**, there is significant difference in the satisfaction level regarding arrangement of books in the college libraries.

For the Majha region, x^2**= 48.205, p=.000 (≤.05 significant),** there is significant difference in the satisfaction level regarding arrangement of books in the college libraries.

For the Malwa region, x^2**=29.577, p=.003 (≤.05 significant),** there is significant difference in the satisfaction level regarding arrangement of books in the college libraries.

For the Puadh region, x^2**= 31.180, p-.013 (≤.05 significant),** there is significant difference in the satisfaction level regarding arrangement of books in the college libraries.

4.2.7.3   Furniture and Equipments

Table 4.51 presents user satisfaction with the furniture and equipments of college libraries across different regions.

In the Doaba region, 127 (55.7%) users expressed very high satisfaction with the furniture and equipments of the library, 77 (33.8%) users were satisfied, 16 (7.0%) readers were somewhat satisfied, 7(3.1%) users were least satisfied and 1(0.4%) user are not satisfied with the furniture and equipments of the library

In the Majha region, 118 (69.8%) readers were very satisfied with the furniture and equipments of the library, 39 (23.1%) users were satisfied, and 1(0.6%) user are not

satisfied with the furniture and equipments of the library

In the Malwa region, 102 (86.4%) users were very satisfied with the furniture and equipments of the library, 12 (10.2%) users were satisfied, and 4(3.4%) users were somewhat satisfied.

In the Puadh region, 189 (71.3%) users were very satisfied with the furniture and equipments of the library, 52 (19.6%) users were satisfied, 20 (7.5%) users were somewhat satisfied, 3 (1.1%) respondent was least satisfied, and 10(0.4%) readers were not satisfied.

Table 4.51: Satisfaction regarding Furniture and Equipments

		Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
	Colleges					
Doaba	DAVCHSP	0(0.0%)	0(0.0%)	1(4.5%)	3(13.6%)	18(81.8%)
	DAVJAL	1(1.3%)	6(7.9%)	4(5.3%)	19(25.0%)	46(60.5%)
	DCJAL	0(0.0%)	0(0.0%)	3(10.3%)	8(27.6%)	18(62.1%)
	HMVCJAL	0(0.0%)	1(1.8%)	5(8.9%)	17(30.4%)	33(58.9%)
	KNCWPHG	0(0.0%)	0(0.0%)	3(6.7%)	30(66.7%)	12(26.7%)
	Total	1(0.4%)	7(3.1%)	16(7.0%)	77(33.8%)	127(55.7%)
Majha	BBKDAVCASR	0(0.0%)	0(0.0%)	3(6.4%)	13(27.7%)	31(66.0%)
	KCWASR	1(4.3%)	0(0.0%)	3(13.0%)	9(39.1%)	10(43.5%)
	RRBDAVBAT	0(0.0%)	0(0.0%)	1(3.4%)	2(6.9%)	26(89.7%)
	SDAMCDIN	0(0.0%)	0(0.0%)	0(0.0%)	2(6.9%)	27(93.1%)
	SSMCDIN	0(0.0%)	0(0.0%)	4(9.8%)	13(31.7%)	24(58.5%)
	Total	1(0.6%)	0(0.0%)	11(6.5%)	39(23.1%)	118(69.8%)
Malwa	GHGKCLUDH	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	41(100.0%)
	ASCKHA	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	27(100.0%)
	GGNKCLUDH	0(0.0%)	0(0.0%)	3(10.7%)	6(21.4%)	19(67.9%)
	GNCNARLUDH	0(0.0%)	0(0.0%)	1(9.1%)	3(27.3%)	7(63.6%)
	SDPCGLUDH	0(0.0%)	0(0.0%)	0(0.0%)	3(27.3%)	8(72.7%)
	Total	0(0.0%)	0(0.0%)	4(3.4%)	12(10.2%)	102(86.4%)
Puadh	ASBAJSMCBELA	0(0.0%)	0(0.0%)	0(0.0%)	6(37.5%)	10(62.5%)
	GSSDGSKCPAT	0(0.0%)	0(0.0%)	4(4.6%)	18(20.7%)	65(74.7%)
	MGCFATSAH	1(1.4%)	0(0.0%)	6(8.6%)	11(15.7%)	52(74.3%)
	MMMCPAT	0(0.0%)	2(4.2%)	2(4.2%)	9(18.8%)	35(72.9%)

SGTBKCANASAH	0(0.0%)	1(2.3%)	8(18.2%)	8(18.2%)	27(61.4%)
Total	10.(0.4%)	3(1.1%)	20(7.5%)	52(19.6%)	189(71.3%)

Chi-Square Tests

Region		Value	df	Asymp. Sig. (2-sided)
Doaba	**Pearson Chi-Square**	**41.743**[a]	**16**	**.000**
	Likelihood Ratio	42.198	16	.000
	N of Valid Cases	228		
Majha	**Pearson Chi-Square**	**28.746**[b]	**12**	**.004**
	Likelihood Ratio	29.895	12	.003
	N of Valid Cases	169		
Malwa	**Pearson Chi-Square**	**28.364**[c]	**8**	**.000**
	Likelihood Ratio	33.227	8	.000
	N of Valid Cases	118		
Puadh	Pearson Chi-Square	23.079[d]	16	.112
	Likelihood Ratio	22.340	16	.133
	N of Valid Cases	265		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .10.

b. 10 cells (50.0%) have expected count less than 5. The minimum expected count is .14.

c. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .37.

d. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .06.

In the Doaba region, the Chi-Square calculated value is 41.743, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Majha region, the Chi-Square calculated value is 28.746, which is smaller than the critical value. Therefore, the results indicate no significant variation.

For the Malwa region, the Chi-Square calculated value is 28.364, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Puadh region, the Chi-Square calculated value is 23.079, which is higher than the critical value. Consequently, the results indicate significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 =**41.743, p=.000(≤.05 significant)**, there is significant difference in the satisfaction level regarding furniture and equipments of the college libraries.

For the Majha region, x^2= **28.746, p=.004 (≤.05 significant),** there is significant difference in the satisfaction level regarding furniture and equipments of the college libraries.

For the Malwa region, x^2=28.364, p=.000 (≤.05 significant), there is significant difference in the satisfaction level regarding furniture and equipments of the college libraries..

For the Puadh region, x^2= 23.079, p-.112 (≤.05 non-significant), there is no significant difference in the satisfaction level regarding furniture and equipments of the college libraries.

4.2.7.4   Lighting

Table 4.52 presents user satisfaction with the lighting in the college libraries across different regions.

In the Doaba region, 91 (39.9%) users expressed very high satisfaction with the lighting in the college library, 96 (42.1%) users were satisfied, 34(14.9%) readers were somewhat satisfied, 5(2.2%) users were least satisfied and 2(0.9%) user are not satisfied with the lighting in the college library

In the Majha region, 92 (54.4%) readers were very satisfied with the lighting in the college library, 58(34.3%) users were satisfied, and 1(0.6%) user are not satisfied with the lighting in the college library

In the Malwa region, 77 (65.3%) users were very satisfied with the lighting in the college library, 33 (28.0%) users were satisfied, and 7(5.9%) users were somewhat satisfied.

In the Puadh region, 153 (57.7%) users were very satisfied with the lighting in the college library, 96 (36.2%) users were satisfied, 13 (4.9%) users were somewhat satisfied, 1 (0.4%) respondent was least satisfied, and 2(0.8%) readers were not satisfied.

Table 4.52: Satisfaction with lighting in the library

Lighting						
	Colleges	Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	DAVCHSP	0(0.0%)	0(0.0%)	2(9.1%)	4(18.2%)	16(72.7%)
	DAVJAL	2(2.6%)	4(5.3%)	13(17.1%)	36(47.4%)	21(27.6%)
	DCJAL	0(0.0%)	0(0.0%)	8(27.6%)	5(17.2%)	16(55.2%)
	HMVCJAL	0(0.0%)	1(1.8%)	2(3.6%)	20(35.7%)	33(58.9%)
	KNCWPHG	0(0.0%)	0(0.0%)	9(20.0%)	31(68.9%)	5(11.1%)
	Total	2(0.9%)	5(2.2%)	34(14.9%)	96(42.1%)	91(39.9%)
Majha	BBKDAVCASR	0(0.0%)	0(0.0%)	3(6.4%)	17(36.2%)	27(57.4%)
	KCWASR	1(4.3%)	0(0.0%)	4(17.4%)	7(30.4%)	11(47.8%)
	RRBDAVBAT	0(0.0%)	0(0.0%)	2(6.9%)	14(48.3%)	13(44.8%)
	SDAMCDIN	0(0.0%)	0(0.0%)	0(0.0%)	5(17.2%)	24(82.8%)
	SSMCDIN	0(0.0%)	0(0.0%)	9(22.0%)	15(36.6%)	17(41.5%)
	Total	1(0.6%)	0(0.0%)	18(10.6%)	58(34.3%)	92(54.4%)
Malwa	GHGKCLUDH	0(0.0%)	0(0.0%)	0(0.0%)	8(19.5%)	33(80.5%)
	ASCKHA	0(0.0%)	0(0.0%)	0(0.0%)	12(44.4%)	15(55.6%)
	GGNKCLUDH	0(0.0%)	1(3.6%)	4(14.3%)	8(28.6%)	15(53.6%)
	GNCNARLUDH	0(0.0%)	0(0.0%)	2(18.2%)	3(27.3%)	6(54.5%)
	SDPCGLUDH	0(0.0%)	0(0.0%)	1(9.1%)	2(18.2%)	8(72.7%)
	Total	0(0.0%)	1(0.8%)	7(5.9%)	33(28.0%)	77(65.3%)
Puadh	ASBAJSMCBELA	0(0.0%)	0(0.0%)	0(0.0%)	2(12.5%)	14(87.5%)
	GSSDGSKCPAT	0(0.0%)	0(0.0%)	4(4.6%)	30(34.5%)	53(60.9%)
	MGCFATSAH	2(2.9%)	1(1.4%)	3(4.3%)	22(31.4%)	42(60.0%)
	MMMCPAT	0(0.0%)	0(0.0%)	2(4.2%)	25(52.1%)	21(43.8%)
	SGTBKCANASAH	0(0.0%)	0(0.0%)	4(9.1%)	17(38.6%)	23(52.3%)
	Total	2(0.8%)	1(0.4%)	13(4.9%)	96(36.2%)	153(57.7%)

Chi-Square Tests

Region		Value	df	Asymp. Sig. (2-sided)
Doaba	**Pearson Chi-Square**	**59.778[a]**	**16**	**.000**
	Likelihood Ratio	65.803	16	.000
	N of Valid Cases	228		
Majha	**Pearson Chi-Square**	**27.136[b]**	**12**	**.007**
	Likelihood Ratio	26.666	12	.009
	N of Valid Cases	169		
Malwa	Pearson Chi-Square	20.281[c]	12	.062
	Likelihood Ratio	21.756	12	.040
	N of Valid Cases	118		
Puadh	Pearson Chi-Square	21.768[d]	16	.151
	Likelihood Ratio	22.155	16	.138
	N of Valid Cases	265		

a. 12 cells (48.0%) have expected count less than 5. The minimum expected count is .19.

b. 9 cells (45.0%) have expected count less than 5. The minimum expected count is .14.

c. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .09.

d. 15 cells (60.0%) have expected count less than 5. The minimum expected count is .06.

In the Doaba region, the Chi-Square calculated value is 59.778, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Majha region, the Chi-Square calculated value is 27.136, which is exceeds than the critical value. Therefore, the results indicate significant variation.

For the Malwa region, the Chi-Square calculated value is 20.281, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Puadh region, the Chi-Square calculated value is 21.768, which is smaller than the critical value. Consequently, the results indicate no significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 =**59.778, p=.000($\leq$.05 significant)**, there is significant difference in the satisfaction with the lighting in the college library

For the Majha region, x^2= **27.136, p=.007 ($\leq$.05 significant),** there is significant difference in the satisfaction with the lighting in the college library

For the Malwa region, x^2=20.281, p=.062 (≤.05 non-significant), there is no significant difference in the satisfaction level of lighting in the college library .

For the Puadh region, x^2= 21.768, p-.151 (≤.05 non-significant), there is no significant difference in the satisfaction level of lighting in the college library

4.2.7.5 Cleanliness

Table 4.53 presents user satisfaction with the cleanliness in the college libraries across different regions.

In the Doaba region, 121 (53.1%) users expressed very high satisfaction with the cleanliness in the college library, 79 (34.6%) users were satisfied, 26(11.4%) readers were somewhat satisfied,

In the Majha region, 112 (66.3%) readers were very satisfied with the cleanliness in the college library, 43(25.4%) users were satisfied, and 2(1.2%) user are not satisfied with the cleanliness in the college library

In the Malwa region, 58 (49.2%) users were very satisfied with the cleanliness in the college library, 57 (48.3%) users were satisfied.

In the Puadh region, 168 (63.4%) users were very satisfied with the cleanliness in the college library, 84 (31.7%) users were satisfied, 12(4.5%) users were somewhat satisfied.

Table 4.53: Satisfaction level with Cleanliness in the library

Region		Cleanliness				
		Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	DAVCHSP	0(0.0%)	0(0.0%)	2(9.1%)	5(22.7%)	15(68.2%)
	DAVJAL	00(0.0%)	2(2.6%)	4(5.3%)	41(53.9%)	29(38.2%)
	DCJAL	0(0.0%)	0(0.0%)	2(6.9%)	6(20.7%)	21(72.4%)
	HMVCJAL	0(0.0%)	0(0.0%)	2(3.6%)	7(12.5%)	47(83.9%)
	KNCWPHG	0(0.0%)	0(0.0%)	16(35.6%)	20(44.4%)	9(20.0%)
	Total	0(0.0%)	2(0.9%)	26(11.4%)	79(34.6%)	121(53.1%)
Majha	BBKDAVCASR	0(0.0%)	0(0.0%)	0(0.0%)	9(19.1%)	38(80.9%)
	KCWASR	2(8.7%)	0(0.0%)	4(17.4%)	5(21.7%)	12(52.2%)
	RRBDAVBAT	0(0.0%)	0(0.0%)	1(3.4%)	2(6.9%)	26(89.7%)

	SDAMCDIN	0(0.0%)	0(0.0%)	0(0.0%)	11(37.9%)	18(62.1%)
	SSMCDIN	0(0.0%)	0(0.0%)	7(17.1%)	16(39.0%)	18(43.9%)
	Total	2(1.2%)	0(0.0%)	12(7.1%)	43(25.4%)	112(66.3%)
Malwa	GHGKCLUDH	0(0.0%)	0(0.0%)	0(0.0%)	24(58.5%)	17(41.5%)
	ASCKHA	0(0.0%)	0(0.0%)	0(0.0%)	23(85.2%)	4(14.8%)
	GGNKCLUDH	0(0.0%)	0(0.0%)	2(7.1%)	3(10.7%)	23(82.1%)
	GNCNARLUDH	0(0.0%)	0(0.0%)	1(9.1%)	4(36.4%)	6(54.5%)
	SDPCGLUDH	0(0.0%)	0(0.0%)	0(0.0%)	3(27.3%)	8(72.7%)
	Total	0(0.0%)	0(0.0%)	3(2.5%)	57(48.3%)	58(49.2%)
Puadh	ASBAJSMCBELA	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	16(100.0%)
	GSSDGSKCPAT	0(0.0%)	0(0.0%)	0(0.0%)	23(26.4%)	64(73.6%)
	MGCFATSAH	0(0.0%)	1(1.4%)	6(8.6%)	19(27.1%)	44(62.9%)
	MMMCPAT	0(0.0%)	0(0.0%)	3(6.3%)	31(64.6%)	14(29.2%)
	SGTBKCANASAH	0(0.0%)	0(0.0%)	3(6.8%)	11(25.0%)	30(68.2%)
	Total	0(0.0%)	1(0.3%)	12(4.5%)	84(31.7%)	168(63.4%)

Chi-Square Tests

Region		Value	Df	Asymp. Sig. (2-sided)
Doaba	**Pearson Chi-Square**	**78.538[a]**	**12**	**.000**
	Likelihood Ratio	75.577	12	.000
	N of Valid Cases	228		
Majha	**Pearson Chi-Square**	**45.099[b]**	**12**	**.000**
	Likelihood Ratio	44.444	12	.000
	N of Valid Cases	169		
Malwa	**Pearson Chi-Square**	**38.687[c]**	**8**	**.000**
	Likelihood Ratio	43.022	8	.000
	N of Valid Cases	118		
Puadh	**Pearson Chi-Square**	**47.922[d]**	**12**	**.000**
	Likelihood Ratio	54.867	12	.000
	N of Valid Cases	265		

a. 7 cells (35.0%) have expected count less than 5. The minimum expected count is .19.

b. 10 cells (50.0%) have expected count less than 5. The minimum expected count is .27.

c. 5 cells (33.3%) have expected count less than 5. The minimum expected count is .28.

d. 10 cells (50.0%) have expected count less than 5. The minimum expected count is .06.

In the Doaba region, the Chi-Square calculated value is 78.538, which is higher than the critical value. Therefore, the results indicate significant variation.

In the Majha region, the Chi-Square calculated value is 45.099, which is exceeds than the critical value. Therefore, the results indicate significant variation.

For the Malwa region, the Chi-Square calculated value is 38.687, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Puadh region, the Chi-Square calculated value is 47.922, which is smaller than the critical value. Consequently, the results indicate no significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 =78.538, p=.000(≤.05 significant), there is significant difference in the satisfaction with the cleanliness in the college library

For the Majha region, x^2= 45.099, p=.000 (≤.05 significant), there is significant difference in the satisfaction with the cleanliness in the college library

For the Malwa region, x^2=38.687, p=.000 (≤.05 significant), there is significant difference in the satisfaction level of cleanliness in the college library .

For the Puadh region, x^2= 47.922, p-.000 (≤.05 significant), there is significant difference in the satisfaction level of cleanliness in the college library

4.2.7.6   Guide map/instructions

The analysis shown in the table 4.54 reveals the user satisfaction with the guide map and instructions of the college libraries across different four regions.

In the Doaba region, 78 (34.2%) users expressed very high satisfaction with the guide map and instructions of the college library, 84 (36.8%) users were satisfied, 61(26.8%) readers were somewhat satisfied,

In the Majha region, 53 (31.4%) readers were very satisfied with the guide map and instructions of the college library, 71(42.0%) users were satisfied, and 2(1.2%) user are not satisfied with the guide map and instructions of the college library

In the Malwa region, 31 (26.3%) users were very satisfied with the guide map and instructions of the college library, 64 (54.2%) users were satisfied.

In the Puadh region, 101 (38.1%) users were very satisfied with the guide map and instructions of the college library, 118 (44.5%) users were satisfied, 44 (16.6%) users were somewhat satisfied, 1 (0.4%) respondent was least satisfied, and 1(0.4%) readers was not satisfied.

Table 4.54: Satisfaction regarding Guide map/instruction

Region		Guide map /instructions				
		Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	DAVCHSP	0.(0%)	0(0.0%)	8(36.4%)	5(22.7%)	9(40.9%)
	DAVJAL	0(0.0%)	4(5.3%)	10(13.2%)	39(51.3%)	23(30.3%)
	DCJAL	0(0.0%)	0(0.0%)	7(24.1%)	6(20.7%)	16(55.2%)
	HMVCJAL	0(0.0%)	1(1.8%))	15(26.8%)	16(28.6%)	24(52.9%)
	KNCWPHG	0(0.0%)	0(0.0%)	21(46.7%)	18(40.0%)	6(13.3%)
	Total	**0(0.0%)**	**5(2.1%)**	**61(26.8%)**	**84(36.8%)**	**78(34.2%)**
Majha	BBKDAVCASR	0(0.0%)	0(0.0%)	5(10.6%)	22(46.8%)	20(42.6%)
	KCWASR	2(8.7%)	0(0.0%)	5(21.7%)	8(34.8%)	8(34.8%)
	RRBDAVBAT	0(0.0%)	0(0.0%)	19(65.5%)	6(20.7%)	4(13.8%)
	SDAMCDIN	0(0.0%)	0(0.0%)	0(0.0%)	17(58.6%)	12(41.4%)
	SSMCDIN	0(0.0%)	0(0.0%)	14(34.1%)	18(43.9%)	9(22.0%)
	Total	**2(1.2%)**	**0(0.0%)**	**43(25.4%)**	**71(42.0%)**	**53(31.4%)**
Malwa	GHGKCLUDH	0(0.0%)	0(0.0%)	0(0.0%)	33(80.5%)	8(19.5%)
	ASCKHA	0(0.0%)	0(0.0%)	2(7.4%)	22(81.5%)	3(11.1%)
	GGNKCLUDH	0(0%)	0(0.0%)	9(32.1%)	3(10.7%)	16(57.1%)
	GNCNARLUDH	0(0.0%)	0(0.0%)	5(45.5%)	4(36.4%)	2(18.2%)
	SDPCGLUDH	0(0.0%)	0(0.0%)	7(63.6%)	2(18.2%)	2(18.2%)
	Total	**0(0.0%)**	**0(0.0%)**	**23(19.4%)**	**64(54.2%)**	**31(26.3%)**
Puadh	ASBAJSMCBELA	0(0.0%)	0(0.0%)	4(25.0%)	1(6.3%)	11(68.8%)
	GSSDGSKCPAT	0(0.0%)	0(0.0%)	9(10.3%)	39(44.8%)	39(44.8%)
	MGCFATSAH	0(0.0%)	1(1.4%)	9(12.9%)	37(52.9%)	23(32.9%)
	MMMCPAT	0(0.0%)	0(0.0%)	6(12.5%)	28(58.3%)	14(29.2%)
	SGTBKCANASAH	1(2.3%)	0(0.0%)	16(36.4%)	13(29.5%)	14(31.8%)
	Total	**1(0.4%)**	**1(0.4%)**	**44(16.6%)**	**118(44.5%)**	**101(38.1%)**

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Chi-Square Tests

Region		Value	df	Asymp. Sig. (2-sided)
Doaba	**Pearson Chi-Square**	**38.211**[a]	**12**	**.000**
	Likelihood Ratio	40.567	12	.000
	N of Valid Cases	228		
Majha	**Pearson Chi-Square**	**56.295**[b]	**12**	**.000**
	Likelihood Ratio	55.535	12	.000
	N of Valid Cases	169		
Malwa	**Pearson Chi-Square**	**62.864**[c]	**8**	**.000**
	Likelihood Ratio	68.826	8	.000
	N of Valid Cases	118		
Puadh	**Pearson Chi-Square**	**39.538**[d]	**16**	**.001**
	Likelihood Ratio	38.092	16	.001
	N of Valid Cases	265		

a. 5 cells (25.0%) have expected count less than 5. The minimum expected count is .48.

b. 5 cells (25.0%) have expected count less than 5. The minimum expected count is .27.

c. 4 cells (26.7%) have expected count less than 5. The minimum expected count is 2.14.

d. 11 cells (44.0%) have expected count less than 5. The minimum expected count is .06.

In the Doaba region, the Chi-Square calculated value is 38.211, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Majha region, the Chi-Square calculated value is 56.295, which is exceeds than the critical value. Therefore, the results indicate significant variation.

For the Malwa region, the Chi-Square calculated value is 62.864, which is exceeds than the critical value. Therefore, the results indicate significant variation.

In the Puadh region, the Chi-Square calculated value is 39.538, which is higher than the critical value. Consequently, the results indicate significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 **=38.211, p=.000($\leq$.05 significant)**, there is significant difference in the satisfaction with the cleanliness in the college library

For the Majha region, x^2**= 56.295, p=.000 ($\leq$.05 significant),** there is significant difference in the satisfaction with the cleanliness in the college library For the Malwa region, x^2**=62.864, p=.000 ($\leq$.05 significant),** there is significant difference in the satisfaction level of cleanliness in the college library .

For the Puadh region, x^2= **39.538, p-.001 (≤.05 significant),** there is significant difference in the satisfaction level of lighting in the college library

4.2.7.7   Interiors/Exteriors

The analysis shown in the table 4.55 reveals the user satisfaction with the interior/exterior part of the college libraries across different four regions.

In the Doaba region, 78 (34.2%) users expressed very high satisfaction with the interior/exterior part of the college library, 95 (41.7%) users were satisfied, 50(21.9%) readers were somewhat satisfied, 3(1.3%) users are least satisfied and 2(0.9%) users are not satisfied with the interior/exterior part of the college.

In the Majha region, 45 (26.6%) readers were very satisfied with the interior/exterior part of the college library, 98(58.2%) users were satisfied, 24(14.2%) readers were somewhat satisfied, 1(0.6%) users are least satisfied and 1(0.6%) user are not satisfied with the guide map and instructions of the college library

In the Malwa region, 49 (41.5%) users were very satisfied with the guide map and instructions of the college library, 50 (42.4%) users were satisfied and 16(13.6%) users were somewhat satisfied.

In the Puadh region, 91 (34.3%) users were very satisfied with the guide map and instructions of the college library, 140 (52.8%) users were satisfied, 34 (12.8%) users were somewhat satisfied.

Table 4.55: Satisfaction regarding interiors/exteriors part of library

Region		Interiors/exteriors				
		Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	DAVCHSP	0(0.0)	0(0.0%)	9(40.9%)	4(18.2%)	9(40.9%)
	DAVJAL	2(2.6%)	2(2.6%)	10(13.2%)	34(44.7%)	28(36.8%)
	DCJAL	0(0.0%)	0(0.0%)	(17.2%)5	10(34.5)	14(48.3%)
	HMVCJAL	0(0.0%)	1(1.8%)	7(12.5%)	27(48.2%)	21(37.5%)

	KNCWPHG	0(0.0%)	0(0.0%)	19(42.2%)	20(44.4%)	6(13.3%)
	Total	**2(0.9%)**	**3(1.3%)**	**50(21.9%)**	**95(41.7%)**	**78(34.2%)**
Majha	BBKDAVCASR	0(0.0%)	0(0.0%)	4(8.5%)	25(53.2%)	18(38.3%)
	KCWASR	1(4.3%)	1(4.3%)	5(21.7%)	8(34.8%)	8(34.8%)
	RRBDAVBAT	0(0.0%)	0(0.0%)	4(13.8%)	19(65.5%)	6(20.7%)
	SDAMCDIN	0(0.0%)	0(0.0%)	2(6.9%)	24(82.8%)	3(10.3%)
	SSMCDIN	0(0.0%)	0(0.0%)	9(22.0%)	22(53.7%)	10(24.4%)
	Total	**1(0.6%)**	**1(0.6%)**	**24(14.2%)**	**98(58.2%)**	**45(26.6%)**
Malwa	GHGKCLUDH	0(0.0%)	0(0.0%)	0(0.0%)	29(70.7%)	12(29.3%)
	ASCKHA	0(0.0%)	0(0.0%)	6(22.2%)	11(40.7%)	10(37.0%)
	GGNKCLUDH	0(0.0%)	0(0.0%)	6(21.4%)	5(17.9%)	17(60.7%)
	GNCNARLUDH	0(0.0%)	3(27.3%)	2(18.2%)	2(18.2%)	4(36.4%)
	SDPCGLUDH	0(0.0%)	0(0.0%)	2(18.2%)	3(27.3%)	6(54.5%)
	Total	**0(0.0%)**	**3(2.5%)**	**16(13.6%)**	**50(42.4%)**	**49(41.5%)**
Puadh	ASBAJSMCBELA	0(0.0%)	0(0.0%)	1(6.3%)	9(56.3%)	6(37.5%)
	GSSDGSKCPAT	0(0.0%)	0(0.0%)	10(11.5%)	57(65.5%)	20(23.0%0
	MGCFATSAH	0(0.0%)	0(0.0%)	7(10.0%)	35(50.0%)	28(40.0%)
	MMMCPAT	0(0.0%)	0(0.0%)	4(8.3%)	24(50.0%)	20(41.7%)
	SGTBKCANASAH	0(0.0%)	0(0.0%)	12(27.3%)	15(34.1%)	17(38.6%)
	Total	**0(0.0%)**	**0(0.0%)**	**34(12.8%)**	**140(52.8%)**	**91(34.3%)**

Chi-Square Tests

Region		Value	df	Asymp. Sig. (2-sided)
Doaba	**Pearson Chi-Square**	**35.781**[a]	**16**	**.003**
	Likelihood Ratio	37.842	16	.002
	N of Valid Cases	228		
Majha	**Pearson Chi-Square**	**29.649**[b]	**16**	**.020**
	Likelihood Ratio	25.563	16	.060
	N of Valid Cases	169		
Malwa	**Pearson Chi-Square**	**56.359**[c]	**12**	**.000**
	Likelihood Ratio	46.632	12	.000
	N of Valid Cases	118		
Puadh	**Pearson Chi-Square**	**19.749**[d]	**8**	**.011**
	Likelihood Ratio	18.839	8	.016
	N of Valid Cases	265		

a. 11 cells (44.0%) have expected count less than 5. The minimum expected count is .19.

b. 13 cells (52.0%) have expected count less than 5. The minimum expected count is .14.

c. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .28.

d. 1 cells (6.7%) have expected count less than 5. The minimum expected count is 2.05.

In the Doaba region, the Chi-Square calculated value is 35.781, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Majha region, the Chi-Square calculated value is 29.649, which is exceeds than the critical value. Therefore, the results indicate significant variation.

For the Malwa region, the Chi-Square calculated value is 56.354, which is exceeds than the critical value. Therefore, the results indicate significant variation.

In the Puadh region, the Chi-Square calculated value is 19.749, which is higher than the critical value. Consequently, the results indicate significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 **=35.781, p=.003($\leq$.05 significant)**, there is significant difference in the satisfaction with the interior/exterior part of the college library.

For the Majha region, x^2= **29.649, p=.020 (≤.05 significant),** there is significant difference in the satisfaction with the interior/exterior part of the college library.

For the Malwa region, x^2=**56.354, p=.000 (≤.05 significant),** there is significant difference in the satisfaction with the interior/exterior part of the college library.

For the Puadh region, x^2= **19.749, p-.011 (≤.05 significant),** there is significant difference in the satisfaction with the interior/exterior part of the college library.

4.2.7.8   Washrooms

Table 4.56 presents the user satisfaction regarding the facility of washroom inside/outside the libraries across different four regions.

In the Doaba region, 56 (24.6%) users expressed very high satisfaction with the facility of washroom inside/outside the college library, 73 (32.0%) users were satisfied, 79(34.6%) readers were somewhat satisfied, 12(5.2%) users are least satisfied and 8(3.5%) users are not satisfied.

In the Majha region, 37 (21.9%) readers were very satisfied with the facility of washroom inside/outside the college library, 48(28.4%) users were satisfied, 81(47.9%) readers were somewhat satisfied, 1(0.6%) users are least satisfied and 2(1.2%) user are not satisfied.

In the Malwa region, 51 (43.2%) users were very satisfied with the facility of washroom inside/outside the college library, 36(30.5%) users were satisfied and 29(24.6%) users were somewhat satisfied.

In the Puadh region, 104 (39.2%) users were very satisfied with the facility of washroom inside/outside the college library, 96 (36.2%) users were satisfied, 59(22.3%) users were somewhat satisfied, 2(0.8%) users are least satisfied and 4(1.5%) user are not satisfied.

Table 4.56: Satisfaction regarding washroom

Region		Washrooms				
		Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	DAVCHSP	4(18.2%)	2(9.1%)	6(27.3%)	5(22.7%)	5(22.7%)
	DAVJAL	2(2.6%	4(5.3%)	15(19.7%)	25(32.9%)	30(39.5%)
	DCJAL	0(0.0%)	0(0.0%)	6(20.7%)	13(44.8%)	10(34.4%)
	HMVCJAL	2(3.6%)	6(20.7%)	30(53.5%)	11(19.6%)	7(24.1%)
	KNCWPHG	0(0.0%)	0(0.0%)	22(48.8%)	19(42.2%)	4(8.8%)
	Total	**8(3.5%)**	**12(5.2%)**	**79(34.6%)**	**73(32.0%)**	**56(24.6%)**
Majha	BBKDAVCASR	0(0.0%)	0(0.0%)	21(44.7%)	17(36.2%)	9(19.1%)
	KCWASR	2(8.7%)	0(0.0%)	7(30.4%)	7(30.4%)	7(30.4%)
	RRBDAVBAT	0(0.0%)	1(3.4%)	18(62.1%)	1(3.4%)	9(31.0%)
	SDAMCDIN	0(0.0%)	0(0.0%)	21(72.4%)	8(27.6%)	0(0.0%)
	SSMCDIN	0(0.0%)	0(0.0%)	14(34.1%)	15(36.6%)	12(29.3%)
	Total	**2(1.2%)**	**1(0.6%)**	**81(47.9%)**	**48(28.4%)**	**37(21.9%)**
Malwa	GHGKCLUDH	0(0.0%)	0(0.0%)	0(0.0%)	16(39.0%)	25(61.0%)
	ASCKHA	0(0.0%)	0(0.0%)	7(25.9)	8(29.6%)	12(44.4%)
	GGNKCLUDH	0(0.0%)	1(3.6%)	8(28.6%)	8(28.6%)	11(39.3%)
	GNCNARLUDH	0(0.0%)	1(9.1%)	7(63.6%)	1(9.1%)	2(18.2%)
	SDPCGLUDH	0(0.0%)	0(0.0%)	7(63.6%)	3(27.3%)	1(9.1%)
	Total	**0(0.0%)**	**2(1.6%)**	**29(24.6%)**	**36(30.5%)**	**51(43.2%)**
Puadh	ASBAJSMCBELA	3(18.8%)	2(12.5%)	5(31.3%)	5(31.3%)	1(6.3%)
	GSSDGSKCPAT	0(0.0%)	0(0.0%)	24(27.6%)	37(42.5%)	26(29.9%)
	MGCFATSAH	1(1.4%)	0(0.0%)	13(18.6%)	25(35.7%)	31(44.3%)
	MMMCPAT	0(0.0%)	0(0.0%)	1(2.1%)	19(39.6%)	28(58.3%)
	SGTBKCANASAH	0(0.0%)	0(0.0%)	16(36.4%)	10(22.7%)	18(40.9%)
	Total	**4(1.5%)**	**2(0.8%)**	**59(22.3%)**	**96(36.2%**	**104(39.2%)**

Chi-Square Tests

Region		Value	Df	Asymp. Sig. (2-sided)
Doaba	**Pearson Chi-Square**	**61.336**^{a}	**16**	**.000**
	Likelihood Ratio	61.475	16	.000
	N of Valid Cases	228		
Majha	**Pearson Chi-Square**	**43.323**^{b}	**16**	**.000**
	Likelihood Ratio	46.891	16	.000
	N of Valid Cases	169		
Malwa	**Pearson Chi-Square**	**39.774**^{c}	**12**	**.000**
	Likelihood Ratio	47.111	12	.000
	N of Valid Cases	118		
Puadh	**Pearson Chi-Square**	**94.914**^{d}	**16**	**.000**
	Likelihood Ratio	63.220	16	.000
	N of Valid Cases	265		

a. 10 cells (40.0%) have expected count less than 5. The minimum expected count is .77.

b. 10 cells (40.0%) have expected count less than 5. The minimum expected count is .14.

c. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .19.

d. 11 cells (44.0%) have expected count less than 5. The minimum expected count is .12.

In the Doaba region, the Chi-Square calculated value is 61.336, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Majha region, the Chi-Square calculated value is 43.323, which is smaller than the critical value. Therefore, the results indicate no significant variation.

For the Malwa region, the Chi-Square calculated value is 39.774, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Puadh region, the Chi-Square calculated value is 94.914, which is higher than the critical value. Consequently, the results indicate significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 =**61.336, p=.000($\leq$.05 significant)**, there is significant difference in the satisfaction level regarding facility of washroom inside/outside the college library.

For the Majha region, x^2= **43.323, p=.000 ($\leq$.05 significant),** there is significant difference in the satisfaction level regarding facility of washroom inside/outside the college library.

For the Malwa region, x^2=**39.774, p=.000 ($\leq$.05 significant),** there is significant difference in the satisfaction level regarding facility of washroom inside/outside the college library.

For the Puadh region, x^2= **94.914, p-.000 (≤.05 significant),** there is significant difference in the satisfaction level regarding facility of washroom inside/outside the college library.

4.2.7.9 Drinking Water

Table 4.57 presents the user satisfaction regarding the facility of drinking water inside/outside the libraries across different four regions.

In the Doaba region, 58 (25.4%) users expressed very high satisfaction with the facility of drinking water inside/outside the college library, 76 (33.3%) users were satisfied, 74(32.5%) readers were somewhat satisfied, 12(5.3%) users are least satisfied and 8(3.5%) users are not satisfied.

In the Majha region, 35 (20.7%) readers were very satisfied with the facility of drinking water inside/outside the college library, 73(43.2%) users were satisfied, and 3(1.8%) users are not satisfied.

In the Malwa region, 51 (43.2%) users were very satisfied with the facility of drinking water inside/outside the college library, 46(39.0%) users were satisfied and 20(16.9%) users were somewhat satisfied.

In the Puadh region, 122 (46.0%) users were very satisfied with the facility of drinking water inside/outside the college library, 75(28.3%) users were satisfied, 64(24.2%) users were somewhat satisfied, 2(0.8%) users are least satisfied and 2(0.8%) user are not satisfied.

Table 4.57: Satisfaction with Drinking water facility

Region		I Drinking water				
		Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	DAVCHSP	4(18.2%)	2(9.1%)	6(27.3%)	2(9.1%)	8(36.4%)
	DAVJAL	2(2.6%)	5(6.6%)	14(18.4%)	28(36.8%)	27(35.5%)
	DCJAL	0(0.0%)	0(0.0%)	8(27.6%)(9	9(31.0%)	12(41.4%)
	HMVCJAL	2(3.6%)	5(8.9%)	29(51.8%)	13(23.2%)	7(12.5%)
	KNCWPHG	0(0.0%)	0(0.0%)	17(37.8%)	24(53.3%)	4(8.9%)
	Total	**8(3.5%)**	**12(5.3%)**	**74(32.5%)**	**76(33.3%)**	**58(25.4%)**
Majha	BBKDAVCASR	0(0.0%)	0(0.0%)	19(40.4%)	19(40.4%)	9(19.1%)

	KCWASR	2(8.7%)	0(0.0%)	5(21.7%)	9(39.1%)	7(30.4%)
	RRBDAVBAT	1(3.4%)	0(0.0%)	3(10.3%)	15(51.7%)	10(34.5%)
	SDAMCDIN	0(0.0%)	0(0.0%)	22(75.9%)	7(24.1%)	0(0.0%)
	SSMCDIN	0(0.0%)	0(0.0%)	9(22.0%)	23(56.1%)	9(22.0%)
	Total	**3(1.8%)**	**0(0.0%)**	**58(34.3%)**	**73(43.2%)**	**35(20.7%)**
Malwa	GHGKCLUDH	0(0.0%)	0(0.0%)	0(0.0%)	19(46.13%)	22(53.7%)
	ASCKHA	0(0.0%)	0(0.0%)	2(7.4%)	16(59.3%)	9(33.3%)
	GGNKCLUDH	0(0.0%)	1(3.6%)	5(17.9%)	8(28.6%)	14(50.0%)
	GNCNARLUDH	0(0.0%)	0(0.0%)	6(54.5%)	1(9.1%)	4(36.4%)
	SDPCGLUDH	0(0.0%)	0(0.0%)	7(63.6%)	2(18.2%)	2(18.2%)
	Total	**0(0.0%)**	**1(0.8%)**	**20(16.9%)**	**46(39.0%)**	**51(43.2%)**
Puadh	ASBAJSMCBELA	0(0.0%)	2(12.5%)	3(18.8%)	2(12.5%)	9(56.3%)
	GSSDGSKCPAT	0(0.0%)	0(0.0%)	37(42.5%)	17(19.5%)	33(37.9%)
	MGCFATSAH	1(1.4%)	0(0.0%)	8(11.4%)	27(38.%)	34(48.6%)
	MMMCPAT	0(0.0%)	0(0.0%)	2(4.2%)	15(31.3%)	31(64.6%)
	SGTBKCANASAH	1(2.3%)	0(0.0%)	14(31.8%)	14(31.8%)	15(34.1%)
	Total	**2(0.8%)**	**2(0.8%)**	**64(24.2%)**	**75(28.3%)**	**122(46.0%)**

Chi-Square Tests

Region		Value	Df	Asymp. Sig. (2-sided)
Doaba	**Pearson Chi-Square**	**61.121[a]**	**16**	**.000**
	Likelihood Ratio	62.842	16	.000
	N of Valid Cases	228		
Majha	**Pearson Chi-Square**	**46.055[b]**	**12**	**.000**
	Likelihood Ratio	49.209	12	.000
	N of Valid Cases	169		
Malwa	**Pearson Chi-Square**	**46.542[c]**	**12**	**.000**
	Likelihood Ratio	45.751	12	.000
	N of Valid Cases	118		
Puadh	**Pearson Chi-Square**	**73.461[d]**	**16**	**.000**
	Likelihood Ratio	57.328	16	.000
	N of Valid Cases	265		

a. 10 cells (40.0%) have expected count less than 5. The minimum expected count is .77.

b. 6 cells (30.0%) have expected count less than 5. The minimum expected count is .41.

c. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .09.

d. 12 cells (48.0%) have expected count less than 5. The minimum expected count is .12.

In the Doaba region, the Chi-Square calculated value is 61.121, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Majha region, the Chi-Square calculated value is 46.055, which is smaller than

the critical value. Therefore, the results indicate no significant variation.

For the Malwa region, the Chi-Square calculated value is 46.542, which is higher than the critical value. Therefore, the results indicate significant variation.

In the Puadh region, the Chi-Square calculated value is 73.461, which is higher than the critical value. Consequently, the results indicate significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 **=61.121, p=.000(≤.05 significant)**, there is significant difference in the satisfaction level regarding facility of drinking water inside/outside the college library.

For the Majha region, x^2**= 46.055, p=.000 (≤.05 significant),** there is significant difference in the satisfaction level regarding facility of drinking water inside/outside the college library.

For the Malwa region, x^2**=46.542, p=.000 (≤.05 significant),** there is significant difference in the satisfaction level regarding facility of drinking water inside/outside the college library.

For the Puadh region, x^2**= 73.461, p-.000 (≤.05 significant),** there is significant difference in the satisfaction level regarding facility of drinking water inside/outside the college library.

4.2.7.10 Reading Room

Table 4.58 presents the user satisfaction regarding the facility of reading room in the libraries across different four regions.

In the Doaba region, 142 (62.3%) users expressed very high satisfaction with the facility of reading room in the college library, 57 (25.0%) users were satisfied, and 1(0.4%) users are not satisfied.

In the Majha region, 74(43.8%) readers were very satisfied with the facility of reading room in the college library, 78(46.2%) users were satisfied, and 2(1.2%) users are not satisfied.

In the Malwa region, 63 (53.4%) users were very satisfied with the facility of reading

room in the college library, 48(40.7%) users were satisfied and 5(4.2%) users were somewhat satisfied, 1(0.8%) user was least satisfied and 1(0.8%) user was not satisfied.

In the Puadh region, 166 (62.6%) users were very satisfied with the facility of reading room in the college library, 76(28.7%) users were satisfied, 21(7.9%) users were somewhat satisfied.

Table 4.58: Satisfaction regarding reading room in the library

Region		Reading Room				
		Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	DAVCHSP	0(0.0%)	0(0.0%)	0(0.0%)	1(4.5%)	21(95.5%)
	DAVJAL	0(0.0%)	0(0.0%)	5(6.6%)	22(28.9%)	49(64.5%)
	DCJAL	0(0.0%)	0(0.0%)	1(3.4%)	6(20.7%)	22(75.9%)
	HMVCJAL	1(1.8%)	0(0.0%)	4(7.1%)	11(19.6%)	40(71.4%)
	KNCWPHG	0(0.0%)	0(0.0%)	18(40.0%)	17(37.8%)	10(22.2%)
	Total	**1(0.4%)**	**0(0.0%)**	**28(12.2%)**	**57(25.0%)**	**142(62.3%)**
Majha	BBKDAVCASR	0(0.0%)	0(0.0%)	1(2.1%)	17(36.2%)	29(61.7%)
	KCWASR	2(8.7%)	0(0.0%)	1(4.3%)	5(21.7%)	15(65.2%)
	RRBDAVBAT	0(0.0%)	0(0.0%)	2(6.9%)	6(20.7%)	21(72.4%)
	SDAMCDIN	0(0.0%)	0(0.0%)	2(6.9%)	26(89.7%)	1(3.4%)
	SSMCDIN	0(0.0%)	0(0.0%)	9(22.0%)	24(58.5%)	8(19.5%)
	Total	**2(1.2%)**	**0(0.0%)**	**15(8.8%)**	**78(46.2%)**	**74(43.8%)**
Malwa	GHGKCLUDH	0(0.0%)	0(0.0%)	0(0.0%)	29(70.7%)	12(29.3%)
	ASCKHA	0(0.0%)	0(0.0%)	1(3.7%)	13(48.1%)	13(48.1%)
	GGNKCLUDH	0(0.0%)	0(0.0%)	4(14.3%)	6(21.4%)	18(64.3%)
	GNCNARLUDH	1(9.1%)	1(9.1%)	0(0.0%)	(0.0%)	9(81.8%)
	SDPCGLUDH	0(0.0%	0(0.0%)	0(0.0%)	0(0.0%)	11(100.0%)
	Total	**1(0.8%)**	**1(0.8%)**	**5(4.2%)**	**48(40.7%)**	**63(53.4%)**

	ASBAJSMCBELA	0(0.0%)	0(0.0%)	2(12.5%)	2(12.5%)	12(75.0%)
	GSSDGSKCPAT	0(0.0%)	0(0.0%)	5(5.7%)	17(19.5%)	65(74.7%)
Puadh	MGCFATSAH	0(0.0%)	1(1.4%)	6(8.6%)	26(37.1%)	37(52.9%)
	MMMCPAT	0(0.0%)	0(0.0%)	4(8.3%)	17(35.4%)	27(56.3%)
	SGTBKCANASAH	0(0.0%)	1(2.3%)	4(9.1%)	14(31.8%)	25(56.8%)
	Total	**0(0.0%)(**	**2(0.7%)**	**21(7.9%)**	**76(28.7%)**	**166(62.6%)**

Chi-Square Tests

Region		Value	df	Asymp. Sig. (2-sided)
Doaba	**Pearson Chi-Square**	**64.090^a**	**12**	**.000**
	Likelihood Ratio	62.060	12	.000
	N of Valid Cases	228		
Majha	**Pearson Chi-Square**	**72.683^b**	**12**	**.000**
	Likelihood Ratio	73.423	12	.000
	N of Valid Cases	169		
Malwa	**Pearson Chi-Square**	**61.159^c**	**16**	**.000**
	Likelihood Ratio	58.785	16	.000
	N of Valid Cases	118		
Puadh	Pearson Chi-Square	14.658^d	12	.261
	Likelihood Ratio	15.668	12	.207
	N of Valid Cases	265		

a. 7 cells (35.0%) have expected count less than 5. The minimum expected count is .10.

b. 10 cells (50.0%) have expected count less than 5. The minimum expected count is .27.

c. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .09.

d. 9 cells (45.0%) have expected count less than 5. The minimum expected count is .12.

In the Doaba region, the Chi-Square calculated value is 64.090, which is exceeds than the critical value. Therefore, the results indicate significant variation.

In the Majha region, the Chi-Square calculated value is 72.683, which is smaller than the critical value. Therefore, the results indicate no significant variation.

For the Malwa region, the Chi-Square calculated value is 61.159, which is higher than the critical value. Therefore, the results indicate significant variation.

In the Puadh region, the Chi-Square calculated value is 14.658, which is smaller than the critical value. Consequently, the results indicate no significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 =**64.090, p=.000(≤.05 significant)**, there is significant difference in the satisfaction level regarding facility of reading room in the college library.

For the Majha region, x^2= **72.683, p=.000 (≤.05 significant),** there is significant

difference in the satisfaction level regarding facility of reading room in the college library.

For the Malwa region, x^2=61.159, p=.000 (≤.05 significant), there is significant difference in the satisfaction level regarding facility of reading room in the college library.

For the Puadh region, x^2= 14.658, p-.261 (≤.05 non-significant), there is no significant difference in the satisfaction level regarding facility of reading room in the college library.

4.2.8 Collection meets according to user requirement.

Table 4.59: Collection meets according to user requirement

Region				Does the collection meet your requirements?		Total
				Yes	No	
Doaba	CollAbr	DAVCHSP	Count	22(100%)	0(0.0%)	22(100%)
		DAVJAL	Count	73(96.1%)	3(3.9%)	76(100%)
		DCJAL	Count	28(96.6%)	1(3.4%)	29(100%)
		HMVCJAL	Count	55(98.2%)	1(1.8%)	56(100%)
		KNCWPHG	Count	45(100.0%)	0(0.0%)	45(100%)
	Total		Count	211 (92.5%)	223(97.8%)	5(2.2%)
Majha	CollAbr	BBKDAVCASR	Count	42(89.4%)	5(10.6%)	47(100%)
		KCWASR	Count	23(100.0%)	0(0.0%)	23(100%)
		RRBDAVBAT	Count	24(82.8%)	5(17.2%)	29(100%)
		SDAMCDIN	Count	27(93.1%)	2(6.9%)	29(100%)
		SSMCDIN	Count	41(100.0%)	0(0.0%)	41(100%)
	Total		Count	157 (92.9%)	157(92.9%)	12(7.1%)
Malwa	CollAbr	GHGKCLUDH	Count	37(90.2%)	4(9.8%)	41(100%)
		ASCKHA	Count	26(96.3%)	1(3.7%)	27(100%)
		GGNKCLUDH	Count	27(96.4%)	1(3.6%)	28(100%)
		GNCNARLUDH	Count	9(81.8%)	2(18.2%)	11(100%)
		SDPCWLUDH	Count	10(90.9%)	1(9.1%)	11(100%)

			Count	109 (92.4%)	9(7.6%)	118 (100%)
		Total				
Puadh	CollAbr	ASBASJSMCBELA	Count	16(100.0%)	0(0.0%)	16(100%)
		GSSDGSKCPAT	Count	85(97.7%)	2(2.3%)	87(100%)
		MGCFATSAH	Count	69(98.6%)	1(1.4%)	70(100%)
		MMMCPAT	Count	46(95.8%)	2(4.2%)	48(100%)
		SGTBKCANASAH	Count	44(100.0%)	0(0.0%)	44(100%)
		Total	**Count**	**260 (98.1%)**	**5 (1.9%)**	**265 (100%)**

Chi-Square Tests

Region		Value	Df	Asymp. Sig. (2-sided)
Doaba	Pearson Chi-Square	2.849[b]	4	.583
	Likelihood Ratio	4.083	4	.395
	N of Valid Cases	228		
	5cells(50.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .48.			
Majha	Pearson Chi-Square	**10.306[c]**	**4**	**.036**
	Likelihood Ratio	13.534	4	.009
	N of Valid Cases	169		
	5cells(50.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is 1.63.			
Malwa	Pearson Chi-Square	3.280[d]	4	.512
	Likelihood Ratio	3.088	4	.543
	N of Valid Cases	118		
	5cells(50.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .84.			
Puadh	Pearson Chi-Square	2.661[e]	4	.616
	Likelihood Ratio	3.453	4	.485
	N of Valid Cases	265		
	5cells(50.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .30.			

Figures within parenthesis are percentage

The analysis presented in Table 4.59 assesses whether the library collections meet user requirements in college libraries across different regions.

In the Doaba region, the majority of respondents, 223 (97.8%), agreed that the library

collection aligns with user requirements, while 5 (2.2%) users disagreed.

In the Majha region, 157 (92.9%) respondents agreed that the library collection meets user needs, while 12 (7.1%) users disagreed.

In the Malwa region, 109 (92.4%) respondents agreed that the library collection is in accordance with user requirements, while 9 (7.6%) users disagreed.

In the Puadh region, 260 (98.1%) respondents agreed that the library collection meets user needs, while 5 (1.9%) users disagreed.

Regarding the Chi-Square analysis, in the Doaba region, the calculated value is 2.849, which is smaller than the critical value, indicating no significant variation. In the Majha region, the Chi-Square calculated value is 10.306, which is also smaller than the critical value, suggesting no significant variation in this region as well.

For the Malwa region, the Chi-Square calculated value is **3.280** which are higher than the tabulated value. Therefore, the results of table indicated the significant variation. For the Puadh region, the Chi-Square calculated value is **2.661** which are smaller than the Chi-Square tabulated or   critical value. Therefore, the results of table indicated the no significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2 **=2.849,p=.583($\leq$.05 non-Significant)**, there is no significant difference in agreed with the collection of the library which is according to the user requirement.

For the Majha region, x^2**=10.306, p= .036($\leq$.05 Significant),** there is significant difference in agreed with the collection of the library which is according to the user requirement.

For the Malwa region, x^2**=3.280, p=.512($\leq$.05 non-Significant),** there is no significant difference in agreed with the collection of the library which is according to the user requirement.

For the Puadh region, x^2**=2.661, p=.616($\leq$.05 non-Significant),** there is no significant difference in agreed with the collection of the library which is according to the user requirement.

4.2.9 Satisfaction with the Service of the Library

College library gives more and good services to the users. These services are very help full to the readers of the library. These services are given below:

4.2.9.1 Circulation Service

Table 4.60 presents user opinions regarding circulation services in college libraries across different regions.

In the Doaba region, 156 (68.4%) users expressed very high satisfaction with the circulation services, while 53 (23.2%) reported being satisfied. Additionally, 17 (7.5%) users were somewhat satisfied, 1 (0.4%) user was least satisfied, and another 1 (0.4%) respondent expressed dissatisfaction with the circulation services.

In the Majha region, 116 (68.6%) respondents indicated very high satisfaction with the circulation services, while 37 (21.9%) reported being satisfied. Only 2 (1.2%) users expressed dissatisfaction with the circulation services.

In the Malwa region, a remarkable 115 (97.5%) users reported very high satisfaction with the circulation services.

In the Puadh region, 193 (72.8%) users expressed very high satisfaction with the circulation services, while 62 (23.4%) users reported being satisfied.

Table 4.60: Satisfaction with Circulation Services

Region				Circulation Services				
				Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	CollAbr	DAVCHSP	Count	0(0.0%)	0(0.0%)	1(4.5%)	1(4.5%)	20(90.9%)
		DAVJAL	Count	1(1.3%)	1(1.3%	3(3.9%)	11(14.5%)	60(78.9%)
		DCJAL	Count	0(0.0%)	0(0.0%)	7(24.1%)	6(20.7%)	16(55.2%)
		HMVCJAL	Count	0(0.0%)	0(0.0%)	6(10.7%)	24(42.9%)	26(46.4%)
		KNCWPHG	Count	0(0.0%)	0(0.0%)	0(0.0%)	11(24.4%)	34(75.6%)
	Total		Count	1 (0.4%)	1 (0.4%	17 (7.5%)	53 (23.2%)	156 (68.4%)
Majha	CollAbr	BBKDAVCASR	Count	0(0.0%)	0(0.0%)	1(2.1%)	15(31.9%)	31(66.0%)
		KCWASR	Count	2(8.7%)	0(0.0%	1(4.3%)	0(0.0%)	20(87.0%)
		RRBDAVBAT	Count	0(0.0%)	0(0.0%)	12(41.4%)	6(20.7%)	11(37.9%)
		SDAMCDIN	Count	0(0.0%)	0(0.0%)	0(0.0%)	1(3.4%)	28(96.6%)
		SSMCDIN	Count	0(0.0%)	0(0.0%)	0(0.0%)	15(36.6%)	26(63.4%)
	Total		Count	2 (1.2%)	0 (0.0%)	0 (0.0%)	37 (21.9%)	116 (68.6%)

		GHGKCLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	41(100%)
		ASCKHA	Count	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	27(100%)
		GGNKCLUDH	Count	0(0.0%)	0(0.0%)	2(7.1%)	1(3.6%)	25(89.3%)
	CollAbr	GNCNARLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	11(100%)
		SDPCWLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	11(100%)
Malwa	**Total**		**Count**	**0 (0.0%)**	**0 (0.0%)**	**0 (0.0%)**	**1 (0.8%)**	**115 (97.5%)**
		ASBASJSMCBELA	Count	0(0.0%)	0(0.0%)	0(0.0%)	8(50.0%)	8(50.0%)
		GSSDGSKCPAT	Count	0(0.0%)	0(0.0%)	4(4.6%)	16(18.4%)	67(77.0%)
		MGCFATSAH	Count	0(0.0%)	0(0.0%)	3(4.3%)	16(22.9%)	51(72.9%)
	CollAbr	MMMCPAT	Count	0(0.0%)	0(0.0%)	1(2.1%)	5(10.4%)	42(87.5%)
		SGTBKCANASAH	Count	0(0.0%)	0(0.0%)	2(4.5%)	17(38.6%)	25(56.8%)
Puadh	**Total**		**Count**	**0 (0.0%)**	**0 (0.0%)**	**0 (0.0%)**	**62 (23.4%)**	**193 (72.8%)**

Chi-Square Tests				
Region		**Value**	**df**	**Asymp. Sig. (2-sided)**
Doaba	**Pearson Chi-Square**	**43.575[a]**	**16**	**.000**
	Likelihood Ratio	44.004	16	.000
	N of Valid Cases	228		
	14cells(56.0%)haveexpectedcountlessthan5.Theminimum expected countis 10.			
Majha	**Pearson Chi-Square**	**83.790[b]**	**12**	**.000**
	Likelihood Ratio	73.842	12	.000
	N of Valid Cases	169		
	10cells(50.0%)haveexpectedcountlessthan5.Theminimum expected countis .27.			
Malwa	Pearson Chi-Square	9.894[c]	8	.273
	Likelihood Ratio	8.888	8	.352
	N of Valid Cases	118		
	10cells(66.7%) have expected countless than5.Theminimum expected count is .09.			
Puadh	**Pearson Chi-Square**	**19.168[d]**	**8**	**.014**
	Likelihood Ratio	19.067	8	.015
	N of Valid Cases	265		
	6cells(40.0%)have expected count lessthan5.Theminimum expected count is .60.			

Figures within parenthesis are percentage

In Doaba region, the Chi-Square calculated value is 43.575 which are smaller than Chi-Square tabulated or critical value. Therefore, the results of the table indicated the no significant variation.

For the Majha region, Chi-Square calculated value is 83.790 which are higher than Chi-Square tabulated or critical value. Therefore, the results of table indicated the significant variation.

For the Malwa region, the Chi-Square calculated value is 9.894 which are higher than Chi-Square tabulated or critical value. Therefore, the results of table indicated the significant variation.

For the Puadh region, the Chi-Square calculated value is 19.168 which are higher than Chi-Square tabulated or critical value. Therefore, the results of table indicated the significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2**=43.575, p=.000(≤.05 Significant)**, there is significant difference in the circulation service of the college libraries.

For the Majha region, x^2**=83.790, p=.000 (≤.05 Significant)**, there is significant difference in the circulation services of the college libraries.

For the Malwa region, x^2**=9.894, p=.273(≤.05 non-Significant)**, there is no significant difference in the circulation services of the college libraries

For the Puadh region, x^2**=19.168, p=.014(≤.05 Significant)**, there is significant difference in the circulation services of the college libraries

4.2.9.2 Cataloguing Services

Table 4.61 presents the satisfaction levels of respondents regarding cataloguing services in college libraries across different regions.

In the Doaba region, 137 (60.1%) users expressed very high satisfaction with the cataloguing services, while 65 (28.5%) reported being satisfied. Additionally, 1 (0.4%) user indicated dissatisfaction with the cataloguing services.

In the Majha region, 100 (59.2%) respondents reported very high satisfaction with the cataloguing services, while 62 (36.7%) users expressed satisfaction. Furthermore, 5 (3.0%) users were somewhat satisfied with the cataloguing services.

In the Malwa region, 105 (89.0%) respondents indicated very high satisfaction with the cataloguing services, while 10 (8.5%) users reported being satisfied, and 3 (2.5%) users were somewhat satisfied.

Table 4.61: Satisfaction with Cataloguing Services

Region				Cataloguing Services				
				Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	CollAbr	DAVCHSP	Count	0(0.0%)	0(0.0%)	0(0.0%)	7(31.8%)	15(68.2%)
		DAVJAL	Count	1(1.3%)	0(0.0%)	6(7.9%)	15(19.7%)	54(71.1%)
		DCJAL	Count	0(0.0%)	0(0.0%)	8(27.6%)	7(24.1%)	14(48.3%)
		HMVCJAL	Count	0(0.0%)	0(0.0%)	11(19.6%)	21(37.5%)	24(42.9%)
		KNCWPHG	Count	0(0.0%)	0(0.0%)	0(0.0%)	15(33.3%)	30(66.7%)
	Total		**Count**	**1 (0.4%)**	**0 (0.0%)**	**25 (10.9%)**	**65 (28.5%)**	**137 (60.1%)**
Majha	CollAbr	BBKDAVCASR	Count	0(0.0%)	0(0.0%)	0(0.0%)	20(42.6%)	27(57.4%)
		KCWASR	Count	0(0.0%)	2(8.7%)	3(13.0%)	6(26.1%)	12(52.2%)
		RRBDAVBT	Count	0(0.0%)	0(0.0%)	1(3.4%)	19(65.5%)	9(31.0%)
		SDAMCDIN	Count	0(0.0%)	0(0.0%)	0(0.0%)	2(6.9%)	27(93.1%)
		SSMCDIN	Count	0(0.0%)	0(0.0%)	1(2.4%)	15(36.6%)	25(61.0%)
	Total		**Count**	**0 (0.0%)**	**2 (1.1%)**	**5 (3.0%)**	**62 (36.7%)**	**100 (59.2%)**

Malwa	CollAbr	GHGKCLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	3(7.3%)	38(92.7%)
		ASCKHA	Count	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	27(100.0%)
		GGNKCLUDH	Count	0(0.0%)	0(0.0%)	2(7.1%)	4(14.3%)	22(78.6%)
		GNCNARLUDH	Count	0(0.0%)	0(0.0%)	1(9.1%)	2(18.2%)	8(72.7%)
		SDPCWLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	1(9.1%)	10(90.9%)
	Total		**Count**	**0 (0.0%)**	**0 (0.0%)**	**3 (2.5%)**	**10 (8.5%)**	**105 (89.0%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	0(0.0%)	0(0.0%)	3(18.8%)	3(18.8%)	10(62.5%)
		GSSDGSKCPAT	Count	0(0.0%)	1(1.1%)	2(2.3%)	37(42.5%)	47(54.0%)
		MGCFATSAH	Count	0(0.0%)	0(0.0%)	5(7.1%)	18(25.7%)	47(67.1%)
		MMMCPAT	Count	0(0.0%)	0(0.0%)	1(2.1%)	7(14.6%)	40(83.3%)
		SGTBKCANASAH	Count	0(0.0%)	0(0.0%)	9(20.5%)	10(22.7%)	25(56.8%)
	Total		**Count**	**0 (0.0%)**	**1(0.3%)**	**20 (7.5%)**	**75 (28.3%)**	**169 (63.8%)**

Chi-Square Tests				
Region		**Value**	**df**	**Asymp.Sig.(2-sided)**
Doaba	**Pearson Chi-Square**	**30.963[a]**	**12**	**.002**
	Likelihood Ratio	36.001	12	.000
	N of Valid Cases	228		
	8cells(40.0%)have expected count lessthan5.Theminimum expected count is .10.			
Majha	**Pearson Chi-Square**	**47.402[b]**	**12**	**.000**
	Likelihood Ratio	43.654	12	.000
	N of Valid Cases	169		
	10cells(50.0%)haveexpectedcountlessthan5.Theminimum expected count is .27.			
Malwa	Pearson Chi-Square	11.995[c]	8	.151
	Likelihood Ratio	14.295	8	.074
	N of Valid Cases	118		
	10 cells (66.7%) have expected count less than 5. The minimum expected count is .28.			
Puadh	**Pearson Chi-Square**	**34.726[d]**	**12**	**.001**
	Likelihood Ratio	32.764	12	.001
	N of Valid Cases	265		
	9cells(45.0%)have expected count lessthan5.Theminimum expected count is .06.			

Figures within parenthesis are percentage

In the region of Doaba, Chi-Square calculated value is **30.963** which are smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

For the Majha region, Chi-Square calculated value is **47.402** which are higher than Chi-Square tabulated or critical value. Therefore, the results of table indicated the significant variation.

For the Malwa region, Chi-Square calculated value is **11.995** which are smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

For the Puadh region, Chi-Square calculated value is **34.726** which are higher than Chi-Square tabulated or critical value. Therefore, the results of table indicated the significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2**=30.963, p=.002(≤.05 Significant)**, there is significant difference in cataloguing services of the college libraries.

For the Majha region, x^2**=47.402, p=.000(≤.05 Significant),** there is significant difference in cataloguing services of the college libraries.

For the Malwa region, x^2**=11.995, p=.151(≤.05non-Significant)**, there is no significant difference in cataloguing services of the college libraries.

For the Puadh region, x^2**=34.726, p=.001(≤.05 Significant),** there is significant difference in cataloguing services of the college libraries.

4.2.9.3 Reference Services

The analysis presented in Table 4.62 illustrates the satisfaction levels related to reference services in college libraries.

In the Doaba region, 108 (47.4%) users reported very high satisfaction with the reference services, while 87 (38.2%) expressed satisfaction. Additionally, 29 (12.7%) users were somewhat satisfied, 2 (0.9%) users were least satisfied, and another 2 (0.9%) users indicated dissatisfaction with the reference services.

In the Majha region, 102 (60.4%) users reported very high satisfaction with the reference services, while 8 (4.7%) users expressed satisfaction. Furthermore, 1 (0.6%) user was least satisfied, and 3 (1.8%) respondents indicated dissatisfaction with the reference services.

In the Malwa region, 98 (83.1%) users reported very high satisfaction with the reference services, while 19 (16.1%) users expressed satisfaction.

In the Puadh region, 161 (60.8%) users indicated very high satisfaction with the reference services, while 92 (34.7%) users expressed satisfaction with these services.

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Table 4.62: Satisfaction with Reference Services

Region				Reference Services				
				Not Satisfied	**Least Satisfied**	**Somewhat Satisfied**	**Satisfied**	**Very Satisfied**
Doaba	CollAbr	DAVCHSP	Count	0(0.0%)	0(0.0%)	3(13.6%)	11(50.0%)	8(36.4%)
		DAVJAL	Count	2(2.6%)	0(0.0%)	8(10.5%)	20(26.3%)	46(60.5%)
		DCJAL	Count	0(0.0%)	0(0.0%)	7(24.1%)	5(17.2%)	17(58.6%)
		HMVCJAL	Count	0(0.0%)	2(3.6%)	11(19.6%)	22(39.3%)	21(37.5%)
		KNCWPHG	Count	0(0.0%)	0(0.0%)	0(0.0%)	29(64.4%)	16(35.6%)
	Total		**Count**	**2 (0.9%)**	**2 (0.9%)**	**29 (12.7%)**	**87 (38.2%)**	**108 (47.4%)**
Majha	CollAbr	BBKDAVCASR	Count	0(0.0%)	0(0.0%)	2(4.3%)	19(40.4%)	26(55.3%)
		KCWASR	Count	2(8.7%)	0(0.0%)	2(8.7%)	8(34.8%)	11(47.8%)
		RRBDAVBAT	Count	1(3.4%)	1(3.4%)	1(3.4%)	12(41.4%)	14(48.3%)
		SDAMCDIN	Count	0(0.0%)	0(0.0%)	0(0.0%)	2(6.9%)	27(93.1%)
		SSMCDIN	Count	0(0.0%)	0(0.0%)	3(7.3%)	14(34.1%)	24(58.5%)
	Total		**Count**	**3 (1.8%)**	**1 (0.6%)**	**8 (4.7%)**	**55 (32.5%)**	**102 (60.4%)**

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Malwa	CollAbr	GHGKCLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	2(4.9%)	39(95.1%)
		ASCKHA	Count	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	27(100.0%)
		GGNKCLUDH	Count	0(0.0%)	0(0.0%)	1(3.6%)	12(42.9%)	15(53.6%)
		GNCNARLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	4(36.4%)	7(63.6%)
		SDPCGLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	1(9.1%)	10(90.9%)
	Total		**Count**	**0 (0.0%)**	**0 (0.0%)**	**0 (0.0%)**	**19 (16.1%)**	**98 (83.1%)**
Puadh	CollAbr	ASBAJSMCBELA	Count	0(0.0%)	0(0.0%)	0(0.0%)	7(43.8%)	9(56.3%)
		GSSDGSKCPAT	Count	0(0.0%)	0(0.0%)	3(3.4%)	31(35.6%)	53(60.9%)
		MGCFATSAH	Count	0(0.0%)	0(0.0%)	1(1.4%)	26(37.1%)	43(61.4%)
		MMMCPAT	Count	0(0.0%)	0(0.0%)	1(2.1%)	11(22.9%)	36(75.0%)
		SGTBKCANASAH	Count	0(0.0%)	0(0.0%)	7(15.9%)	17(38.6%)	20(45.5%)
	Total		**Count**	**0 (0.0%)**	**0 (0.0%)**	**0 (0.0%)**	**92 (34.7%)**	**161 (60.8%)**

Chi-Square Tests

Region		Value	Df	Asymp.Sig.(2-sided)
Doaba	**Pearson Chi-Square**	**42.938[a]**	**16**	**.000**
	Likelihood Ratio	47.324	16	.000
	N of Valid Cases	228		
	12cells(48.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .19.			
Majha	**Pearson Chi-Square**	**30.599[b]**	**16**	**.015**
	Likelihood Ratio	31.439	16	.012
	N of Valid Cases	169		
	15cells(60.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .14.			
Malwa	**Pearson Chi-Square**	**31.522[c]**	**8**	**.000**
	Likelihood Ratio	32.510	8	.000
	N of Valid Cases	118		
	9cells(60.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .09.			
Puadh	**Pearson Chi-Square**	**21.646[d]**	**8**	**.006**
	Likelihood Ratio	18.369	8	.019
	N of Valid Cases	265		
	5cells(33.3%)haveexpectedcountlessthan5.Theminimumexpectedcount is .72.			

Figures within parenthesis are percentage

In the region of Doaba, the Chi-Square calculated value is **42.938**, which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

In the region of Majha, the Chi-Square calculated value is **30.599,** which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

In the region of Malwa, the Chi-Square calculated value is **31.522**, which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

In the region of Puadh, the Chi-Square calculated value is **21.646**, which is higher than Chi-Square tabulated or critical value. Therefore, the results of table indicated the significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2**=42.938, p=.000(≤.05 Significant),** there is significant difference in satisfaction level of the reference service in college library.

For the Majha region, x^2**=30.599, p=.015(≤.05 Significant)**, there is significant difference in satisfaction level of the reference service in college libraries.

For the Malwa region, x^2**=31.522, p=.000(≤.05 Significant)**, there is significant difference in satisfaction level of the reference service in college libraries.

For the Puadh region, x^2**=21.646, p=.006(≤.05 Significant),** there is significant difference in satisfaction level of the reference service in college libraries.

4.2.9.4   Photostat Services

Table 4.63 examines user satisfaction levels regarding Photostat services in college libraries.

In the Doaba region, 100 (43.9%) users reported being very satisfied with the Photostat service, while 92 (40.4%) expressed satisfaction. Additionally, 22 (9.6%) users were somewhat satisfied, 6 (2.6%) users were least satisfied, and 8 (3.5%) users indicated dissatisfaction with the Photostat services.

In the Majha region, 84 (47.9%) users reported very high satisfaction with the Photostat service, while 61 (36.1%) users expressed satisfaction. Furthermore, 21 (12.4%) users were somewhat satisfied, 42 (2.4%) users were least satisfied, and 2 (1.2%) users indicated dissatisfaction with the Photostat service.

In the Malwa region, 77 (65.3%) users reported very high satisfaction with the Photostat services, while 32 (27.1%) users expressed satisfaction.

In the Puadh region, 158 (59.6%) users indicated very high satisfaction with the Photostat service, while 90 (34.0%) respondents expressed satisfaction with the service.

Table 4.63: Satisfaction with Photostat Services

Region				Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	CollAbr	DAVCHSP	Count	0(0.0%)	0(0.0%	5(22.7%)	6(27.3%)	11(50.0%)
		DAVJAL	Count	8(10.5%)	3(3.9%	6(7.9%)	21(27.6%)	38(50.0%)
		DCJAL	Count	0(0.0%)	0(0.0%	4(13.8%)	5(17.2%)	20(69.0%)
		HMVCJAL	Count	0(0.0%)	3(5.4%	6(10.7%)	24(42.9%)	23(41.1%)
		KNCWPHG	Count	0(0.0%)	(0.0%)	1(2.2%)	36(80.0%)	8(17.8%)
	Total		Count	**8 (3.5%)**	**6 (2.6%**	**22 (9.6%)**	**92 (40.4%)**	**100 (43.9%)**
Majha	CollAbr	BBKDAVCASR	Count	0(0.0%)	0(0.0%	12(25.5%)	20(42.6%0	15(31.9%)
		KCWASR	Count	1(4.3%)	2(8.7%	2(8.7%)	13(56.5%)	5(21.7%0
		RRBDAVBAT	Count	1(3.4%)	2(6.9%	0(0.0%)	14(48.3%)	12(41.4%)
		SDAMCDIN	Count	0(0.0%)	0(0.0%	0(0.0%)	3(10.3%)	26(89.7%)
		SSMCDIN	Count	0(0.0%)	0(0.0%	7(17.1%)	11(26.8%)	23(56.1%)
	Total		Count	**2 (1.2%)**	**4 (2.4%**	**21 (12.4%)**	**61 (36.1%)**	**81 (47.9%)**

Malwa	CollAbr	GHGKCLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	1(2.4%)	40(97.6%)
		ASCKHA	Count	0(0.0%)	0(0.0%)	0(0.0%)	3(11.1%)	24(88.9%)
		GGNKCLUDH	Count	0(0.0%)	0(0.0%)	6(21.4%)	16(57.1%0	6(21.4%)
		GNCNARLUDH	Count	0(0.0%)	0(0.0%)	2(18.2%)	5(45.5%)	4(36.4%)
		SDPCWLUDH	Count	0(0.0%)	0(0.0%)	1(9.1%)	7(63.6%)	3(27.3%)
	Total		**Count**	**(0.0%)0**	**0 (0.0%)**	**0 (0.0%)**	**32 (27.1%)**	**77 (65.3%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	0(0.0%)	0(0.0%)	0(0.0%)	1(6.3%0	15(93.8%)
		GSSDGSKCPAT	Count	0(0.0%)	0(0.0%)	6(6.9%)	32(36.8%)	49(56.3%)
		MGCFATSAH	Count	0(0.0%)	0(0.0%)	4(5.7%)	30(42.9%)	36(51.4%)
		MMMCPAT	Count	0(0.0%)	0(0.0%)	3(6.3%)	7(14.6%)	38(79.2%0
		SGTBKCANASAH	Count	0(0.0%)	0(0.0%)	4(9.1%)	20(45.5%)	20(45.5%)
	Total		**Count**	**0 (0.0%)**	**0 (0.0%)**	**0 (0.0%)**	**90 (34.0%)**	**158 (59.6%)**

Chi-Square Tests

Region		Value	Df	Asymp.Sig.(2-sided)
Doaba	**Pearson Chi-Square**	**65.429[a]**	**16**	**.000**
	Likelihood Ratio	68.151	16	.000
	N of Valid Cases	228		
	13 cells (52.0%) have expected count less than 5. The minimum expected count is .58.			
Majha	**Pearson Chi-Square**	**56.305[b]**	**16**	**.000**
	Likelihood Ratio	63.062	16	.000
	N of Valid Cases	169		
	13cells(52.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .27.			
Malwa	**Pearson Chi-Square**	**62.606[c]**	**8**	**.000**
	Likelihood Ratio	70.745	8	.000
	N of Valid Cases	118		
	7cells(46.7%)haveexpectedcountlessthan5.Theminimumexpectedcount is .84.			
Puadh	**Pearson Chi-Square**	**22.705[d]**	**8**	**.004**
	Likelihood Ratio	26.121	8	.001
	N of Valid Cases	265		
	4cells(26.7%)haveexpectedcountlessthan5.Theminimumexpectedcount is 1.03.			

Figures within parenthesis are percentage

For the Doaba region, Chi-Square calculated value is **65.429,** which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation

For the Majha region, Chi-Square calculated value is **56.305**, which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

For the Malwa region, Chi-Square calculated value is **62.606**, which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation. For the Puadh region, Chi-Square calculated value is **22.705**, which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2**=65.429, p=.000(≤.05 Significant),** there is significant difference in satisfaction level about Photostat services.

For the Majha region, x^2**=56.305, p=.000(≤.05 Significant**), there is significant difference in satisfaction level about Photostat services.

For the Malwa region,x^2**=62.606,p=.000(≤.05 Significant),**there is significant difference in satisfaction level about Photostat services.

For the Puadh region, x^2**=22.705, p=.004(≤.05 Significant**), there is significant difference in satisfaction level about Photostat services.

4.2.9.5 Internet Services

The analysis presented in Table 4.64 examines user satisfaction with internet services in college libraries.

In the Doaba region, 89 (39.0%) users reported very high satisfaction with the internet services, while 67 (29.4%) expressed satisfaction. Additionally, 60 (26.3%) users were somewhat satisfied, 7 (3.1%) users were least satisfied, and 5 (2.2%) respondents indicated dissatisfaction with the internet services provided by the college library.

In the Majha region, 55 (32.5%) users reported very high satisfaction with the library's internet services, while 73 (43.2%) expressed satisfaction. Furthermore, 36 (21.3%) users were somewhat satisfied, 2 (1.2%) users were least satisfied, and 3 (1.8%) respondents indicated dissatisfaction with the internet services.

In the Malwa region, 42 (35.6%) users expressed very high satisfaction with the internet services, while 50 (42.4%) users reported satisfaction, and 24 (20.3%) users were somewhat satisfied with the library's internet services.

In the Puadh region, 131 (49.4%) respondents indicated very high satisfaction with the library's internet services, while 96 (36.2%) expressed satisfaction, and 36 (13.6%) users were somewhat satisfied.

Table 4.64: Satisfaction with Internet Services

Region				Internet Services				
				Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	CollAbr	DAVCHSP	Count	1(4.5%)	0(0.0%)	10(45.5%)	6(27.3%)	5(22.7%)
		DAVJAL	Count	4(5.3%)	2(2.6%)	9(11.8%)	27(35.5%)	34(44.7%)
		DCJAL	Count	0(0.0%)	2(6.9%)	13(44.8%)	4(13.8%)	10((34.5%)
		HMVCJAL	Count	0(0.0%)	3(5.4%)	17(30.4%)	14(25.0%)	22(39.3%)
		KNCWPHG	Count	0(0.0%)	0(0.0%)	11(24.4%)	16(35.6%)	18(40.0%)
	Total		**Count**	**5 (2.2%)**	**7 (3.1%)**	**60 (26.3%)**	**67 (29.4%)**	**89 (39.0%)**
Majha	CollAbr	BBKDAVCASR	Count	0(0.0%)	0(0.0%)	11(23.4%)	23(48.9%)	13(_27.7%)
		KCWASR	Count	2(8.7%)	0(0.0%)	4(17.4%)	11(47.8%0	6(26.1%)
		RRBDAVBAT	Count	1(3.4%)	2(6.9%)	9(31.0%)	3(10.3%)	14(48.3%)
		SDAMCDIN	Count	0(0.0%)	0(0.0%)	0(0.0%)	15(51.7%)	14(48.3%)
		SSMCDIN	Count	0(0.0%)	0(0.0%)	12(29.3%)	21(51.2%)	8(19.5%)
	Total		**Count**	**3 (1.8%0**	**2 (1.2%)**	**36 (21.3%)**	**73 (43.2%)**	**55 (32.5%)**

Malwa	CollAbr	GHGKCLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	19(46.3%)	22(53.7%)
		ASCKHA	Count	0(0.0%)	0(0.0%)	0(0.0%)	17(63.0%)	10(37.0%)
		GGNKCLUDH	Count	0(0.0%)	2(7.1%)	10(35.7%)	10(35.7%)	6(21.4%)
		GNCNARLUDH	Count	0(0.0%)	0(0.0%)	8(72.7%)	2(18.2%)	1(9.1%)
		SDPCWLUDH	Count	0(0.0%)	0(0.0%)	6(54.5%)	2(18.2%)	3(27.3%0
	Total		**Count**	**0 (0.0%)**	**2 (1.6%)**	**24 (20.3%)**	**50 (42.4%)**	**42 (35.6%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	0(0.0%)	0(0.0%)	1(6.3%)	2(12.5%)	13(81.3%)
		GSSDGSKCPAT	Count	0(0.0%)	0(0.0%)	9(10.3%)	27(31.0%)	51(58.6%)
		MGCFATSAH	Count	0(0.0%)	2(2.9%)	10(14.3%)	25(35.7%)	33(47.1%)
		MMMCPAT	Count	0(0.0%)	0(0.0%)	5(10.4%)	25(52.1%)	18(37.5%)
		SGTBKCANASAH	Count	0(0.0%)	0(0.0%)	11(25.0%)	17(38.6%)	16(36.4%)
	Total		**Count**	**0 (0.0%)**	**0 (0.0%)**	**36 (13.6%)**	**96 (36.2%)**	**131 (49.4%)**

Chi-Square Tests				
Region		**Value**	**df**	**Asymp.Sig.(2-sided)**
Doaba	**Pearson Chi-Square**	**31.065[a]**	**16**	**.013**
	Likelihood Ratio	35.479	16	.003
	N of Valid Cases	228		
	10cells(40.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .48.			
Majha	**Pearson Chi-Square**	**43.353[b]**	**16**	**.000**
	Likelihood Ratio	48.563	16	.000
	N of Valid Cases	169		
	11cells(44.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .27.			
Malwa	**Pearson Chi-Square**	**58.608[c]**	**12**	**.000**
	Likelihood Ratio	64.359	12	.000
	N of Valid Cases	118		
	11cells(55.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .19.			
Puadh	**Pearson Chi-Square**	**25.758[d]**	**12**	**.012**
	Likelihood Ratio	25.058	12	.015
	N of Valid Cases	265		
	6cells(30.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .12.			

Figures within parenthesis are percentage

For the Doaba region, Chi-Square calculated value is **31.065,** which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicate the no significant variation.

For the Majha region, Chi-Square calculated value is **43.353**, which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicate the no significant variation.

For the Malwa region, Chi-Square calculated value is **58.608**, which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicate the no significant variation.

For the Puadh region, Chi-Square calculated value is **25.758**, which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicate the no significant variation.

The above data was analyzed using Chi-Square test. For Doaba region, x^2=**31.065, p=.013(≤.05 Significant)**, there is significant difference in satisfaction level in internet service.

For Majha region, x^2=**43.353, p=.000(≤.05 Significant)**, there is significant difference in satisfaction level in internet service.

For Malwa region, x^2=**58.608, p=.000(≤.05 Significant)**, there is significant difference in satisfaction level in internet service.

For Puadh region, x^2=**25.758, p=.012(≤.05 Significant),** there is significant difference in satisfaction level in internet service.

4.2.9.6 CAS (Current Awareness Services)

Table 4.65 presents user satisfaction levels regarding the current awareness services offered by college libraries.

In the Doaba region, 91 (39.9%) respondents expressed very high satisfaction with the current awareness service, while 93 (40.8%) reported satisfaction. Additionally, 35 (15.4%) users were somewhat satisfied, 5 (2.2%) were least satisfied, and 4 (1.8%) indicated dissatisfaction with the current awareness services.

In the Majha region, 85 (50.3%) respondents reported very high satisfaction with the current awareness service, while 42 (24.9%) expressed satisfaction. Furthermore, 37 (21.9%) users were somewhat satisfied, 3 (1.8%) were least satisfied, and 2 (1.2%) users indicated dissatisfaction with the current awareness services.

In the Malwa region, the highest number of respondents, 69 (58.5%), expressed satisfaction with the current awareness service, while 35 (29.7%) users reported very high satisfaction, and 11 (9.3%) users were somewhat satisfied.

In the Puadh region, 132 (49.8%) respondents reported satisfaction with the current awareness service, while 106 (40.0%) users expressed very high satisfaction, and 25 (9.4%) users were somewhat satisfied with the service.

Table 4.65: Satisfaction with CAS Services

Region					CAS(Current Awareness Services)				
					Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	CollAbr	DAVCHSP	Count		0(0.0%)	0(0.0%)	5(22.7%)	4(18.2%)	13(59.1%)
		DAVJAL	Count		4(5.3%)	2(2.6%)	8(10.5%)	24(31.6%)	38(50.0%)
		DCJAL	Count		0(0.0%)	0(0.0%)	10(34.5%)	6(20.7%)	13(44.8%)
		HMVCJAL	Count		0(0.0%)	3(5.4%)	8(14.3%)	27(48.2%)	18(32.1%)
		KNCWPHG	Count		0(0.0%)	0(0.0%)	4(8.9%)	32(71.1%0	9(20.0%)
	Total		Count		**4 (1.8%)**	**5 (2.2%)**	**35 (15.4%)**	**93 (40.8%)**	**91 (39.9%)**
Majha	CollAbr	BBKDAVCASR	Count		0(0.0%)	0(0.0%)	7(14.9%)	21(44.7%)	19(40.4%0
		KCWASR	Count		0(0.0%)	2(8.7%0	4(17.4%)	8(34.8%)	9(39.1%)
		RRBDAVBAT	Count		2(6.9%)	1(3.4%0	12(41.4%)	12(41.4%)	2(6.9%)
		SDAMCDIN	Count		0(0.0%)	0(0.0%)	0(0.0%)	21(72.4%)	8(27.6%0
		SSMCDIN	Count		0(0.0%)	0(0.0%)	14(34.1%0	23(56.1%)	4(9.8%)
	Total		Count		**2 (1.2%0**	**3 (1.8%)**	**37 (21.9%)**	**85 (50.3%)**	**42 (24.9%)**

Malwa	CollAbr	GHGKCLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	34(82.9%)	7(17.1%)
		ASCKHA	Count	0(0.0%)	0(0.0%)	1(3.7%)	22(81.5%)	4(14.8%)
		GGNKCLUDH	Count	0(0.0%)	1(3.6%)	7(25.0%)	10(35.7%)	10(35.7%)
		GNCNARLUDH	Count	0(0.0%)	2(18.2%)	2(18.2%)	2(18.2%)	5(45.5%)
		SDPCWLUDH	Count	0(0.0%)	0(0.0%)	1(9.1%)	1(9.1%)	9(81.8%)
	Total		**Count**	**0 (0.0%)**	**3 (2.4%)**	**11 (9.3%)**	**69 (58.5%)**	**35 (29.7%0**
Puadh	CollAbr	ASBASJSMCBELA	Count	0(0.0%)	0(0.0%)	2(12.5%)	6(37.5%)	8(50.0%)
		GSSDGSKCPAT	Count	0(0.0%)	0(0.0%)	5(5.7%)	32(36.8%)	50(57.5%)
		MGCFATSAH	Count	0(0.0%)	2(2.9%)	6(8.6%)	29(41.4%)	33(47.1%)
		MMMCPAT	Count	0(0.0%)	0(0.0%)	3(6.3%)	31(64.6%)	14(29.2%)
		SGTBKCANASAH	Count	0(0.0%)	0(0.0%)	9(20.5%)	8(18.2%)	27(61.4%)
	Total		**Count**	**0 (0.0%)**	**0 (0.0%)**	**25 (9.4%)**	**106 (40.0%)**	**132 (49.8%)**

Chi-Square Tests

Region		Value	Df	Asymp.Sig.(2-sided)
Doaba	**Pearson Chi-Square**	**50.409[a]**	**16**	**.000**
	Likelihood Ratio	51.254	16	.000
	N of Valid Cases	228		
	12cells(48.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .39.			
Majha	**Pearson Chi-Square**	**52.881[b]**	**16**	**.000**
	Likelihood Ratio	55.717	16	.000
	N of Valid Cases	169		
	10cells(40.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .27.			
Malwa	**Pearson Chi-Square**	**58.069[c]**	**12**	**.000**
	Likelihood Ratio	56.196	12	.000
	N of Valid Cases	118		
	12cells(60.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .28.			
Puadh	**Pearson Chi-Square**	**32.405[d]**	**12**	**.001**
	Likelihood Ratio	31.791	12	.001
	N of Valid Cases	265		
	12cells(60.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .28.			

Figures within parenthesis are percentage

In the region of Doaba, the Chi-Square calculated value is **50.409** which are smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

In the region of Majha, the Chi-Square calculated value is **52.881,** which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation

For the Malwa region, the Chi-Square calculated value is **58.069,** which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicate the no significant variation.

For the Puadh region, the Chi-Square calculated value is **32.405**, which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicate the no significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2**=50.409, p=.000(≤.05 Significant)** there is significant difference in satisfaction level with current awareness service of the college library.

For the Majha region, x^2**=52.881, p=.000(≤.05 Significant)** there is significant difference in satisfaction level with current awareness service of the college library.

For the Malwa region, x^2**=58.069, p=.000(≤.05 Significant)** there is significant difference in satisfaction level with current awareness service of the college library.

For the Puadh region, x^2**=32.405, p=.001(≤.05 Significant)** there is significant difference in satisfaction level with current awareness service of the college library.

4.2.9.7   Library Network Programs

Table 4.66 reveals user satisfaction with library network programs across different regions.

In the Doaba region, the highest number of users, 86 (37.7%), reported being satisfied with the library network programs. This is followed by 81 (35.5%) users who were very satisfied, 51 (22.4%) who were somewhat satisfied, and 6 (2.6%) who were least satisfied.

In the Majha region, the highest number of users, 77 (45.6%), expressed satisfaction with the library network programs. This is followed by 57 (33.7%) users who were very satisfied, 32 (18.9%) who were somewhat satisfied, 1 (0.6%) who was least satisfied, and 2 (1.2%) who were not satisfied.

In the Malwa region, the highest number of users, 54 (45.8%), reported being satisfied with the library network programs, while 40 (33.9%) were very satisfied and 23 (19.5%) were somewhat satisfied.

In the Puadh region, the highest number of users, 138 (52.1%), were very satisfied with the library network programs. This is followed by 88 (33.2%) users who expressed satisfaction and 38 (14.3%) who were somewhat satisfied.

Table 4.66: Satisfaction with Library Network Program

Region				Library Network Programme				
				Not Satisfied	Leas Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	CollAbr	DAVCHSP	Count	0(0.0%)	0(0.0%)	11(50%)	5(22.7%)	6(27.3%)
		DAVJAL	Count	4(5.3%)	2(2.6%)	9(11.8%)	28(36.8%)	33(43.4%)
		DCJAL	Count	0(0.0%)	0(0.0%)	7(24.1%)	8(27.6%)	14(48.3%)
		HMVCJAL	Count	0(0.0%)	4(7.1%)	17(30.4%)	15(26.8%)	20(35.7%)
		KNCWPHG	Count	0(0.0%)	0(0.0%)	7(15.6%)	30(66.7%)	8(17.8%)
	Total		**Count**	**4 (1.8%)**	**6 (2.6%)**	**51 (22.4%)**	**86 (37.7%)**	**81 (35.5%)**
Majha	CollAbr	BBKDAVCASR	Count	0(0.0%)	0(0.0%)	10(21.3%)	19(40.4%)	18(38.3%)
		KCWASR	Count	2(8.7%)	0(0.0%)	5(21.7%)	9(39.1%)	7(30.4%)
		RRBDAVBAT	Count	0(0.0%)	1(3.4%)	8(27.6%)	16(55.2%)	4(13.8%)
		SDAMCDIN	Count	0(0.0%)	0(0.0%)	1(3.4%)	15(51.7%)	13(44.8%)
		SSMCDIN	Count	0(0.0%)	0(0.0%)	8(19.5%)	18(43.9%)	15(36.6%)
	Total		**Count**	**2 (1.2%)**	**1 (0.6%)**	**32(18.9%)**	**77 (45.6%)**	**57 (33.7%)**

Region				Library Network Programme				
				Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Malwa	CollAbr	GHGKCLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	32(78.0%)	9(22.0%)
		ASCKHA	Count	0(0.0%)	0(0.0%)	5(18.5%)	7(25.9%)	15(55.6%)
		GGNKCLUDH	Count	0(0.0%)	1(3.6%)	10(35.7%)	8(28.6%)	9(32.1%)
		GNCNARLUDH	Count	0(0.0%)	0(0.0%)	6(54.5%)	4(36.4%)	1(9.1%)
		SDPCWLUDH	Count	0(0.0%)	0(0.0%)	2(18.2%)	3(27.3%)	6(54.5%)
	Total		**Count**	**0 (0.0%)**	**0 (0.0%)**	**23 (19.5%)**	**54 (45.8%)**	**40 (33.9%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	0(0.0%)	0(0.0%)	2(12.5%)	2(12.5%)	12(75.0%)
		GSSDGSKCPAT	Count	0(0.0%)	0(0.0%)	10(11.5%)	34(39.1%)	43(49.4%)
		MGCFATSAH	Count	0(0.0%)	1(1.4%)	12(17.1%)	20(8.6%)	37(52.9%)
		MMMCPAT	Count	0(0.0%)	0(0.0%)	4(8.3%)	20(41.7%)	24(50.0%)
		SGTBKCANASAH	Count	0(0.0%)	0(0.0%)	10(22.7%)	12(27.3%)	22(50.0%)
	Total		**Count**	**0 (0.0%)**	**0 (0.0%)**	**38 (14.3%)**	**88 (33.2%)**	**138 (52.1%)**

Chi-Square Tests

Region		Value	Df	Asymp.Sig.(2-sided)
Doaba	**Pearson Chi-Square**	**49.664[a]**	**16**	**.000**
	Likelihood Ratio	49.695	16	.000
	N of Valid Cases	228		
	11cells(44.0%)haveexpectedcountlessthan5.Theminimum expected count is .39.			
Majha	**Pearson Chi-Square**	**28.857[b]**	**16**	**.025**
	Likelihood Ratio	25.440	16	.062
	N of Valid Cases	169		
	11 cells (44.0%) have expected count less than 5. The minimum expected count is .14.			
Malwa	**Pearson Chi-Square**	**45.315[c]**	**12**	**.000**
	Likelihood Ratio	49.395	12	.000
	N of Valid Cases	118		
	9cells(45.0%)have expected count lessthan5.Theminimum expected count is .09.			
Puadh	Pearson Chi-Square	13.805[d]	12	.313
	Likelihood Ratio	13.970	12	.303
	N of Valid Cases	265		
	6cells(30.0%)have expected countlessthan5.Theminimumexpectedcount is .06.			

Figures within parentage are percentage

In Doaba region, the Chi-Square calculated value is **49.664**, which is higher than the Chi- Square tabulated or critical value. Therefore, the results of table indicated the significant variation.

For the Majha region Chi-Square calculated value is **28.857**, which is higher than the Chi-Square tabulated or critical value. Therefore, the result of table indicated the significant variation.

For the Malwa region the Chi-Square calculated value is **45.315**, which is smaller than the Chi-Square tabulated or critical value. Therefore, results of the table indicated the no significant variations.

In the region of Puadh, the Chi-Square calculated value is **13.805**, which is smaller than Chi-Square tabulated or critical value. Therefore, the result of table indicated the no significant variations.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2**=28.857, p=0.025(≤.05 Significant)**, there is significant difference in the satisfaction level in the library network programs

In the region of Majha, x^2**= 28.857, p=.025(≤.05 Significant),** there is significant difference in the satisfaction level in the library network programs.

In the region of Malwa region, x^2**=45.315, p=.000(≤.05 Significant)** there is significant difference in the satisfaction level in the library network programs.

In the region of Puadh, x^2**= 13.805, p = 0.313 (≤.05 non-significant)** there is no significant difference in the satisfaction level with the library networks programs.

4.2.9.8 Binding Services

According to Table 4.67, it reveals the satisfaction levels of users regarding book binding services in college libraries. In the Doaba region, the highest number of users, 112 (49.1%), reported being very satisfied with the book binding services. This is followed by 64 (28.1%) users who were satisfied, 39 (17.1%) who were somewhat satisfied, and 7 (3.1%) who were not satisfied with the book binding services.

In the Majha region, a higher number of users, 69 (40.8%), expressed satisfaction with the book binding services, while 66 (39.1%) were very satisfied. Additionally, 23 (13.6%) users were somewhat satisfied, 9 (5.3%) were least satisfied, and 2 (1.2%) were not satisfied with the book binding services.

In the Malwa region, 52 (44.1%) users were very satisfied with the book binding services, and 51 (43.2%) users were satisfied.

In the Puadh region, the highest number of users, 161 (60.8%), were very satisfied with the book binding services. This is followed by 77 (29.1%) users who expressed satisfaction, 22 (8.3%) who were somewhat satisfied, 3 (1.1%) who were least satisfied, and 2 (0.8%) who were not satisfied with the library's book binding services.

Table 4.67: Satisfaction with Binding Services

Region				Binding				
				Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	CollAbr	DAVCHSP	Count	0(0.0%)	0(0.0%)	1(4.5%)	3(13.6%)	18(81.8%)
		DAVJAL	Count	6(7.9%)	2(2.6%)	6(7.9%)	21(27.6%)	41(53.9%)
		DCJAL	Count	0(0.0%)	0(0.0%)	7(24.1%)	7(24.1%)	15(51,7%)
		HMVCJAL	Count	1(1.8%)	4(7.1%)	15(26.8%)	10(17.9%)	26(46.4%)
		KNCWPHG	Count	0(0.0%)	0(0.0%)	10(22.2%)	23(51.1%)	12(26.7%)
	Total		**Count**	**7 (3.1%)**	**6 (2.6%)**	**39 (17.1%)**	**64 (28.1%)**	**112 (49.1%)**
Majha	CollAbr	BBKDAVCASR	Count	0(0.0%)	1(2.1%)	7(14.9%)	15(31.9%)	24(51.1%)
		KCWASR	Count	2(8.7%)	1(4.3%)	0(0.0%)	7(30.4%)	13(56.5%)
		RRBDAVBAT	Count	0(0.0%)	7(24.1%)	3(10.3%)	11(37.9%)	8(27.6%)
		SDAMCDIN	Count	0(0.0%)	0(0.0%)	2(6.9%)	19(65.5%)	8(27.6%)
		SSMCDIN	Count	0(0.0%)	0(0.0%)	11(26.8%)	17(41.5%)	13(31.7%)
	Total		**Count**	**2()1.2%**	**9 (5.3%)**	**23 (13.6%)**	**69 (40.8%)**	**66 (39.1%)**

Malwa	CollAbr	GHGKCLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	29(70.7%)	12(29.3%)
		ASCKHA	Count	0(0.0%)	0(0.0%)	3(11.1%)	12(44.4%)	12(44.4%)
		GGNKCLUDH	Count	0(0.0%)	1(3.6%)	8(28.6%)	7(25.0%)	12(42.9%)
		GNCNARLUDH	Count	2(18.2%)	0(0.0%)	0(0.0%)	2(18.2%)	7(63.6%)
		SDPCWLUDH	Count	0(0.0%)	0(0.0%)	1(9.1%)	1(9.1%)	9(81.8%)
	Total		**Count**	**2 (1.7%)**	**1 (0.8%)**	**12 (10.2%)**	**51 (43.2%)**	**52 (44.1%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	1(6.3%)	2(12.5%)	1(6.3%)	5(31.3%)	7(43.8%)
		GSSDGSKCPAT	Count	0(0.0%)	0(0.0%)	5(5.7%)	22(25.3%)	60(69.0%)
		MGCFATSAH	Count	1(1.4%)	0(0.0%)	5(7.1%)	22(31.4%)	42(60.0%)
		MMMCPAT	Count	0(0.0%)	1(2.1%)	4(8.3%)	19(39.6%)	24(50.0%)
		SGTBKCANASAH	Count	0(0.0%)	0(0.0%)	7(15.9%)	9(20.5%)	28(63.6%)
	Total		**Count**	**2 (0.8%)**	**3 (1.1%)**	**22 (8.3%)**	**77 (29.1%)**	**161 (60.8%)**

Chi-Square Tests

Region		Value	df	Asymp.Sig.(2-sided)
Doaba	**Pearson Chi-Square**	**48.540[a]**	**16**	**.000**
	Likelihood Ratio	51.236	16	.000
	N of Valid Cases	228		
	12cells(48.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .58.			
Majha	**Pearson Chi-Square**	**58.248[b]**	**16**	**.000**
	Likelihood Ratio	50.041	16	.000
	N of Valid Cases	169		
	13cells(52.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .27.			
Malwa	**Pearson Chi-Square**	**57.778[c]**	**16**	**.000**
	Likelihood Ratio	50.194	16	.000
	N of Valid Cases	118		
	19cells(76.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .09.			
Puadh	**Pearson Chi-Square**	**39.289[d]**	**16**	**.001**
	Likelihood Ratio	26.022	16	.054
	N of Valid Cases	265		
	14cells(56.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .12.			

Figures within parenthesis are percentage

For Doaba region the Chi-Square calculated value is **48.540**, which is smaller than the Chi-Square calculated or critical value Therefore, the results of the table indicated the no significant variations.

For Majha region the Chi-Square calculated value is **58.248,** which is higher than the Chi-Square tabulated or critical value. Therefore, the results of table indicated the significant variations.

For the Malwa region, the Chi-Square calculated value is **57.778**, which is higher than the Chi Square tabulated or critical value. Therefore, the results of table indicated the significant variation.

For the Puadh region, the Chi-Square calculated value is **39.289,** which is higher than the Chi-Square tabulated or critical value. Therefore, the results of table indicated the significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2**=48.540, p=.000(≤.05 Significant)**, there is significant difference in satisfaction about book binding services of college library.

For the Majha region, x^2**= 58.248, p=.000(≤.05 Significant),** there is significant difference in satisfaction about book binding service of the college library.

For the Malwa region, x^2**= 57.778, p= .000(≤.05 Significant),** there is significant difference in satisfaction about book binding service of the college library.

For the Puadh region, x^2**= 39.289, p= .001(≤.05 Significant),** there is significant difference in satisfaction about book binding service of the college library.

4.2.10 Satisfaction with Access Management of the Library Resources

According to Table 4.68, it is observed that in the Doaba region, the highest number of users, 111 (48.7%), expressed satisfaction with access management of library resources. This is followed by 88 (38.6%) users who were very satisfied, 26 (11.4%) respondents who were somewhat satisfied, 2 (0.9%) users who were least satisfied, and 1 (0.4%) respondent who was not satisfied with the access management of library resources.

In the Majha region, the highest number of users, 98 (58.0%), reported satisfaction with access management of library resources, while 61 (36.1%) respondents expressed very high satisfaction.

In the Malwa region, the highest number of users, 65 (55.1%), expressed satisfaction with access management of library resources, and 46 (39.0%) users reported very high satisfaction.

In the Puadh region, 126 (47.5%) users expressed very high satisfaction regarding access management of library resources, 115 (43.4%) users were satisfied, and 23 (8.7%) respondents were somewhat satisfied.

Table 4.68: Satisfaction with the Access Management of the Library Resource

Region				Are you satisfied with the access management of the library resources?				
				Not Satisfied	Least Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Doaba	CollAbr	DAVCHSP	Count	0(0.0%)	0(0.0%)	8(36.4%)	2(9.1%)	12(54.5%)
		DAVJAL	Count	1(1.3%)	1(1.3%)	3(3.9%)	31(40.8%)	40(52.6%)
		DCJAL	Count	0(0.0%)	1(3.4%)	10(34.5%)	5(17.2%)	13(44.8%)
		HMVCJAL	Count	0(0.0%)	0(0.0%)	5(8.9%)	31(55.4%)	20(35.7%)
		KNCWPHG	Count	0(0.0%)	0(0.0%)	0(0.0%)	42(93.3%)	3(6.7%)
	Total		**Count**	**1(0.4%)**	**2(0.9%)**	**26(11.4%)**	**111(48.7%)**	**88(38.6%)**
Majha	CollAbr	BBKDAVCASR	Count	0(0.0%)	0(0.0%)	4(8.5%)	29(61.7%)	14(29.8%)
		KCWASR	Count	0(0.0%)	0(0.0%)	0(0.0%)	11(47.8%)	12(52.2%)
		RRBDAVBAT	Count	0(0.0%)	0(0.0%)	3(10.3%)	15(51.7%)	11(37.9%)
		SDAMCDIN	Count	0(0.0%)	0(0.0%)	1(3.4%)	18(62.1%)	10(34.5%)
		SSMCDIN	Count	0(0.0%)	0(0.0%)	2(4.9%)	25(61.0%)	14(34.1%)
	Total		**Count**	**0(0.0%)**	**0(0.0%)**	**0(0.0%)**	**98(58.0%)**	**61(36.1%)**

Malwa	CollAbr	GHGKCLUDH	Count	0(0.0%)	0(0.0%)	0(0.0%)	40(97.6%)	1(2.4%)
		ASCKHA	Count	0(0.0%)	0(0.0%)	0(0.0%)	11(40.7%)	16(59.3%)
		GGNKCLUDH	Count	0(0.0%)	0(0.0%)	4(14.3%)	7(25.0%)	17(60.7%)
		GNCNARLUDH	Count	0(0.0%)	0(0.0%)	2(18.2%)	5(45.5%)	4(36.4%)
		SDPCWLUDH	Count	0(0.0%)	0(0.0%)	1(9.1%)	2(18.2%)	8(72.7%)
	Total		**Count**	**0(0.0%)**	**0(0.0%)**	**0(0.0%)**	**65(55.1%)**	**46(39.0%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	0(0.0%)	0(0.0%)	0(0.0%)	7(43.8%)	9(56.3%)
		GSSDGSKCPAT	Count	0(0.0%)	1(1.1%)	4(4.6%)	38(43.7%)	44(50.6%)
		MGCFATSAH	Count	0(0.0%)	0(0.0%)	8(11.4%)	23(32.9%)	39(55.7%)
		MMMCPAT	Count	0(0.0%)	0(0.0%)	1(2.1%)	31(64.6%)	16(33.3%)
		SGTBKCANASAH	Count	0(0.0%)	0(0.0%)	10(22.7%)	16(36.4%)	18(40.8%)
	Total		**Count**	**0(0.0%)**	**0(0.0%)**	**23(8.7%)**	**115(43.4%)**	**126(47.5%)**

Chi-Square Tests

Region		Value	df	Asymp.Sig.(2-sided)
Doaba	**Pearson Chi-Square**	**90.646[a]**	**16**	**.000**
	Likelihood Ratio	95.554	16	.000
	N of Valid Cases	228		
	12cells(48.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .10.			
Majha	Pearson Chi-Square	6.350[b]	8	.608
	Likelihood Ratio	7.389	8	.495
	N of Valid Cases	169		
	5cells(33.3%)haveexpectedcountlessthan5.Theminimumexpectedcount is 1.36.			
Malwa	**Pearson Chi-Square**	**55.755[c]**	**8**	**.000**
	Likelihood Ratio	66.385	8	.000
	N of Valid Cases	118		
	7cells(46.7%)haveexpectedcountlessthan5.Theminimumexpectedcount is .65.			
Puadh	**Pearson Chi-Square**	**29.237[d]**	**12**	**.004**
	Likelihood Ratio	28.790	12	.004
	N of Valid Cases	265		
	8cells(40.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .06.			

Figures within parenthesis are percentage

In the region of Doaba, the Chi-Square calculated value is **90.646** which are smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

In the region of Majha, the Chi-Square calculated value is **6.350** which are smaller than Chi- Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

In the region of Malwa, the Chi-Square calculated value is **55.755** which are smaller than Chi- Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

For the Puadh region, the Chi-Square calculated value is **29.232** which is higher than Chi- Square tabulated or critical value. Therefore, the results of table indicated the significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2=**90.646, p=.000(≤.05 Significant)**, there is significant differences in library access management.

For the Majha region, x^2=**6.350, p=.608(≤.05non-Significant)**, there is no significant differences in library access management.

For the Malwa region x^2=**55.575, p=.000(≤.05 Significant)**, there is significant differences in library access management.

For the Puadh region, x^2=**29.232, p=.004(≤.05 Significant)**, there is significant differences in library access management.

4.2.11   Access Methods given to library collection

According to Table 4.69, it is observed that in the Doaba region, 211 (92.5%) users access library resources through open access, 9 (3.9%) users access resources online, and 8 (3.5%) users access resources through closed access.

In the Majha region, 157 (92.9%) users access library resources with open access, while 6 (3.6%) each access resources through closed access and online access.

In the Malwa region, 114 (96.6%) users access library resources through closed access, and 1 (0.8%) user accesses resources online.

In the Puadh region, 244 (92.1%) users access library resources with open access, 16 (6.0%) users access resources through closed access, and 5 (1.9%) users access resources online.

Table 4.69: Access Methods given to library collection

Region				What type of access given to the library resources		
				Opened Access to the collection	Closed Access to the collection	Online Access to the collection
Doaba	CollAbr	DAVCHSP	Count	22(100%)	0(0.0%)	0(0.0%)
		DAVJAL	Count	65(85.5%)	4(5.3%)	7(9.2%)
		DCJAL	Count	27(93.1%)	1(3.4%)	1(3.4%)
		HMVCJAL	Count	52(92.9%)	3(5.4%)	1(1.8%)
		KNCWPHG	Count	45(100%)	0(0.0%)	0(0.0%)
	Total		**Count**	**211 (92.5%)**	**8 (3.5%)**	**9 (3.9%)**
Majha	CollAbr	BBKDAVCASR	Count	44(93.6%)	1(2.1%)	2(4.3%)
		KCWASR	Count	19(82.6%)	3(13.0%)	1(4.3%)
		RRBDAVBAT	Count	26(89.7%)	0(0.0%)	3(10.3%)
		SDAMCDIN	Count	27(93.1%)	2(6.9%)	0(0.0%)
		SSMCDIN	Count	41(100.0%)	0(0.0%)	0(0.0%)
	Total		**Count**	**157 (92.9%)**	**6 (3.6%)**	**6 (3.6%)**
Malwa	CollAbr	GHGKCLUDH	Count	41(100.0%)	0(0.0%)	0(0.0%)
		ASCKHA	Count	27(100.0%)	0(0.0%)	0(0.0%)
		GGNKCLUDH	Count	26(92.9%)	1(3.6%)	1(3.6%)
		GNCNARLUDH	Count	9(81.8%)	2(18.2%)	0(0.0%)
		SDPCWLUDH	Count	11(100.0%)	0(0.0%)	0(0.0%)
	Total		**Count**	**114 (96.6%)**	**3 (2.5%)**	**1 (0.8%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	16(100.0%)	0(0.0%)	0(0.0%)
		GSSDGSKCPAT	Count	85(97.7%)	0(0.0%)	2(2.3%)
		MGCFATSAH	Count	61(87.1%)	7(10.0%)	2(2.9%)
		MMMCPAT	Count	39(81.3%)	8(16.7%)	1(2.1%)
		SGTBKCANASAH	Count	43(97.7%)	1(2.3%)	0(0.0%)
	Total		**Count**	**244 (92.1%)**	**16 (6.0%)**	**5 (1.9%)**

Chi-Square Tests

Region		Value	df	Asymp.Sig.(2-sided)
Doaba	Pearson Chi-Square	13.031[a]	8	.111
	Likelihood Ratio	16.562	8	.035
	N of Valid Cases	228		
	10cells(66.7%)haveexpectedcountlessthan5.Theminimumexpectedcount is .77			
Majha	**Pearson Chi-Square**	**16.390[b]**	**8**	**.037**
	Likelihood Ratio	17.512	8	.025
	N of Valid Cases	169		
	10cells(66.7%)haveexpectedcountlessthan5.Theminimumexpectedcount is .82.			
Malwa	**Pearson Chi-Square**	**16.306[c]**	**8**	**.038**
	Likelihood Ratio	11.823	8	.159
	N of Valid Cases	118		
	10 cells (66.7%) have expected count less than 5. The minimum expected count is .09.			
Puadh	**Pearson Chi-Square**	**20.980[d]**	**8**	**.007**
	Likelihood Ratio	25.377	8	.001
	N of Valid Cases	265		
	9cells(60.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .30.			

Figures within parenthesis are percentage

For Doaba region, the Chi-Square calculated value is **13.031** which is smaller than Chi-Square tabulated or critical value. Therefore, the results of table indicated the no significant variation.

For Majha region the Chi-Square calculated value is **16.390** which is smaller than Chi-Square tabulated or critical value. Therefore, the results of the table indicated the no significant variation.

In the Malwa region, the Chi-Square calculated value is **16.309** which is higher than Chi-Square tabulated or critical value. Therefore, the results of the table indicated the significant variation.

For Puadh region, the Chi-Square calculated value is **20.980** which is smaller than the Chi-Square tabulated or critical value. Therefore, the results of the table indicated the no significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2=**13.031, p=.111(≤.05non-significant**), there is no significant difference access methods given by libraries for the library resource.

For the Majha region, x^2=**16.390, p=.037(≤.05 Significant),** there is significant in difference access methods given by libraries for the library resources.

For the Malwa region, x^2=**16.306, p=.038(≤.05 Significant)**, there is significant difference in access methods given by libraries for the library resources.

The Puadh region, x^2=**20.980, p=.007(≤.05 Significant)** there is significant difference in access methods given by libraries for library resources.

4.2.12 Satisfaction with the access by human resources
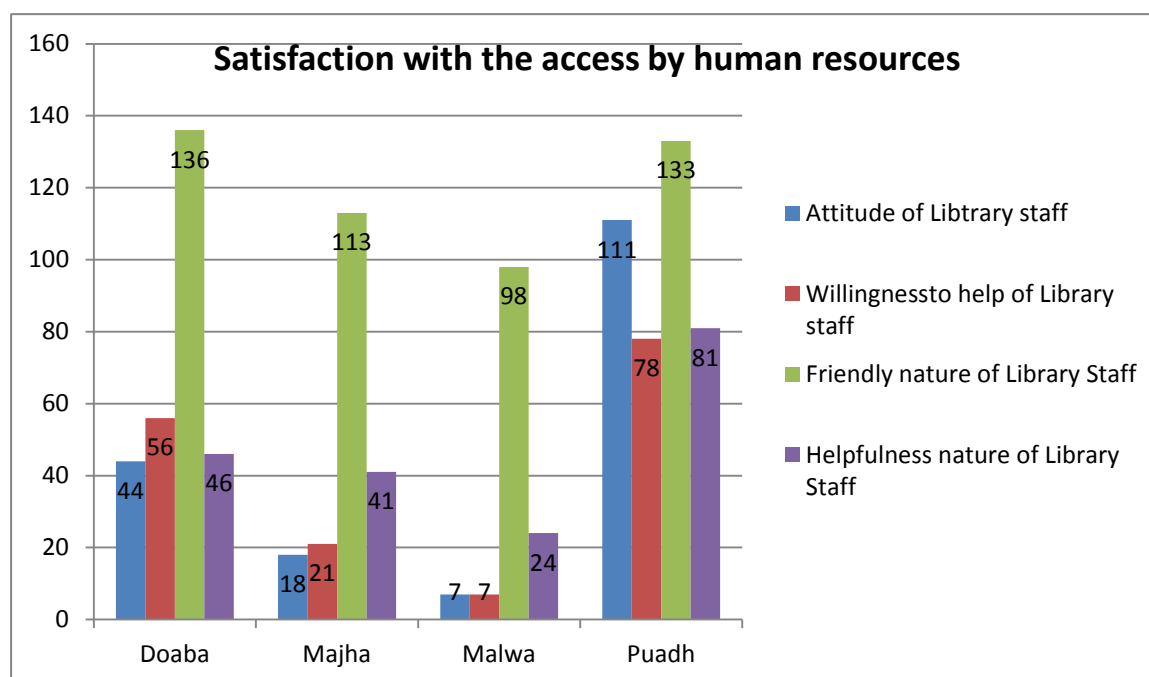
Figure 4.22   : **Satisfaction with the access by human resources**

Figure 4.22 reveals the satisfaction with the library access by human resources of four regions of Punjab. In the Doaba region, highest 136(48.2%) users were satisfied with the friendly nature of library staff, 56(19.8%) users were satisfied with the willingness to help of library staff, 46(16.3%) number of users were satisfied with the helpfulness nature of library staff and 44(15.6%) users are satisfied with the attitude of library staff.

In the Majha region, highest 113(58.5%) users were satisfied with the friendly nature of library staff, 41(21.2%) number of users were satisfied with the helpfulness nature of library staff 21(10.8%) users were satisfied with the willingness to help of library staff, and 18(9.3%) users are satisfied with the attitude of library staff.

In the Malwa region, highest 98(72.0%) users were satisfied with the friendly nature of library staff, 24(17.6%) number of users were satisfied with the helpfulness nature of library staff, 7(5.1%) each users were satisfied with the willingness to help of library staff, and the attitude oof library staff.

In the Puadh region, highest 133(33.0%) users were satisfied with the friendly nature of library staff, 111(27.5%) users are satisfied with the attitude of library staff, 81(20.1%) number of users were satisfied with the helpfulness nature of library staff and 78(19.3%) users were satisfied with the willingness to help of library staff.

4.2.13 Satisfaction with overall functioning of the library

Table 4.70 analyzes user satisfaction regarding the overall functions of college libraries across different regions.

In the Doaba region, the highest number of users, 109 (47.8%), expressed satisfaction with the overall functions of the college library. Additionally, 88 (38.6%) users reported being very satisfied, while 30 (13.2%) users provided a neutral opinion about the library's overall functions.

In the Majha region, 81 (47.9%) users expressed satisfaction with the overall functions of the college library, while 77 (45.6%) users reported being very satisfied.

In the Malwa region, 57 (48.3%) respondents expressed satisfaction with the overall functions of the college library, and 54 (45.8%) users reported being satisfied as well.

In the Puadh region, the highest number of users, 155 (58.5%), indicated very high satisfaction with the overall functions of the college library, while 93 (35.1%) users expressed satisfaction with the library's overall functions.

Table 4.70: Satisfaction with overall functioning of the library

Region				Not Satisfied	Neutral	Satisfied	Very Satisfied
Doaba	CollAbr	DAVCHSP	Count	0(0.0%)	7(31.8%)	1(4.5%)	14(63.6%)
		DAVJAL	Count	1(1.3%)	5(6.6%)	32(42.1%)	38(50.0%)
		DCJAL	Count	0(0.0%)	9(31.0%)	6(20.7%)	14(48.3%)
		HMVCJAL	Count	0(0.0%)	9(16.1%)	28(50.0%)	19(33.9%)
		KNCWPHG	Count	0(0.0%)	0(0.0%)	42(93.3%)	3(6.7%)
	Total		**Count**	**1 (0.4%)**	**30 (13.2%)**	**109(47.8%)**	**88 (38.6%)**
Majha	CollAbr	BBKDAVCASR	Count	0(0.0%)	5(10.6%)	27(57.4%)	15(31.9%)
		KCWASR	Count	0(0.0%)	1(4.3%)	9(39.1%)	13(56.5%)
		RRBDAVBAT	Count	0(0.0%)	2(6.9%)	9(31.0%)	18(62.1%)
		SDAMCDIN	Count	0(0.0%)	1(3.4%)	17(58.6%)	11(37.9%)
		SSMCDIN	Count	0(0.0%)	2(4.9%)	19(46.3%)	20(48.8%)
	Total		**Count**	**0 (0.0%)**	**0 (0.0%)**	**81(47.9%)**	**77 (45.6%)**
Malwa	CollAbr	GHGKCLUDH	Count	0(0.0%)	0(0.0%)	38(92.7%)	3(7.3%)
		ASCKHA	Count	0(0.0%)	0(0.0%)	2(7.4%)	25(92.6%)
		GGNKCLUDH	Count	0(0.0%)	2(7.1%)	12(42.9%)	14(50.0%)
		GNCNARLUDH	Count	0(0.0%)	4(36.4%)	3(27.3%)	4(36.4%)
		SDPCWLUDH	Count	0(0.0%)	1(9.1%)	2(18.2%)	8(72.7%)
	Total		**Count**	**0 (0.0%)**	**7(5.9%)**	**57(48.3%)**	**54 (45.8%)**
Puadh	CollAbr	ASBASJSMCBELA	Count	0(0.0%)	0(0.0%)	2(12.5%)	14(87.5%)
		GSSDGSKCPAT	Count	0(0.0%)	5(5.7%)	27(31.0%)	55(63.2%)
		MGCFATSAH	Count	0(0.0%)	3(4.3%)	22(31.4%)	45(64.3%)
		MMMCPAT	Count	0(0.0%)	2(4.2%)	23(47.9%)	23(47.9%)
		SGTBKCANASAH	Count	0(0.0%)	7(15.9%)	19(43.2%)	18(40.9%)
	Total		**Count**	**0 (0.0%)**	**17 (6.4%)**	**93 (35.1%)**	**155 (58.5%)**

Chi-Square Tests

Region		Value	df	Asymp.Sig.(2-sided)
Doaba	**Pearson Chi-Square**	**75.845**[a]	**12**	**.000**
	Likelihood Ratio	87.002	12	.000
	N of Valid Cases	228		
	7cells(35.0%)haveexpectedcountlessthan5.Theminimumexpectedcount is .10.			
Majha	Pearson Chi-Square	10.414[b]	8	.237
	Likelihood Ratio	10.539	8	.229
	N of Valid Cases	169		
	5cells(33.3%)haveexpectedcountlessthan5.Theminimumexpectedcount is 1.50.			
Malwa	**Pearson Chi-Square**	**79.022**[c]	**8**	**.000**
	Likelihood Ratio	80.206	8	.000
	N of Valid Cases	118		
	5cells(33.3%)haveexpectedcountlessthan5.Theminimumexpected count is .65.			
Puadh	**Pearson Chi-Square**	**20.494**[d]	**8**	**.009**
	Likelihood Ratio	20.341	8	.009
	N of Valid Cases	265		
	4cells(26.7%)have expected countlessthan5.Theminimumexpectedcount is 1.03.			

Figures within parenthesis are percentage

In the Doaba region, the Chi-Square calculated value is 75.845, which is smaller than the critical value. Therefore, the results indicate no significant variation.

In the Majha region, the Chi-Square calculated value is 10.414, which is also smaller than the critical value. Thus, the results indicate no significant variation.

For the Malwa region, the Chi-Square calculated value is 79.022, which is smaller than the critical value. Consequently, the results indicate no significant variation.

In the Puadh region, the Chi-Square calculated value is 20.494, which is higher than the critical value. Therefore, the results indicate significant variation.

The above data was analyzed using Chi-Square test. For the Doaba region, x^2**=75.845, p=.000(≤.05 Significant),** there is significant difference in the satisfaction with the overall functions of the college library.

For the Majha region, x^2**=10.414, p=.237(≤.05 non-Significant),** there is no significant difference in the satisfaction with the overall functions of the college library.

For the Malwa region, x^2**= 79.022, p=.000(≤.05 Significant),** there is significant difference in the satisfaction with the overall functions of the college library.

For the Puadh region, x^2**= 20.494, p=.009(≤.05 Significant),** there is significant difference in the satisfaction with the overall functions of the college library.

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CHAPTER - V

FINDINGS, CONCLUSION AND SUGGESTIONS

5.1 INTRODUCTION

This study was conducted to find the collection development method and how to access management of the collected materials in the library. The present chapter explains the results of the study with testing of hypothesis, conclusions and suggestions that can be drawn from the analysis and interpretation of data. It also presents accurate picture of the college's libraries of Punjab. This chapter concludes with suggestions and recommendations on the context of college libraries. The following findings are purely based on data which is collected through authentic source like questionnaire and observations from the librarian/library in-charge and users of the selected 20 colleges of Punjab.

5.2 SUMMARY OF THE FINDING FROM THE QUESTIONNAIRE OF LIBRARY

This study finds several findings and those are summarized as under various headings:

5.2.1   General Findings

5.2.1.1 Distribution of Questionnaire

Table 4.2 shows that 100% responses have been received from the librarian or in charge of the library or assistant librarian of the four regions of the Punjab.

5.2.1.2 Designation of Respondents

As shown in the table 4.3, 15 respondents (75%) from all four regions of Punjab are librarians, 2 respondent (10%) is restorer from Doaba and Malwa region each,3 (15%) respondent is assistant librarian from Majha, Malwa and Puadh regions each.

5.2.1.3 Gender wise Respondents

According to table 4.4, all respondents from four regions of Punjab are 7(35%) male and 13(65%) are female but from the Majha region 100% respondents are female.

5.2.1.4 Educational Qualification of Respondents

According to table 4.5, majority of the respondents 16(80%) are librarians have Post Graduate and Under Graduate degrees, 3 (15%) have Ph.D degree and 1 (5%) respondent has M.Phil degree.

5.2.1.5 Professional Experience of Respondents

The majority of the library professionals from four regions of Punjab 9 (45%) had over 16-25 years of experience, 6 (30%) with < 5 years and 4 (20%) with 6-10 years, in that order as indicated in table 4.6 of library professionals, only 1 (5%) respondent from Doaba region are with 11-15 years of experience.

5.2.1.6 Registered users of the library

Table 4.7 shows the response related to total number of registered staff members and students with library from all four regions of Punjab. As shown in table DAVJAL from Doaba region has the highest number (5700) of registered users in the library and the lowest number (748) of registered users are GNCNARLUDH from Malwa region.

5.2.1.7 Staff available in the College Library

The availability of library staff in the libraries of 20 colleges of four regions of Punjab is displayed in table 4.8. It is clear that 75% of colleges had a librarian and 10% of college had Deputy Librarians. 50% of colleges had Assistant Librarians, 70% of colleges had a Library Attendant, 60% of colleges had a restorer and 75% college libraries had a peon, compared to just 25% had a data entry staff.

5.2.1.8 Working hour of college library.

As shown in table 4.9 it exhibits that most of (70%) colleges from four regions of Punjab have 7 library hours per day, (25%) colleges have 8 library hours per day, and (5%) colleges have a 11 library working hours per day, but overall average working hours is 7 working hours over per day.

5.2.1.9 Nature of the library Building

According to table 4.10, it shows that (65%) of the four regions of Punjab college library building is separate from the college building and rest (35%) of them are attached with the college building.

5.2.1.10 Sitting Capacity for users

Table 4.11 depicts that out of 20 selected colleges from four regions of Punjab, (50%) college libraries had 100-200 sitting capacity, followed by (20%) each have 1-100 and 200-300. Only (10%) college's library had above 300 sitting capacity. Overall the mean sitting capacity across all the colleges studied is 212.

5.2.2 Findings on objectives of the study on the base of Library

5.2.2.1 Objective 1: To assess the status of information resource collections in college libraries across Punjab.

5.2.2.1.1 Library Collection (Print Books)

As shown in figure 4.7, it presents out of four regions, only DAVJAL from doaba region, provides highest number (200000) of books and the institution ASBASJSMCBELA from Puadh region, provide fewest number (16000) books. Rest of the colleges from four regions provides 15,000 to 100000 number of books in the college libraries.

5.2.2.1.2 Library Collection (Print Journals)

As shown in figure 4.8, out of 20 colleges of four region of Punjab only MGCFATSAH offers the highest number (70) of journals from the Puadh region and the lowest number (20) of journals each from RRBDAVBAT and KCWASR.

5.2.2.1.3 Library Collection (Print Magazines)

According to figure 4.9, it is clear that, out of 20 colleges from the four regions HMVCJAL provides the highest number (63) of magazines and the fewest number (6) of magazines provide by GNCNARLUDH from the Malwa region.

5.2.2.1.4 Library Collection (Newspapers)

Figure 4.10 shows that DAVJAL from Doaba region provides the highest number (26) of newspapers and RRBDAVBAT from Majha region provides the fewest number (9) of newspapers.

5.2.2.1.5 Library Collection (Audio-Visual Aids)

As shown in figure 4.11, it explains that in the Puadh region, SGTBKCANASAH provides the most audio-visual aids, with 70,000 and in the Malwa region GNCNARLUDH provides the less number of audio-visual aids, with 7.

GGNKCLUDH did not provide this information.

5.2.2.1.6 Library Collection (Maps and Charts)

Figure 4.12, shows that in the Doaba region, HMVCJAL and DCJAL provided the highest number of maps and charts, totaling 110 and GGNKCLUDH and ASCKHA from Malwa region and SGTBKCANASAH and ASBASJSMCBELA from Puadh region these all provide fewest number (20) of maps and charts. Rest of colleges did not respond.

5.2.2.1.7 Library Collection (E-Books)

As shown in figure 4.13, it is clear that from the Puadh region, the highest (6452000) number of e-books are provided by SGTBKCANASAH, from the Doaba region, the highest (6435000) number of e-books are provided by DAVCHSP, in the Majha region KCWASR and SSMCDIN, from the Malwa region GGNKCLUDH and GHGKCLUDH and SDAMCDIN is the fewest number (80000) of e-books, and GNCNARLUDH did not respond regarding e-books.

5.2.2.1.8 Library Collection (E-Periodicals)

According to figure 4.14, it is clear that all 20 colleges produce e-journals to their users through Nlist, Delnet, J-gate. From the Puadh region, the highest (3306000) number of e-journals are provided by SGTBKCANASA and MGCFATSAH and in the Doaba region, the highest (14860) number of e-journals are provided by DAVCHSP, DAVJAL, KNCWPHG, HMVCJAL, from Majha region KCWASR, from Malwa region GGNKCLUDH and GNCNARLUDH provide (1) e-journal to the library users.

5.2.2.1.9 Library Collection (Databases)

Figure 4.15 depicts that from the Puadh region, MGCFATSAH leads with the highest number of databases (4), in the Doaba region, DCJAL, DAVCHSP, DAVJAL, KNCWPHG, from Puadh region GSSDGSKCPAT and SGTBKCANASAH, provides the highest number (3) of databases and GNCNARLUDH did not respond regarding databases.

Consequently, the data presented in paragraphs 5.2.2.1.1 to 5.2.2.1.9 fulfilled the first objective by finding out the status of information resource collections in college libraries across Punjab.

5.2.2.2 Objective 2: To get information about the policies of collection development.

5.2.2.3 5.2.2.2.1 Collection Development Policy

All colleges involved in this study have undergone either the first or second cycle of NAAC accreditation. This indicates a clear commitment to adhering to the criteria set fourth by NAAC and UGC, aimed at enhancing their library policies and maintaining them effectively. According to table 4.14, colleges across the four regions of Punjab have complied with NAAC and UGC regulations concerning their collection development policies in the library. According to these policies, resources are acquired to enrich the library's collection.

5.2.2.2.2 Recommendation for Books

As depicted in table 4.15 that out of 20 colleges 15 (75%) recommend print format for book acquisitions, while 10 colleges (50%) use mail, 9(45%) colleges recommend verbal communication and 6(30%) colleges use online format for suggesting books for the library collection.

5.2.2.2.3 Cross checking of availability of books with the recommendations

Table 4.16 shows the cross checking of availability of books with the recommendation of 20 colleges of four regions of Punjab. 12(60%) college libraries are using physical verification, 10(50%) college libraries are using OPAC, and 4 (20%) college libraries are using accession register and 2 (10%) college libraries are using subject wise list for cross checking of availability of books.

5.2.2.2.4 Compilation of recommendation

As shown to table 4.17, all 20 colleges of four regions are adopted with different ways of compilation. 10(50%) college libraries use hand written method for compilation of recommendation, 9(45%) college libraries used excel file for and 8(40%) colleges adopt marking publisher catalogue for compilation of recommendation.

5.2.2.2.5 Selection of vendor on bases of discount and delivery time

According to table 4.18 all 20(100%) colleges ate select a vendor on the base of good quality books, 15(75%) select a vendor on the base of give in time and 14(60%) of colleges are select a vendor give more discount.

5.2.2.2.6 Filing of rectification for wrong titles or damaged books

Table 4.19 shows the response regarding filing of rectification for wrong titles or damaged books. Out of 20 colleges 15(75%) colleges addressed issues related to incorrect titles or damaged books via telephone. Additionally, 9 colleges (45%) replace damaged books, 8 colleges (40%) change the wrong title and 7 colleges (35%) use email for rectifications for wrong title or damaged books.

5.2.2.2.7 Verification of Bills and sending them to account section

As shown table 4.20, it depicted that 16(80%) colleges out of 20 colleges of four regions of Punjab deposit bill into the account section after the signature of the librarian on bill. 11(55%) colleges deposit bill to account section after the signature of the principal on bill, 9(45%) colleges verified books with bill and 4(20%) college deposit bill to the account section after the gate entry.

5.2.2.2.8 Library Committee

Table 4.21 shows that all of the 20 colleges included in this study has a college library committee for college library collection development.

5.2.2.2.9 Members of Library Committee

As shown in the table 4.22 all 20 colleges of four regions of Punjab includes Principal and Librarians as the member of library committee, 14(60%) colleges include head of the departments as a member of library committee and only 9 colleges out of 20 colleges, students included as a member of the library committee.

Thus, data displayed in paragraphs 5.2.2.2.1 to 5.2.2.2.9 fulfilled the second objective by exploring the information about the policies of collection development.

5.2.2.3 Objective3: To explore the role of information technology in the collection development college libraries.

5.2.2.3.1 Library Automation

Table 4.37 & 4.38 shows that all college libraries of 20 colleges under studies from the four regions of Punjab are Automated with different software. These all libraries used different software for library work. Alice for windows and SOUL software used by 3(15%) college each. 2(10%) of colleges used Library management system and rest of colleges are used different software like Campus Analyze, Campus whizz,

NETLIB, E-Governance, SMILE, Bibliosoft, Libsys etc. for library work.

5.2.2.3.2 ICT Infrastructure available in the library for access of online resources
Table 4.38 shows the response related to ICT infrastructure available in the library for access of online resources. 20 (100%) of colleges have a computers and Library Automation Software with internet facilities, 18 (90%) of colleges have a Wi-Fi connection, 17 (85%) have a LAN facilities, 15(75%) have a Networking/Resource Sharing facilities and only 7 colleges have a Remote access to data facilities provide to the users.

Therefore, paragraphs 5.2.2.3.**1 and 5.2.**2.**3.2 support the third objective of the study which explore the role of information technology in the collection development college libraries.**

5.2.2.4 Objective 4: To identify techniques for effectively managing access to library materials.

5.2.2.4.1 Library Access Management
Table 4.32 shows that all the 20 college in the four regions of Punjab that are being studied has an access management system in the college library.

5.2.2.4.2 Access system provided to the users
As shown in table 4.33 all 20 colleges provide an open access system for their library users and only 7 (35%) colleges are offering online access.

5.2.2.4.3 Classification
Table 4.34 shows that all the 20 colleges of the four regions of Punjab which are in the study have their library collections classified properly.

5.2.2.4.4 Cataloguing
According to table 4.35, all the 20 colleges of the four regions of Punjab that are in study have provided library users with catalogue facility.

5.2.2.4.5 Online/Manual Catalogue
In Table 4.36, it is clear that 16(80%) colleges of the four regions of Punjab are provide an online catalogue for their library users and 10(50%) colleges are offering a manual catalogue to their users.

Therefore, paragraphs 5.2.2.4.1 to 5.2.2.4.5 support the objective of the study to identify techniques for effectively managing access to library materials.

5.3 SUMMARY OF THE FINDINGS FROM THE QUESTIONNAIRE OF USER

5.3.1 Designation wise Respondents

Table 4.43 presents the total respondents from the 20 colleges of the four regions of Punjab. There is 569 respondents are from under-graduate classes, 172 respondents are from post-graduate classes and 39 respondents are from staff side. After analysis result is that, most of the respondents are from under-graduate classes.

5.3.2 Gender wise Respondents

As shown in table 4.44, male and female both are the respondents of the study. 549 (70.3%) are the female respondents and 231(29.6%) are the male respondents. It shows that female respondents are more in number compare to male respondents.

5.3.3 Age wise Respondents

Table 4.45 shows the age wise respondents of the 20 colleges from the four regions of the Punjab. It predicts that the largest group of respondents 420 (53.8%), are aged between 18-20 years, 237(30.3%) are between 21-22 years old, 45(5.7%) respondents are below 18years old, 39(5%) each respondents are from 23-25 and more than 25 years old respondents.

5.3.4 Frequency of users to visit library

As shown in table 4.46 is that frequency of users of the 20 colleges is 353(45.2%) respondents visit the library daily, followed by 177(22.6%) respondents are visit library twice a week, 165(21.1%) respondents visit library occasionally, 47(6.02%) users visit library thrice a week, 36(4.6%) users visit library once in a month and fewest number 2(0.25%) users used library fortnightly.

5.4 FINDINGS ON OBJECTIVES OF THE STUDY ON THE BASE OF USERS

5.4.1 Objective 5: To examine the level of user awareness regarding access to the library collection services.

The results reveal that users are aware and satisfied with the access to the library collection.

5.4.1.1 Circulation Service

Table 4.60 show the response related to awareness and satisfaction of library services. As shown in table, 580(74.3%) users are delighted with the circulation services, 153(19.6%) users gave satisfied response related to circulation services, 43(5.5%) number of users are somewhat happy and aware with the circulation services, 3(0.3%) of user is not satisfied and 1(0.1%) user is least not satisfied with the circulation service of the college libraries.

5.4.1.2 Cataloguing Services

The data displayed in the table 4.61 present the picture regarding awareness and satisfaction with the cataloguing services of the college libraries. As shown in table, majority 511(65.5%) users aware or very satisfied with the cataloguing services of the college libraries, 43(5.5%) number of users were somewhat satisfied with the cataloguing services, 20(27.1%) users are satisfied with the cataloguing service and 2(0.5%) users are not satisfied with the cataloguing service of the college libraries.

5.4.1.3 Reference Services

From the data shown in table 4.62 reveals the response related to users awareness or satisfaction with reference services. According to the table it clear that 469(60.1%) number of users gives their very satisfied views regarding the reference service of the college libraries, 253(32.4%) users are aware or satisfied, 50(6.4%) users are somewhat satisfaction, 5(0.6%) users gave not satisfaction and 3(0.3%) number of users are least satisfied with the reference service of the 20 colleges of fur region of Punjab.

5.4.1.4 Photostat Services

Table 4.63 reveals the awareness and satisfaction level of the users of 20 colleges of four regions of Punjab regarding Photostat services. It is clear from the table that 416

(53.3%) users have aware about the Photostat services of the library and very satisfied with it, 275 (35.2%) users have satisfied, 69 (8.8%) users have somewhat satisfied and 10(1.2%) users have least and non satisfied with the Photostat serv ice of the college library.

5.4.1.5 Internet Services

Table 4.64 show the response related to the awareness and satisfaction of library internet services. As shown in table, most of the users 317(40.6%) have very satisfied, 286(36.6%) users have satisfied, 156(20%) users have somewhat satisfied and 8(1.02%) respondents have not satisfied with the internet service of the college libraries of 20 college of four regions of Punjab.

5.4.1.6 CAS(Current Awareness Services)

The data displayed in the table 4.65, present the awareness and satisfaction position of the respondents of 20 colleges about the current awareness services of the college library. It shows that 353(45.2%) users have satisfied, 300(38.4%) respondents have very satisfied, 108(13.8%) users have somewhat satisfied and 13(1.6%) users have least and 6(0.7%) respondents don't satisfied with the Current awareness services of the college library.

5.4.1.7 Library Network Programs

Table 4.66 reveals the satisfaction position of the respondents regarding library network programs. 316 (40.5%) number of users have very satisfied with the library network programs, 305 (39.1%) number of users have satisfied,144(18.4%) number of users have somewhat satisfied, 9(1.1%) users have least satisfied and 6(0.7%) number of respondents have not satisfied with the library network programs.

5.4.1.8 Binding Services

As shown table 4.67, 391 (50.1%) respondents have a awareness and very satisfied with the binding service of the college library. 261(33.4%) number of users have satisfied, 85(10.8%) somewhat satisfied, 19(2.4%) least satisfied and 13(1.6%) users have don't satisfied with the binding service of college library.

5.4.1.9 Purpose of visit to Library

Table 4.47 show the response related to purpose of visit to library. As shown in table, most of the users 586(75.1%) have visit library to borrow books, 413(52.9%) reading

magazines and journals,385(49.3%) for newspapers reading, 167(21.4%) for study in peaceful environment, 155(19.8%) for read novels and story books, 78(10%) for supplement classroom teaching, 67(8.5%) number of respondents use internet, and lowest 33(4.2%) users are visit library for access online resources.

5.4.1.10 Mostly Used Library Resources

The data displayed in the table 4.48 present the picture of mostly used library resources. It is quite clear that out of 780 respondent majority 714(91.5%) of the users have used library for borrow books, 390(50%) for journals/magazines, 348 (44.6%) for reading newspapers, 59(7.5%) e-journals, 47(6%) for e-books 35(4.4%) users used library for reference sources and the fewest 2(0.2%) users used databases in the college library.

Consequently, the data present in paragraphs 5.4.1.1 to 5.4.1.10 fulfilled the objective to examine the level of user awareness regarding access to the library collection services.

5.4.2 Objective6: To identify the barriers or problems users face in accessing the collection.

5.4.2.1 Satisfaction about overall functions of the library

The data displayed in the table 4.70 present the picture of an satisfaction about overall functions of the library. It is clear that the highest 374(47.9%) number of respondents gave very satisfaction about the library overall functions, 340(43.5%) number of users are satisfied while 41(5.2%) number of users are gives neutral opinion about the overall functions of the college library.

Thus, data displayed in paragraph 5.4.2.1 fulfilled the present objective to satisfaction about overall function of the library. All the respondents of all 20 colleges of four regions of Punjab is satisfied the overall functions of the college libraries.

5.4.3 Objective 7: To evaluate user satisfaction with access management.

5.4.3.1 Satisfaction level of Access Management of the Library Resources

Table 4.68 show the satisfaction level of users regarding access management of the library resources. It is quite clear that out of 780 the highest 389(49.8%) users gave

satisfaction with access management in the library resources, 321(41.1%) number of users gave very satisfaction with access management the library resources, 67(8.58%) users gave somewhat satisfaction with access management resources, 3(0.38%) respondents gave least satisfaction with the access management resources.

5.4.3.2Satisfaction about Access Methods given by College Libraries

As shown table 4.69, it is clear that majority 726(93.7%) number of users access the library resources with opened access, 21(2.6%) users are access online and 8(4.23%) number of users access the library resources with closed access.

Consequently, the data presented in paragraphs 5.4.3.1 to 5.4.3.2 fulfill the objective by finding the satisfaction about Access Methods given by College Libraries

5.4.4 Objective 8: To develop a model for collection development and access management in college libraries based on the study's findings.

Books are full of wisdom, life experiences and lessons about difficulties, love, fears or anything else that is a part of life. It contains knowledge about history, civilization, culture and customs, languages etc.

In the traditional period, books are only stored for decoration purpose. Gradually, the importance of books has been realized and they should only serve the purpose of reading or providing worldly knowledge. For that, books fairs or exhibition are organized in the institutions or in a public sphere.

The librarian gets books from different modes such as purchase, gift or donate etc., or different tools are used such as publisher's catalogue, book reviewing periodicals, books reviews and accession list appear in the newspaper. After the selection of books, the demand form is filled by students or teachers. It is designed according to requirements of the students or staff. Books recommendation form must include Sr.no. Title, Publisher, Volume, Medium, No. of copies, approved, rejected or deferred etc. The head of the department should be duly sign the students form, and then it has been submitted to the librarian. After that, librarian will check it out in the accession list, and then sent it to principal for permission. The objective of acquisition policy is to increase a large number of books. It must include list of vendors, publishers etc.

Library Name_____

College Name_____

RECOMMENDATION FORM FOR THE PURCHASE OF BOOKS

Name:	Department:
Subject:	Date:

Sr.No.	Title	Author Name	Publisher	Course Code	Student Strength	No. of Copy	Cost (Rs.)	Total Amount	Remarks

     Verified by   **Departmental Approval**   **Approved by**

   **Librarian**   **HOD**   **Principal**

Figure 5.1: Library Books Requisition Form

Exploring a library is truly a delightful experience. Books are thoughtfully arranged to facilitate reading and discovery. Collection development is a strategic approach to building and maintaining balanced collections over time, all within a designated budget. This process relies on continually assessed information and aligns with the needs of library users. To effectively develop our library, it is essential to prioritize a diverse and substantial collection that meets the specific requirements of our users.

Proposed Model for Access Management
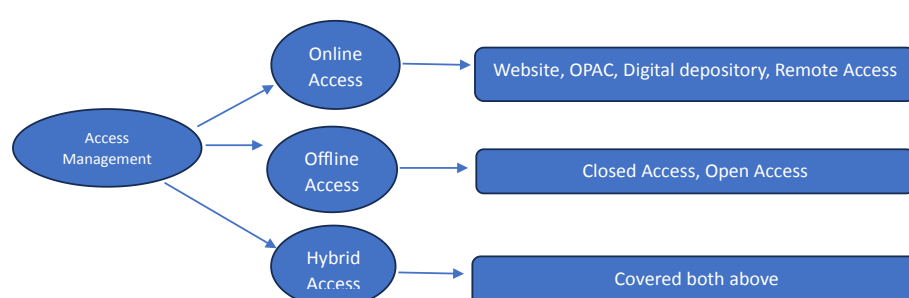
Figure 5.2 Proposed Model for Access Management

Online Access: An online library is also called an internet library, a digital repository, a library without walls, or a digital collection. It is an online database of digital objects that can include books, magazines, audio recordings, video recordings and other documents that are accessible electronically.

Offline Access: Offline Access Management System is further divided into two types:

Open Access: With the increased understanding of user's needs, the libraries gradually adopted the open access system in which the users have the freedom to browse through the library collections placed in the open stack area.

Closed Access: In a closed access system, since the document is kept under lock and key do not have direct access by the users and the access was through some mediator.

Hybrid Access: Hybrid libraries are mixes of traditional print material such as books and magazines, as well as electronic based material such as downloadable audio books, electronic journals, e-books, etc. Hybrid libraries are the new norm in most public and academic libraries.

Resource Sharing:

Resource sharing is one of the most effective ways to enhance a library's collection. Our study on collection development concludes that this approach is highly beneficial and productive. Libraries located within a 15-20 km radius of each other should collaborate to share their collections. This strategy allows us to better meet the needs of our users. For example, if a particular book is unavailable in our library but can be found in a neighboring library, we can easily fulfill a user's request by coordinating with them. This not only ensures that books are readily accessible to users but also saves them time and effort, eliminating the need for unnecessary travel to find the required materials.

1. The model below shows the resources sharing of four college libraries.

2. Online Union Catalogue

3. Facility to browse the material of others library

4. Sharing of resources among the libraries.
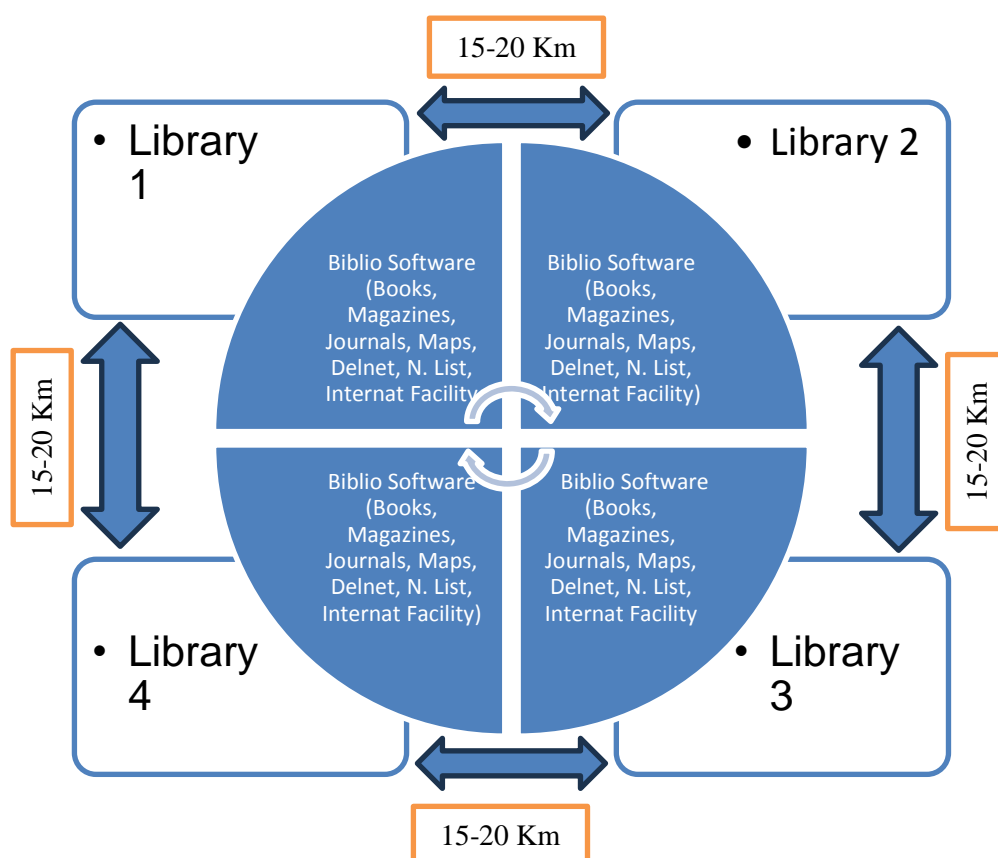
Figure 5.3 Resource Sharing

Benefits of Resource Sharing:

Impact on Budget: Library resources sharing can also affect budget. The budget of library which is spent on purchase of books, magazines etc., It will be useful in the technical development of the library.

Save user's time and the money: Users shall be taking books according to his/her need with library resource sharing without wasting any time and money.

5.5 TESTING OF HYPOTHESIS

Hypothesis based on some evidence. Research hypothesis is a hypothesis used to investigate the relationship between one or more variables.

H1: A Collection development policy is available in all the selected colleges.

The above hypothesis has been proved and accepted in the table 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22 that the collection development policy is available in all libraries.

H 2: Libraries do not face any challenges regarding Collection Development and Access Management of library collections.

From the tabular and graphical representation of table no. 4.12, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 4.30, 4.31, 4.32, 4.33, 4.34, 4.35, 4.36, 4.38 and figure no.4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 show that libraries do not face any challenge in collection development and access management of library collection. Hence above hypothesis is proved and accepted.

H.3: ICT significantly impacts library collection development and access management methods, contributing to   higher NAAC scores.

From the tabular representation of table, no. 4.1, 4.15, 4.16, 4.29, 4.33, 4.36, 4.37 shows that all libraries of 20 colleges of Punjab is managed with ICT. It is greatly affecting the collection development and access management process in libraries; hence libraries have contributed is getting grade NAAC score. Hence the above hypothesis is proved and accepted.

H.4 College students and faculty members are contented with the available collection services and methods of accessing information.

The above hypothesis s been proved and accepted in the table 4.12, 4.45, 4.47, 4.48, 4.49, 4.50, 4.51, 4.52, 4.53, 4.54, 4.55, 4.56, 4.57 and figure no.4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 that users are satisfied with the available collection, services

5.6 CONCLUSION

One of the most important functions of a library is collection development and access management, which is particularly critical at the college level. The primary objective of this study was to examine the collection development and access management practices of college libraries in Punjab from the perspectives of both librarians and users. The findings revealed a significant increase in resources across all libraries in Punjab. Access management and budget constraints were identified as major factors influencing the development of library collections. A well-defined collection development policy is essential for building a library's collection, providing a roadmap from material selection to the eventual weeding out of items.

The study found that DAVJAL in the Doaba region has the highest number of books at 200,000, followed by HMVCJAL with 105,399 books, while ASBASJSMCBELA has the lowest at 16,000. In terms of journals, MGCFATSAH offers the highest number at 70, followed closely by SGTBKCANASAH with 65 and GSSDGSKCPAT with 64. The lowest number of journals, 16, is provided by GNCNARLUDH. For magazines, HMVCJAL leads with 63, followed by BBKDAVCASR and MMMCPAT with 60 each, while GNCNARLUDH has the fewest at 6. DAVJAL provides the highest number of newspapers at 26, followed by HMVCJAL with 23 and GGNKCLUDH with 22, whereas RRBDAVBAT offers the least at 9.

The study also revealed that SGTBKCANASAH has the maximum seating capacity of 750, followed by DAVJAL with 500, and ASBASJSMCBELA with the lowest capacity of 40. Libraries such as DAVCHSP, DAVJAL, DCJAL, HMVCJAL, KCWASR, RRBDAVBAT, GHGKCLUDH, ASCKHA, SDPCWLUDH, MGCFATSAH, MMMCPAT, and SGTBKCANASAH provide separate library facilities for users, while KNCWPGH, BBKDAVCASR, SDAMCDIN, GNCNARLUDH, ASBASJSMCBELA, and GSSDGSKCPAT have libraries attached to other buildings.

Analysis of user data indicates that the majority of users from the Doaba, Majha, Malwa, and Puadh regions primarily visit the library to borrow subject books, with fewer users accessing the internet and online resources. Users from all 20 colleges expressed satisfaction with the library's location and services, including circulation, classification, cataloguing, and photocopying. Overall, users from the Doaba, Majha, Malwa, and Puadh regions reported high levels of satisfaction with the access management of college libraries. The conclusion drawn from the study is that users from these regions are very satisfied with the overall functions of their college libraries..

5.7 SUGGESTIONS

Based on the analysis of data, findings, and personal observations of librarians and users from the central libraries of the Doaba, Majha, Malwa, and Puadh regions of Punjab, the following suggestions are made, incorporating user feedback:

- All college libraries in the four regions should develop adequate sitting capacity according to the number of registered users.

- The libraries should build a sufficient collection for users, including more textbooks, reference books, technology-based books, e-journals, maps, audio-visual aids, story books, and novels in both print and electronic formats.

- The libraries should acquire books based on the number of students to ensure users can access books without any problems.

- Students should be made more aware of the various services provided by the libraries through awareness programs about library facilities and services.

- The libraries should provide open and more digitalized collections.

- The libraries should include video lectures of faculty and students to increase knowledge of e-resources.

- The libraries should involve users in the collection development process and encourage them to recommend resources for the library.

- The libraries should prepare a proper Collection Development Policy manual and build competent library authorities responsible for creating and approving it.

- The libraries should regularly evaluate their collections by constituting a Collection Evaluation Committee (CEC) comprising staff and library members.

- The libraries should fill the data entry post to ensure smooth functioning, as it is observed that this post is not filled in many colleges.

- The libraries should develop mobile-based services for library users.

- The Library Committee should meet regularly, and students should be included in the committee to fulfill their needs regarding the library.

- The libraries should build/create a library website for proper functioning.

- The librarians should organize induction programs for new library users to provide information about library rules and regulations.

- The librarians should provide relevant information about library policies and available print or non-print resources during awareness programs to encourage students to utilize the resources properly.

- The librarians and library staff should draw feedback forms to determine user satisfaction with collection development and access management.

- The libraries should prepare acquisition forms for requesting library requirements.

- Full-time librarians are necessary for all libraries, as most colleges do not have regular librarians

5.8 RECOMMENDATION FOR FURTHER RESEARCH

- This study is limited to the libraries of colleges in the Punjab region. The same can be extended to other college libraries in different parts of the country.

- The study was extended to private NAAC accredited colleges, to study the collection development and access management.

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Questionnaire for Librarian

To,

_____

_____

_____

Subject: Request for filling up the enclosed questionnaire.

Dear Sir/ Madam,

 I am a Research Scholar, enrolled in PhD under the supervision of Dr. Jatinder Kumar, Librarian, in the Central Library, Lovely Professional University, Phagwara. I am doing research on the topic "Collection Development and Access Management in College Libraries of Punjab: A study."
 Therefore, I request you to fill up the enclosed questionnaire and assist me in completing my study. Please note that all data and information provided by you will be kept confidential and shall be used only for research purpose.
Please tick mark (√) on appropriate answer wherever required and use a separate sheet of needed.

Thanking you in anticipation,

Satinder Jit Kaur(4170228)
Research Scholar
DLIS, Lovely Professional University
Phagwara
Mob. No. 9464928453,7308991313
Email: lubanasatinder05@gmail.com

<div align="center">**Questionnaire for Librarian**</div>
<div align="center">**PART – A**</div>

1.0   Personal Information

1.1 Name   _____

1.2 Designation _____

1.3 Contact No. _____

1.4 E-mail   _____

1.5 Experience (years) _____

1.6 Qualification _____

<div align="center">**PART-B**</div>
<div align="center">**About College and Library**</div>

2.0   About College

2.1   Name of the College:_____

2.2   Year of Establishment:_____

2.3   Affiliated to (Name of the University) _____

2.4   Total Number of faculty members _____

2.5   Total Number of students _____

(1)   UG _____

(2)   PG _____

   2.6 NAAC points and Grade _____

3.0   About Library

3.1   Name of the library _____

3.2   Total Number of Registered faculty: _____

3.3   Total Number of Registered Students: _____

3.4   Staff available in Library

(i)   Librarian _____

(ii)   Deputy Librarian _____

(iii)   Assistant Librarian_____

(iv)   Library Assistant_____

(v)   Library Attendant_____

(vi)   Restorer _____

(vii)   Peon _____

3.5   Total number of Staff members _____

3.6   Total working hours per day _____

4.0   Library Infrastructure

4.1   Nature of Library Building

(i)   Separate building

(ii)   Attached to another building

(iii)   Floor in a building

4.2   Total Area of Library (Sq.Ft)_____

4.3   Sitting capacity

(i)   Number of chairs _____

(ii)   Number of Tables _____

4.4   Washroom Facility   Yes[   ]   No [   ]

4.5   Drinking Water   Yes[   ]   No [   ]

5.0   Availability of Library Resources

Library resources   Quantity

5.1   Books   _____

5.2   Journals   _____   \

5.3   Magazines   _____

5.4   Newspapers   _____

5.5   Audio-visual aids   _____

5.6   Maps/Charts/Atlases_____

5.7   E-books   _____

5.8   E-journals   _____

5.9   Databases   _____

5.10   Mixed material   _____

5.11   Any other resource_____

6.0   Services provided by library after resources

6.1   Circulation Service   [   ]

6.2   Cataloguing Service   [   ]

6.3   Reference Service   [   ]

6.4   CAS   [   ]

6.5   SDI   [   ]

6.6   Reprographic Service   [   ]

6.7   Digital Library   [   ]

6.8   ILL services   [   ]

6.9   Documentation   [   ]

6.10   Web OPAC   ☐

6.11   Online Database Search Service   ☐

6.12   Library Websites   ☐

6.13   Users Awareness   ☐

6.14   Any other _____

PART – C

7.0   (Collection Development Policy)

7.1   Availability of Collection development policy   Yes   No   ☐

If Yes, does it include following?

(i)   Selection/Recommendation of books
(ii)   Cross checking availability of books with the recommendations
(iii)   Compilation of list of books and asking for quotations
(iv)   Selection of vendor on basis of discounts and delivery time
(v)   Filing of rectification for wrong titles or damaged books
(vi)   Verification of bills and sending them to accounts section

7.1.1   Recommendation for Books is made on:
(i)   Prescribed printed format
(ii)   Online format
(iii)   By mail
(iv)   Verbal Communication
(v)   Any other methods_____

7.1.2   Cross checking of availability of books with the recommendations
(i)   By Physical verification   ☐

(ii)   By OPAC search   ☐

(iii)By Accession List   ☐

(iv)By Subject List   ☐

7.1.3 Compilation of recommendation:
(i)   By making excel file   ☐
(ii)   By marking publishers catalogue
(iii)   By hand written
(iv)   Any other _____

7.1.4 Selection of vendor on basis of discounts and delivery time

(i) Good quality books ☐

(ii) Give more discount ☐

(iii) Give in time ☐

7.1.5 Filing of rectification for wrong titles or damaged books

(i) Give information through telephone ☐

(ii) Give information through Mail ☐

(iii) Change the wrong title ☐

(iv) Change the damaged Book ☐

7.1.6 Verification of bills and sending them to accounts section

(i) Verified books with bill ☐

(ii) Bill deposit to the account section after signature of the Librarian on bill ☐

(iii) Bill deposit to the account section after signature of the Principal on bill ☐

(iv) Bill deposit to the account section after the gate entry ☐

7.1.7 Any other Collection Development policy_____

Whether policy approved by library committee or the Principal _____

8.0 Is there any Acquisition policy? Yes ☐ No ☐

8.1 If Yes, does it contain following;

(i) List of Vendors ☐

(ii) List of Publishers ☐

(iii) List of discount rates (publisher-wise) ☐

(iv) Time duration for delivery of books ☐

(v) Transit Charges (either born by vendor or library) ☐

(vi) Mode of Acquisition practice: Yearly acquisition ☐ when required ☐

8.2 Mode of Acquisition of Books (Methods of collecting Materials)

(i) By purchase ☐

(ii) By Exchange ☐

(iii) By Gift ☐

Any other source _____

8.3 Mode of acquisition of Journals and Magazines

(i) By Purchase/ Subscription ☐

(ii) By Exchange ☐

(iii) By Gift ☐

(iv) Any other source _____

8.4 Mode of acquisition of Newspapers

(i) By Purchase/ Subscription ☐

(ii) By Exchange ☐

(iii)   By Gift

(iv)   Any other source _____

8.5 **Mode of acquisition of E-Resources and databases**
(i)   By Purchase/ Subscription

(ii)   Trial Access

(iii)   Free E-resources

8.6 **Acquisition of Audio-visual material**
(i)   By Purchase

(ii)   By Exchange

(iii)   By Gift

(iv)   Accompanying material

8.7 **Stock Taking**
(i)   Annually

(ii)   After two years

(iii)   After three years

(iv)   After Five years

8.8 **Decisions made on the basis of Stock taking**
(i)   Weeding out old and redundant reading material

(ii)   Adding more copies of highly used reading material

(iii)   Asking users to replace the lost books

PART- D
9.0   Library Access Management
9.1 Access system provided to the users

(i)   Open Access

(ii)   Closed Access

(iii)   Online Access

(iv)   Restricted Access

9.2   Whether Collection is Classified ?

(i)   Yes

(ii)   No

9.3   Whether Catalogue facility is given in the library?

(i)   Yes

(ii)   No

9.4 **Whether manual/Online Catalogue available in lib**rary?
(i)   Manual

(ii)   Online

(iii)   Both

9.4   Whether Library is Automated ?   Yes ☐   No ☐

If Yes, name of the Software_____
Status of Automation   Full ☐   Partial   ☐

10.0   ICT Infrastructure available in the library for access of online resources (Quantity)

(i)   Computers   ☐

(ii)   Library Automation Software   ☐

(iii)   LAN   ☐

(iv)   Internet   ☐

(v)   Wi-Fi   ☐

(vi)   Remote access to databases   ☐

(vii)   Networking/Resource sharing   ☐

11.0 **Library Budget for last three years:**

Year	Library Budget for Reading Materials(Rs.)			
	Below 1 Lakh	1-3 Lakhs	3-5 Lakhs	Above 5 Lakhs
2018-2019				
2019-2020				
2020-2021				

12.0 **Total Number of Books acquired during last three years**

Year	No. No. of books acquired	Amount spent
2018-2019		
2019-2020		
2020-2021		

13.0 **Total Number of Periodicals Subscribed during last three years**

Year	No. of periodical subscribed	Amount spent
2012018-		

Ye year		
2019		
2012019-2020		
202020-2021		

14.0   Number of ICT equipment purchased during last three years

Ye year	No. of ICT Equipment	Am Amount spent
20 2018-2019		
20 2019-2020		
20 2020-2021		

15.0   Any Challenges faced for the collection development and access management in library_____

_____

_____

_____

16.0   Any Suggestion:

_____
_____
_____
_____
_____
_____
_____

Satinder Jit Kaur(41700228)

                         Research Scholar
                          Lovely Professional University
                         Phagwara, Punjab
     Signature   Email: lubanasatinder05@gmail.com
(Seal of the Library/Librarian)   Mob. 9464928453

Questionnaire for Users

To,

_____

_____

_____

Subject: Request for filling up the enclosed questionnaire.

Dear Sir/ Madam,

I am a Research Scholar, enrolled in PhD under the supervision of Dr. JatinderKumar,Librarian,intheCentralLibrary,LovelyProfessionalUniversity,Phagwara.I am doing research on the topic "Collection Development and Access Management in College Libraries of Punjab: A study."

Therefore,Irequestyoutofilluptheenclosedquestionnaireandassistmeincompleting my study. Please note that all data and information provided by you will be kept confidential and shall be used only for research purpose.

Please tick mark (√) on appropriate answer wherever required and use a separate sheet of needed.

Thanking you in anticipation,

Satinder Jit Kaur (4170228) Research Scholar

DLIS, Lovely Professional University Phagwara

Mob. No. 9464928453, 7308991313

Email:lubanasatinder05@gmail.com

<div align="center">**Questionnaire for Users**</div>

(Please put a tick mark **(√)** in box wherever applicable)

Thanking you in anticipating for your response and cooperation in this study.

1.   **Name of the College**_____

2.   **Name of the library User**_____

3.   **Status of the users:**

(i)   Student: Under-Graduate ☐ Post-Graduate ☐

(ii)   Teacher ☐   Other service holder ☐

4.   **Gender:**

(i)   Male ☐ Female ☐

5.   **Age Group:**

(i) Below18years ☐   (ii)18-20years ☐

(iii) 21-22years ☐   (iv)23-25years ☐

(v) Morethan25 ☐

6.   **Do you use the library?**   Yes ☐   No ☐

a. If No, go to last page and sign the sheet.

7.   **How often you visit library?**
a. Daily ☐   b. Fortnightly ☐

c. Twice a week ☐   d. Once in a month ☐

e. Thrice a week ☐   f. occasionally ☐

<div align="center">x</div>

8.   Why do you visit library?

a.   To borrow books

b.   To read journals/magazines

c.   To read newspapers

d.   To use Internet facility

e.   To access online resources

f.   To read novels/storybooks

g.   To supplement class room teaching

h.   To study in peaceful academic environment

i.   Others...

9.   What type of resources you use most?

a.   Books   b. Journals/magazines

c.   Newspapers   d. E-journals

e.   E-books   f. Databases

g.   Reference sources   h. others...............................

10.   Are you satisfied with the infrastructural facilities of the library (Please mark 5 for Very Satisfied, 4 for Satisfied, 3 for Somewhat Satisfied, 2 for Least Satisfied, and 1forNotSatisfied)? (Tick mark √)

		5	4	3	2	1
a.	Location	◯	◯	◯	◯	◯
b.	Arrangement of Books	◯	◯	◯	◯	◯
c.	Furniture and Equipment	◯	◯	◯	◯	◯
d.	Lighting	◯	◯	◯	◯	◯
e.	Cleanliness	◯	◯	◯	◯	◯
f.	Guide map/instructions	◯	◯	◯	◯	◯
g.	Interiors/exteriors	◯	◯	◯	◯	◯
h.	Washrooms	◯	◯	◯	◯	◯
i.	Drinking water	◯	◯	◯	◯	◯
j.	Reading Room	◯	◯	◯	◯	◯

11. **Are you satisfied with the physical resources of the library? (Please mark5 for Very Satisfied, 4 for Satisfied, 3 for Somewhat Satisfied, 2 for Least Satisfied, and 1forNotSatisfied)? (Tick mark √)**

		5	4	3	2	1
a.	Books	◯	◯	◯	◯	◯
b.	Journals	◯	◯	◯	◯	◯
c.	Magazines	◯	◯	◯	◯	◯
d.	Newspapers	◯	◯	◯	◯	◯
e.	Reference sources	◯	◯	◯	◯	◯
f.	E-resources	◯	◯	◯	◯	◯
g.	Databases	◯	◯	◯	◯	◯
h.	Other resources	◯	◯	◯	◯	◯

12. **Does the collection meet your requirements?**   Yes ☐   No ☐

13.   Are you satisfied with the services of the library? (Please mark 5 for Very Satisfied, 4 for Satisfied, 3 for Somewhat Satisfied, 2 for Least Satisfied, and 1for Not Satisfied)?(Tick mark√)

	5	4	3	2	1
a. Circulation Services b. Cataloguing Services	◯	◯	◯	◯	◯
c. Reference Services	◯	◯	◯	◯	◯
d. Photostat Services	◯	◯	◯	◯	◯
e. Internet Services	◯	◯	◯	◯	◯
f. CAS (current awareness services)					
g. SDI (Selective Dissemination Information)	◯	◯	◯	◯	◯
h. Library Network Programme	◯	◯	◯	◯	◯
i. Binding	◯	◯	◯	◯	◯

14.   What type of access given to the library resources?

a.   Opened Access to the collection   ☐

b.   Closed Access to the collection   ☐

c.   Online Access to the collection   ☐

d.   Restricted Access to the collection   ☐

15. Are you satisfied with the access management of the library resources?**(Please mark 5 for Very Satisfied, 4 for Satisfied, 3 for SomewhatSatisfied,2forLeast Satisfied, and1 for Not Satisfied)?(Tick mark√)**

5	4	3	2	1
⬭	⬭	⬭	⬭	⬭

16. Are you satisfied with the access to human resources?

a. Attitude of library Staff b.Willingness to get help of librarystaff

c. Friendly nature of library staff

d. Helpfulness nature of library staff

17. **Are you satisfied with the overall functions of the library (Please mark 5for Very Satisfied, 4 for Satisfied, 3 for Neutral, 2 for Not Satisfied, and 1forVery Not Satisfied)?**

5	4	3	2	1
⬭	⬭	⬭	⬭	⬭

18. **Any Suggestion for the effective use of the library:**

_____

_____

Signature of the Respondent